



# PACIFIC VIEW CHARTER SCHOOL 2.0

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5 Henderson Street  
Eureka, California  
95501

707/269-9490  
FAX 707/269-9491

Pacific View Charter School  
Board of Directors Meeting  
Agenda

Via: Zoom

Date: January 12, 2021  
Time: 5:30 P.M.  
Location: Pacific View Charter School  
115 Henderson Street  
Eureka, CA 95501

- 1.0 Opening – Flag Salute
- 2.0 Roll Call
  - 2.1 Approval of Agenda Order
- 3.0 Approval of Consent Calendar
  - 3.1 Minutes
    - 3.1.1 November 10, 2020
- 4.0 Adjustments to the Agenda/Pulled Consent Items
- 5.0 Correspondence & Informational Items
  - 5.1 Directors Report
  - 5.2 Principal's Report
    - 5.2.1 Henderson Street Learning Center
    - 5.2.2 Moore Avenue Learning Center
  - 5.3 Dean of Students Report
    - 5.3.1 Schoolwide Collaboration Notes
      - 5.3.1 MARC Schoolwide Collaboration 13
- 6.0 Comments and Messages from the Floor on Non-Agenda Items  
(Note: The board provides this opportunity to directly address the legislative body on any item of interest, however, no action or discussion shall be undertaken on any item not appearing on the agenda. The board may briefly respond, ask for clarification, or may direct to place a matter of business on a future agenda.)
- 7.0 Business
  - 7.1 2019-2020 School Accountability Report Card
  - 7.2 SELPA Local Plan 2020-2021
  - 7.3 Discussion - Reopening of on site learning
- 8.0 Adjournment

Public participation instruction for our regularly scheduled Board meeting  
Tuesday, January 12, 2021 at 5:30 PM

In response to the Shelter in Place Orders, the Pacific View Charter School 2.0 will be conducting its board meeting via teleconferencing Zoom.

In order to participate remotely and to allow for orderly public comment we ask that you read and follow these instructions:

1. Each participant sign in with their full name when joining the meeting.
2. The Board President will announce the opportunity for public comment for non-agenda items and for each agenda item, as stated on the agenda.
3. All participants who wish to make public comments for an item use the "Raise your hand" icon.
4. The attendees will be called upon, their microphones will be unmuted and then they will be allowed to make their statement.
5. At the end of three minutes the microphone will be muted and the next participant will be called upon.

Pacific View Charter School 2.0 is inviting you to a scheduled Zoom meeting

Join Zoom Meeting  
<https://zoom.us>

Meeting ID 932 378 3985  
Meeting Passcode 035692

Pacific View Charter School  
Board of Director's Meeting  
January 12, 2021

Agenda Item:

1.0 Opening - Flag Salute

2.0 Roll Call

Members Present: \_\_\_\_\_ Members Absent: \_\_\_\_\_

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\_\_\_\_\_  
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School Staff \_\_\_\_\_

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Public \_\_\_\_\_

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2.1 Approval of Agenda Order

Motion \_\_\_\_\_

Second \_\_\_\_\_

Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

3.0 Approval of Consent Calendar

3.1 Minutes and Warrants

3.1.1 Minutes December 8, 2020

3.1.2 December 2020 Warrants.

Motion \_\_\_\_\_

Second \_\_\_\_\_

Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

4.0 Adjustments to the Agenda/Pulled Consent Items

4.1 \_\_\_\_\_

4.2 \_\_\_\_\_

December 8, 2020  
Pacific View Charter School  
Board of Directors Meeting  
Minutes

Date: December 8, 2020  
Time: 5:30 P.M.  
Location: Pacific View Charter School  
115 Henderson Street  
Eureka, CA 95501

Via: Zoom

1.0 Opening

2.0 Roll Call

Members Present: Dale Stockly  
Rose Baker  
Martha Shanahan  
Amanda Stelly  
Michelle Costello

Members Absent:  
Left meeting at 5:36 pm  
arrived at 5:38 pm

Staff James Malloy, Director  
Siilas Radcliffe, Principal  
Bobby Mullins, Principal

Community:

.1 Approval of Agenda Order

3.0 Approval of Consent Calendar

3.1 Minutes

Martha Shanahan moved approval of the minutes. Michelle Costello seconded. Motion passed 4-0

4.0 Adjustments to the Agenda/Pulled Consent Items

Item 7.1 was moved up to 4.1 to accommodate the time constraints on member Rose Baker.

5.0 Correspondence & Informational Items

5.1 Directors Report

Director Malloy reported Presence Learning will be the contractor for Speech services for the remainder of the year. He is discussing Presence also providing Educational Psychology services.

5.2 Principal's Report

5.2.1 Henderson Street Learning Center

Principal Mullins there was so stress within the staff and he is working on morale. He also reported the LCAP process is beginning again.

5.2.2 Moore Avenue Learning Center

Principal Radcliffe reported on parent conferences prior to the Thanksgiving bread. MARC is reviewing grades and strategies to raise grades. He thank the school for allowing parents to check out desks.

5.3 Dean of Students Report

5.3.1 Schoolwide Collaboration Notes

5.3.1 MARC Schoolwide Collaboration 9 & 11

5.3.2 MARC Schoolwide Learner Outcomes



6.0 Comments and Messages from the Floor on Non-Agenda Items

There were no comments or messages from the floor.

7.0 Business

7.1 1st Interim Report

Director Malloy presented the Interim report. He noted the school has enough money to pay our bills. He noted that with the revenue deferrals obtaining a loan may be necessary.

Rose Baker moved acceptance and approval of the Interim report. Martha Shanahan seconded. Motion passed 4-0.

7.2 Conflict of Interest Filing

Director Malloy noted that the conflict of interest forms were in the members packets and requested these be completed and returned as soon as possible.

8.0 Adjournment

Martha Shanahan moved adjournment at 6:45 pm. Amanda Stelly seconded. Motion passed 4-0.

Respectfully submitted,

James Malloy  
Direstor

## ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

### Report Cover Sheet

#### General Settings

Report Name  
Printed  
District  
Logon  
Fiscal Year

ACCOUNTS PAYABLE - BOARD PAYMENT REPORT  
1/8/2021 1:30:40 PM  
71  
jmalloy  
2021

#### Filters

Transaction Type:  
From Transmittal Number:  
To Transmittal Number:  
Audit Type:  
Fiscal Year:  
Sort By:  
Print Description:  
Include Vendor Address:  
Page Break By Transmittal:  
Include Voided Transmittal:

ALL  
21000022  
21000024  
ALL  
2021  
Vendor Name  
Board Description  
YES  
NO  
NO

HUMBOLDT COUNTY OFFICE OF EDUCATION  
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

71 Pacific View Charter School

Fiscal Year: 2021

Transmittal Number: 2100022-0 AUDIT

Reference	Vendor	Description	Amount
PV210256-001	ACSA 1575 BAYSHORE HIGHWAY BURLINGAME, CA 94010-0000	MULLINS ADMIN CRED	2,000.00
<b>Total Payment Amount</b>			2,000.00
PV210254-001	ADVANCED SECURITY SYSTEMS 1336 4TH STREET EUREKA, CA 95501-0000	MONTHLY BILLING	493.50
<b>Total Payment Amount</b>			493.50
PV210255-001	ATT - BROADBAND BILLING PO BOX 5025 CAROL STREAM, IL 60197-5025	MONTHLY BILLING	96.43
<b>Total Payment Amount</b>			96.43
PV210257-001	ATT CALNET3 9391050536 PO BOX 9011 CAROL STREAM, IL 60197-9011	MONTHLY BILLING	127.75
PV210258-001	ATT CALNET3 9391050536 PO BOX 9011 CAROL STREAM, IL 60197-9011	MONTHLY BILLING	169.96
<b>Total Payment Amount</b>			297.71
PV210259-001	CITI CARD P O BOX 78019 PHOENIX, AZ 85062-8019	POSTAGE	100.00
PV210260-001	CITI CARD P O BOX 78019 PHOENIX, AZ 85062-8019	POSTAGE METER	17.99
PV210261-001	CITI CARD P O BOX 78019 PHOENIX, AZ 85062-8019	POSTAGE	100.00

HUMBOLDT COUNTY OFFICE OF EDUCATION  
**ACCOUNTS PAYABLE - BOARD PAYMENT REPORT**

71 Pacific View Charter School

Fiscal Year: 2021

Transmittal Number: 21000022-0 AUDIT

Reference	Vendor	Description	Amount
PV210262-001	CITI CARD P O BOX 78019 PHOENIX, AZ 85062-8019	MONTHLY BILLING	76.45
PV210263-001	CITI CARD P O BOX 78019 PHOENIX, AZ 85062-8019	SUKPLIES	30.57
PV210265-001	CITI CARD P O BOX 78019 PHOENIX, AZ 85062-8019	GRADUATION	189.50
<b>Total Payment Amount</b>			<b>514.51</b>
PV210266-001	DAVID L. MOONIE & CO. LLP 325 SECOND ST SUITE 301 EUREKA, CA 95501-0000	4TH PROGRESS	1,280.00
<b>Total Payment Amount</b>			<b>1,280.00</b>
PV210264-001	DOANE, CHRIS 3009 HUBBARD LANE, SUITE B EUREKA, CA 95501-0000	MONTHLY BILLING	1,240.00
<b>Total Payment Amount</b>			<b>1,240.00</b>
PV210267-001	EDD SDI P. O. BOX 989071 SACRAMENTO, CA 95798-9071	EDD SDI PENALTY	34.26
<b>Total Payment Amount</b>			<b>34.26</b>
PV210268-001	EUREKA CITY SCHOOLS 2100 J ST EUREKA, CA 95501-3055	SUPPLIES	37.06
<b>Total Payment Amount</b>			<b>37.06</b>
PV210269-001	HUMBOLDT COMMUNITY SERVICES PO BOX 158	MONTHLY BILLING	51.12

HUMBOLDT COUNTY OFFICE OF EDUCATION  
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

71 Pacific View Charter School

Fiscal Year: 2021

Transmittal Number: 21000022-0 AUDIT

Reference	Vendor	Description	Amount
	CUTTEN, CA 95534-0000		
PV210278-001	HUMBOLDT COMMUNITY SERVICES PO BOX 158 CUTTEN, CA 95534-0000	MONTHLY BBILLING	253.46
		<b>Total Payment Amount</b>	304.58
PV210274-001	MENDES, ERIK 1701 HIDEAWAY COURT MCKINLEYVILLE, CA 95519-0000	TECHNOLOGY	2,123.63
		<b>Total Payment Amount</b>	2,123.63
PV210270-001	MENDES 1030 W DEL NORTE STREET EUREKA, CA 95501-0218	MAINTENANCE	77.83
PV210271-001	MENDES 1030 W DEL NORTE STREET EUREKA, CA 95501-0218	MAINTENANCE	73.83
PV210272-001	MENDES 1030 W DEL NORTE STREET EUREKA, CA 95501-0218	MAINTENANCE	428.10
		<b>Total Payment Amount</b>	579.76
PV210273-001	MULLINS BOBBY 7518 ELK RIVER COURT EUREKA, CA 95503	REIMBURSEMENT	75.54
		<b>Total Payment Amount</b>	75.54
PV210275-001	RECOLOGY OF HUMBOLDT P O BOX 60670 LOS ANGELES, CA 90060-0670	MONTHLY BILLING	477.88
PV210276-001	RECOLOGY OF HUMBOLDT P O BOX 60670	MONTHLY BILLING	520.96

HUMBOLDT COUNTY OFFICE OF EDUCATION  
**ACCOUNTS PAYABLE - BOARD PAYMENT REPORT**

71 Pacific View Charter School

Fiscal Year: 2021

Transmittal Number: 2100022-0 AUDIT

Reference	Vendor	Description	Amount
	LOS ANGELES, CA 90060-0670		
<b>Total Payment Amount</b>			998.84
PV210279-001	SPARROW, JASON 1421 WEST SVENUE EUREKA, CA 95501	FREIMBURSEMENT	25.00
<b>Total Payment Amount</b>			25.00
PV210277-001	WELLS FARGO PO BOX 10306 DES MOINES, IA 50306-0306	MONTHLY BILLING	350.46
<b>Total Payment Amount</b>			350.46
<b>Transmittal Total</b>			10,451.28
<b>Fund Summary: Fund 62</b>			10,451.28

Transmittal Number: 2100023-0 AUDIT

PV210280-001	CHARTERSAFE P O BOX 969 WEIMAR, CA 95736	INSURANCE DEC BILLING	3,421.00
<b>Total Payment Amount</b>			3,421.00
PV210281-001	EUREKA ACE HARDWARE 2520 HARRIS STREET EUREKA, CA 95503-0000	MAINTENANCE	43.06
<b>Total Payment Amount</b>			43.06
PV210282-001	HUMBOLDT COUNTY DEPARTMENT OF HEALTH & HUMAN SERVICES 100 H STREET SUITE 100 EURKEA, CA 95501	HEALTH CERTIFICATED HENDEERSON	466.00
<b>Total Payment Amount</b>			466.00

HUMBOLDT COUNTY OFFICE OF EDUCATION  
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

71 Pacific View Charter School

Fiscal Year: 2021

Transmittal Number: 21000023-0 AUDIT

Reference	Vendor	Description	Amount
PV210283-001	MENDES 1030 W DEL NORTE STREET EUREKA, CA 95501-0218	MAINTENANCE	142.14
PV210284-001	MENDES 1030 W DEL NORTE STREET EUREKA, CA 95501-0218	MAINTENCNCE	60.76
PV210288-001	MENDES 1030 W DEL NORTE STREET EUREKA, CA 95501-0218	MAINTENANCE	114.99
<b>Total Payment Amount</b>			317.89
PV210285-001	SHAFER'S ACE HARDWARE 2760 E STREET EUREKA, CA 95501-0000	MAINTENANCE	9.32
PV210286-001	SHAFER'S ACE HARDWARE 2760 E STREET EUREKA, CA 95501-0000	MAINTENANCE	33.84
PV210287-001	SHAFER'S ACE HARDWARE 2760 E STREET EUREKA, CA 95501-0000	MAINTENANCE	31.00
<b>Total Payment Amount</b>			74.16
PV210289-001	WEIDEMAN, JAIME 2305 CANNIBAL ISLAND ROAD LOLETA, CA 95551-0459	REIMBURSEMENT	13.75
<b>Total Payment Amount</b>			13.75
<b>Transmittal Total</b>			4,335.86
<b>Fund Summary: Fund 62</b>			4,335.86
<b>Transmittal Number: 21000024-0 AUDIT</b>			
PV210292-001	AMAZON	SUPPLIES	162.60

HUMBOLDT COUNTY OFFICE OF EDUCATION  
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

71 Pacific View Charter School

Fiscal Year: 2021

Transmittal Number: 21000024-0 AUDIT

Reference	Vendor	Description	Amount
	PO BOX 530958 ATLANTA, GA 30353-0953		
PV210293-001	AMAZON PO BOX 530958 ATLANTA, GA 30353-0953	SUPLIES	35.25
		<b>Total Payment Amount</b>	197.85
PV210291-001	ATT MOBILITY P O BOX 6463 CAROL STREAM, IL 60197-6463	MONTHLY BILLING	193.95
		<b>Total Payment Amount</b>	193.95
PV210290-001	CHARTERSAFE P O BOX 969 WEIMAR, CA 95736	INSURANCE	3,421.00
		<b>Total Payment Amount</b>	3,421.00
PV210294-001	CITY OF EUREKA WATER DEPARTMENT 531 K STREET EUREKA, CA 95501-0000	WATER BILL	453.33
		<b>Total Payment Amount</b>	453.33
PV210295-001	HOUGHTON MIFFLIN HARCOURT 14046 COLLECTION CENTER DR CREDIT & COLLECTIONS CHICAGO, IL 60693-0140	TEXTBOOKS	208.38
PV210298-001	HOUGHTON MIFFLIN HARCOURT 14046 COLLECTION CENTER DR CREDIT & COLLECTIONS CHICAGO, IL 60693-0140	TEXTBOOKS	143.88
		<b>Total Payment Amount</b>	352.26



HUMBOLDT COUNTY OFFICE OF EDUCATION  
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

71 Pacific View Charter School

Fiscal Year: 2021

Transmittal Number: 21000024-0 AUDIT

Reference	Vendor	Description	Amount
PV210296-001	HUMBOLDT COMMUNITY SERVICES PO BOX 158 CUTTEN, CA 95534-0000	MOORE AVE WATER BILL	55.50
PV210297-001	HUMBOLDT COMMUNITY SERVICES PO BOX 158 CUTTEN, CA 95534-0000	MOORE AVE WATER	257.84
<b>Total Payment Amount</b>			313.34
PV210302-001	PASTOR OF ST. BERNARD'S CHURCH 615 H STREET EUREKA, CA 95501-0000	HENDERSON LEASE	4,968.37
<b>Total Payment Amount</b>			4,968.37
PV210299-001	PGE 0701778616-6 BOX 997300 SACRAMENTO, CA 95899-7300	HENDERSON ELECTRIC	1,372.87
<b>Total Payment Amount</b>			1,372.87
PV210300-001	PGE 5423206569-5 BOX 997300 SACRAMENTO, CA 95899-7300	MOORE AVE ELECTRICT	814.96
<b>Total Payment Amount</b>			814.96
PV210301-001	PGE 5464873233-4 BOX 997300 SACRAMENTO, CA 95899-7300	MOORE AVE ELECTRICT	818.96
<b>Total Payment Amount</b>			818.96
PV210305-001	SCHOOL & COLLEGES LEGAL SERVIC 5350 SKYLANE BLVD SANTA ROSA, CA 95403-1082	STAFF DEVELOPMENT	40.00
<b>Total Payment Amount</b>			40.00

HUMBOLDT COUNTY OFFICE OF EDUCATION  
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

71 Pacific View Charter School

Fiscal Year: 2021

Transmittal Number: 21000024-0 AUDIT

Reference	Vendor	Description	Amount
PV210303-001	STAPLES CREDIT PLAN PO BOX 78004 DEPT. 51 7820237641 PHOENIX, AZ 85062-8004	SUPPLIES	45.56
PV210304-001	STAPLES CREDIT PLAN PO BOX 78004 DEPT. 51 7820237641 PHOENIX, AZ 85062-8004	SUPPLIES	23.86
<b>Total Payment Amount</b>			69.42
PV210306-001	STARK ALISON 1615 CALLE RANCHERO PETALUMA, CA 94954	MOORE AVE LEASE	14,170.00
<b>Total Payment Amount</b>			14,170.00
PV210307-001	WEIDEMAN, JAIME 2305 CANNIBAL ISLAND ROAD LOLETA, CA 95551-0459	REIMBURSEMENT	16.09
<b>Total Payment Amount</b>			16.09
<b>Transmittal Total</b>			27,202.40
<b>Fund Summary: Fund 62</b>			27,202.40
<b>Payment Count:</b>	36	<b>Transmittal Count:</b>	3
<b>Grand Total:</b>			41,989.54

HUMBOLDT COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

71 Pacific View Charter School

Fiscal Year: 2021

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.

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Authorized Agent

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Board Approval

Pacific View Charter School  
Board of Director's Meeting  
January 12, 2021

5.0 Correspondence & Informational Items

5.1 Directors Report

5.1.1

5.2 Principal's Report

5.2.1 Henderson Resource Center

5.2.2 Moore Avenue Resource Center

5.3 Dean of Student's Report

5.3.1 MARC Schoolwide Collaboration #13

To: PVCS Staff, WASC Leadership Team, Board, Stakeholders

From: Ron Flenner-Dean/WASC Consultant

Date: January 7, 2021

Re: SWC # 13 Notes-ZOOM-1/6/21

Staff Present-All staff present.

Start Time: 12:30 PM-End Time: 12:35 PM.

Meeting Objectives:

Reflecting on Semester 1 and planning for Semester 2.

Session Questions:

How does our organization continue to improve during the CV-19 Pandemic during Semester 2?

What new initiatives need to be in place?

Check-In:

1. Check-In-Staff Input on Return to school after Winter Break-JW-Low attendance during 1<sup>st</sup> week back-makeup assignments-kids want to return to onsite school. SW-Getting Work samples and paperwork collected/completed-TS-Science going well, several students were confused on ZOOM dates/meetings-TM-Overwhelmed with student questions on quizzes, assignments, making parent calls-FM-Doing SPED testing-Individuals-set schedules for students-Good family input on assignments and ZOOM sessions.
2. Review Personal Power Grid and Risk Analysis:
  - a) Weighing the Decisions using "Trade-Off Analysis" and "Stack The Deck"-(See tabulated results for details)-Summary: According to the trade analysis scores, Essential Group Instruction had the highest score followed by 100% Distance Learning. Full opening-on campus sessions and Pods had the lowest scores. (SPED, Remediation, At-Risk, Homeless/Foster, ELL).
  - b) Board Meeting on 1/12/21, please attend.
3. Semester 2:
  - a. Spring Course Draft-See attachments for details.
  - b. Orientation Sessions? Monday Goal Setting? Other Initiatives?
  - c. NEED-Voc. Ed and VAPA Electives-Possible use of APEX Career/CTE courses. Art/Music Appreciation-Frances will teach Ethnic Studies and selected Art classes. Virtual Arts Show may be conducted in Spring 2021.
  - d. For the next several Semesters there will be Dual Enrollment Courses through CR-Ron will contact CR assets to get the enrollment paperwork completed for interested students. CR courses will fulfill College/Career requirements.
4. Staff meeting Follow-up Topics:
  - a. Please select electives to teach for 2<sup>nd</sup> semester-review Draft Spring Course list-make suggestions/changes as needed,
  - b. Create a D/F list and e/mail school wide so we can get these students to pass before the end of the 1<sup>st</sup> semester-make ongoing updates.

- c. Make calls home-texts to the most at-risk students and the D/F list students to get assignments made-up.
- d. Remind the Drivers Ed. Students to get their work in to Dusty ASAP to pass the 1<sup>st</sup> semester course.

Pacific View Charter School  
Board of Director's Meeting  
Date: January 12, 2021

6.0 Comments and Messages from the Floor on Non-Agenda Items

6.1 Speaker: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6.2 Speaker: \_\_\_\_\_  
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6.3 Speaker: \_\_\_\_\_  
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6.4 Speaker: \_\_\_\_\_  
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6.5 Speaker: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Pacific View Charter School  
Board of Director's Meeting  
Date: January 12, 2021

Agenda Item: 7.1

Agenda Title: 2019-2020 School Accountability Report Card

Action Requested: Approve and Accept

Background Information:

School are to report out annually a School Accountability Report Card. The purpose of the report is to inform our constituents of the condition and performance of the school.





## 2019–2020 School Accountability Report Card

Translation Disclaimer

Select Language

Powered by Google Translate

### School Accountability Report Card Reported Using Data from the 2019–2020 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF), all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aw/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dqs.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) (<https://www.caschoolsdashboard.org/>) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### James Malloy, Program Director

- Principal, Pacific View Charter 2.0

#### About Our School

##### Contact

Pacific View Charter 2.0  
115 Henderson St.  
Eureka, CA 95501-4311

Phone: 707-269-9490

Email: [jmalloy@pacificviewcharter.com](mailto:jmalloy@pacificviewcharter.com)

#### About This School

#### Contact Information (School Year 2020-2021)

District Contact Information (School Year 2020-2021)	
District Name	Eureka City Schools
Phone Number	(707) 441-2414
Superintendent	Fred Van Vleet, Ed.D.
Email Address	<a href="mailto:vanvleet@eureka-cityschools.org">vanvleet@eureka-cityschools.org</a>

School Contact Information (School Year 2020-2021)	
School Name	Pacific View Charter 2.0
Street	115 Henderson St.
City, State, Zip	Eureka, Ca, 95501-4311
Phone Number	707-269-9490

School Name	Pacific View Charter 2.0
Street	115 Henderson St.
City, State, Zip	Eureka, Ca, 95501-4311
Phone Number	707-269-9490

Website [www.aurekacalyschools.org](http://www.aurekacalyschools.org)

Principal James Malloy, Program Director

Email Address [jmalloy@pacificviewcharter.com](mailto:jmalloy@pacificviewcharter.com)

Website <https://pacificviewcharter.org/>

County-District-School (CDS) Code 12755151230150

Last updated: 12/22/2020

### School Description and Mission Statement (School Year 2020–2021)

Pacific View Charter School 2.0 is an independent non-classroom based charter school sponsored by the Eureka Unified School District.

Pacific View Charter School 2.0 serves about 185 students in Humboldt County. We offer two types of academic programs, non-classroom based instruction and Independent Study. Students in Kindergarten through 6th grade have both non-classroom based instruction and Independent Study available. Students in grades 7th & 8th have only Independent Study available. We provide preparatory coursework for college bound students as well as for students entering the workforce. We offer an on-line curriculum that allows students to access the curriculum at school or home anytime of the day.

Our non-classroom based programs offer small class sizes that foster respectful classroom communities. All classes adhere to the California State Standards and utilize a variety of teaching methods and styles. Each class is unique, multi-leveled and is taught by highly qualified teachers that are trained to differentiate instruction to reach all learners. Our teaching staff values the strength of student mentoring and peer collaboration. All appropriate grade level standards are addressed.

Our independent study students meet with a teacher at least once a week to create a cooperative atmosphere and establish an instructional approach that best complements the student's goals and learning style. The teacher monitors, reviews and evaluates the students work regularly.

All Pacific View Charter School students are expected to maintain a high standard of ethics and quality, meeting both school and state standards.

Last updated: 12/22/2020

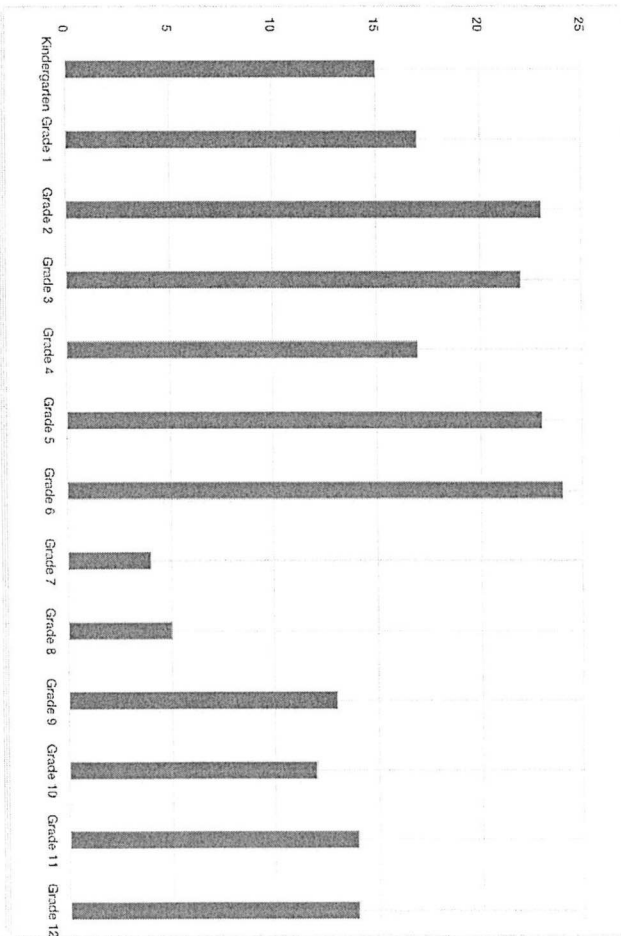
### Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	15

Grade Level	Number of Students
Grade 1	17
Grade 2	23
Grade 3	22
Grade 4	17
Grade 5	23
Grade 6	24
Grade 7	4
Grade 8	5
Grade 9	13
Grade 10	12
Grade 11	14
Grade 12	14
<b>Total Enrollment</b>	<b>203</b>

**Student Enrollment by Student Group (School Year 2019–2020)**

Student Group	Percent of Total Enrollment
Black or African American	2.50 %
American Indian or Alaska Native	3.90 %
Asian	5.40 %
Filipino	%
Hispanic or Latino	18.20 %
Native Hawaiian or Pacific Islander	3.00 %



Last updated: 12/22/2020

Student Group	Percent of Total Enrollment
White	50.70 %
Two or More Races	15.30 %
<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
Socioeconomically Disadvantaged	67.50 %
English Learners	4.90 %
Students with Disabilities	18.20 %
Foster Youth	2.50 %
Homeless	4.90 %

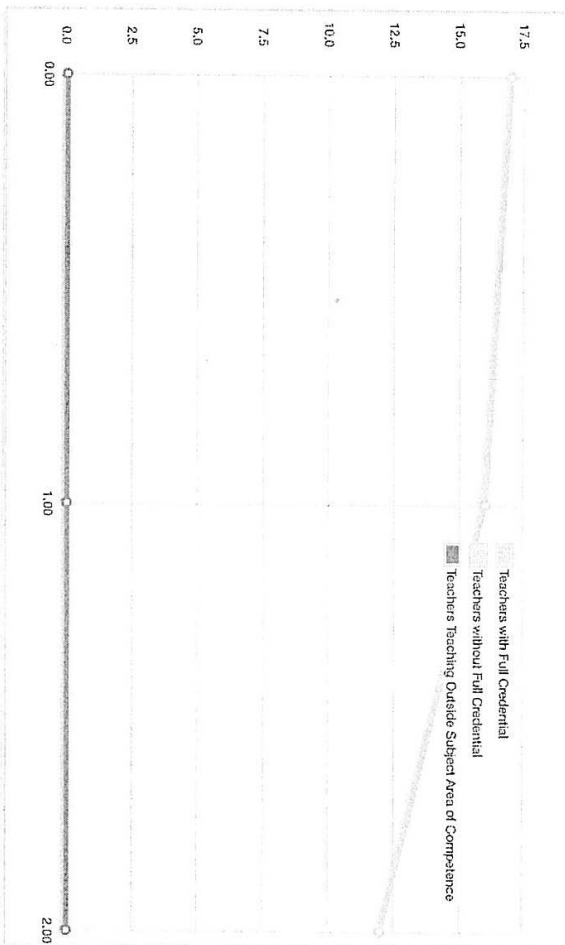
**State Priority: Basic**

The SARc provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Teacher Credentials**

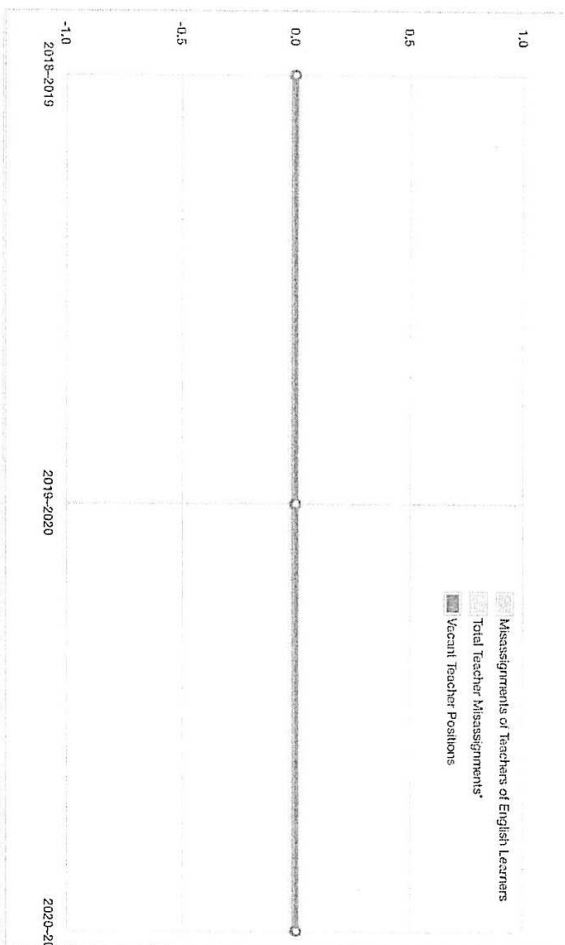
	School 2018-2019	School 2019-2020	School 2020-2021	District 2020-2021
Teachers	17	16	12	12
With Full Credential	0	0	0	0
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/4/2021

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2018-2019	2019-2020	2020-2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/22/2020

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)**

Year and month in which the data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Houghton Mifflin Harcourt Journeys	Yes	0.00 %
	7-12 Apex	Yes	0.00 %
Mathematics	K-6 Singapore Math HMH	Yes	0.00 %
	7-12 Apex	Yes	0.00 %
Science	K-6 Glenco	Yes	0.00 %
	7-12 Apex	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	K-6 My World Interactive-Pearson 7-12 Apex	Yes	0.00 %
Foreign Language	7-12 Apex		0.00 %
Health	7-12 Apex	Yes	0.00 %
Visual and Performing Arts	7-12 Apex	Yes	0.00 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.00 %

Note: Cells with N/A values do not require data.

Last updated: 1/4/2021

### School Facility Conditions and Planned Improvements

PVCS places a high priority on student safety – SAFETY FIRST is our motto. We continually assess our campus for potential risks, and mitigate the exposure as soon as possible. We hold all fire and earthquake drills as required, and assess the effectiveness of each drill. A designated staff member checks Megan's List at least monthly to keep apprised of registered sex offenders in proximity of the school.

Regular inspections are done by the local Fire Department according to the Health and Safety Laws. Additionally, cleanliness and safety is monitored through the Williams Settlement Report. Health and Safety are taught at all grade levels and are a requirement or graduation at the high school level.

#### School Safety Committee

PVCS has a safety committee comprised of the Director, Principal, a teacher representative and a classified representative. The committee meets regularly to address school safety and emergency preparedness.

- The major goals of the School Safety Committee are to:
- Reorient staff to their roles in the Incident Command System
- Procure food and supplies to accommodate a 72-hour shelter-in-place situation.
- Revise the plan for reuniting parents and students after an emergency, using the parking area
- Share our updated plan with the local law enforcement and fire department.



**School Facility Good Repair Status**

Last updated: 1/4/2021

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermis Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate**

Year and month of the most recent FIT report: December 2020

Overall Rating	Good
----------------	------

Last updated: 1/4/2021

**State Priority: Pupil Achievement**

The SARc provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career/technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School		District		State	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
English Language Arts / Literacy (grades 3-8 and 11)	31%		36%		50%	
Mathematics (grades 3-8 and 11)	16%		24%		39%	

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/22/2020

1/5/2021

- School Accountability Report Card (CA Dept of Education)

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School	School	District	District	State	State
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Science (grades 5, 8, and high school)						

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

Last updated: 12/22/2020

**Career Technical Education (CTE) Programs (School Year 2019-2020)**

Pacific View Charter School 2.0 no longer offers a CTE program

*Last updated: 1/4/2021*

**Career Technical Education (CTE) Participation (School Year 2019-2020)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	28
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 12/22/2020*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

**UC/CSU Course Measure**

	Percent
2019-2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2018-2019 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Last updated: 12/22/2020

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

**Opportunities for Parental Involvement (School Year 2020-2021)**

Pacific View Charter parents contribute to the P/VCS Community by having the opportunity to volunteer in all classrooms/Learning Center, on a regular basis. In addition, all parents may accompany students on Fieldtrips/excursions and school-wide fundraising donation projects (Annual Community Dinner/Silent Auction). Also, all P/VCS parents are invited/strongly encouraged to attend the twice yearly Parent Conferences.

Last updated: 12/22/2020

**State Priority: Pupil Engagement**

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

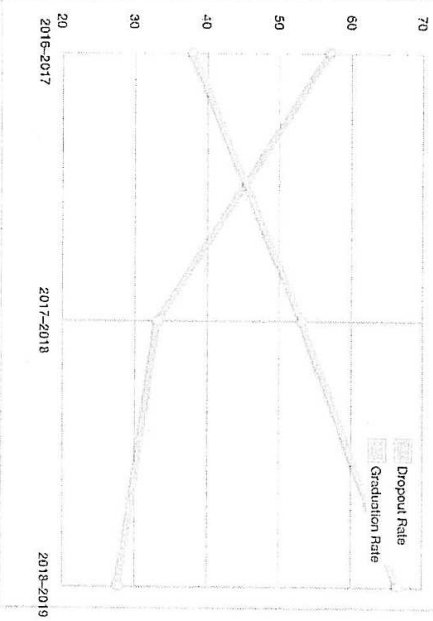
- High school dropout rates; and
- High school graduation rates

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School 2016-2017	School 2017-2018	School 2018-2019	District 2016-2017	District 2017-2018	District 2018-2019	State 2016-2017	State 2017-2018	State 2018-2019

Indicator	School 2016-2017	School 2017-2018	School 2018-2019	District 2016-2017	District 2017-2018	District 2018-2019	State 2016-2017	State 2017-2018	State 2018-2019
Dropout Rate	57.10%	33.30%	27.80%	6.20%	5.20%	5.60%	9.10%	9.60%	9.00%
Graduation Rate	38.10%	53.30%	66.70%	87.90%	87.80%	90.90%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-2018	School 2018-2019	District 2017-2018	District 2018-2019	State 2017-2018	State 2018-2019

	School 2017-2018	School 2018-2019	District 2017-2018	District 2018-2019	State 2017-2018	State 2018-2019
Suspensions	0.00%	0.00%	7.70%	6.20%	--	--
Expulsions	0.00%	0.00%	0.10%	0.00%	--	--

**Suspensions and Expulsions for School Year 2019-2020 Only**  
(data collected between July through February, partial school year due to the COVID-19 pandemic)

	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	1.40%	1.40%	--
Expulsions	0.00%	0.00%	--

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

Last updated: 1/5/2021

**School Safety Plan (School Year 2020-2021)**

The PVCS "Safe School Plan" is based on the following:

"Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical violence or psychological harm. They are characterized by sensitivity and respect for all individuals, an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, students' affiliation and bonding to the school, support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms."

This Comprehensive School Safety Plan has several overarching goals. They are as follows:

- To help our community create a school atmosphere that is safe, respectful, fair, and conducive to learning.
- To prepare ourselves to respond calmly and competently to any possible disaster, keeping foremost always the safety and well-being of students and staff.
- To comply fully with all requirements of the California Education Code as well as all California Health and Safety regulations.

To further these goals, this plan has been prepared in conformance with the provisions of California Education Code #32292 and all relevant PVCS School Board and Administrative Policies. These documents are available at the District Office; additionally, the Education Code is available online.

-Reviewed with staff, law enforcement, and fire authority in August 2020

The information in this section is required to be in the SARC but is not included in the state priorities for LOPF.

Last updated: 1/11/2021

**Average Class Size and Class Size Distribution (Elementary) School Year (2017-2018)**

Grade Level	Average Class Size	Number of Classes *		
		1-20	21-32	33+
K	11.00	1	0	0
1	18.00	1	0	0
2	18.00	1	0	0
3	20.00	1	0	0
4	18.00	1	0	0
5	22.00	0	1	0
6	21.00	0	1	0
Other**		0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).  
 \*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2018-2019)**

Grade Level	Average Class Size	Number of Classes *		
		1-20	21-32	33+
K	16.00	1	0	0
1	20.00	1	0	0



Grade Level	Average Class Size	Number of Classes *		
		1-20	21-32	33+
2	18.00	1	0	0
3	20.00	1	0	0
4	18.00	1	0	0
5	20.00	1	0	0
6	21.00	0	1	0
Other**		0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).  
 \*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2019-2020)**

Grade Level	Average Class Size	Number of Classes *		
		1-20	21-32	33+
K	15.00	1		
1	17.00	1		
2	23.00		1	
3	22.00		1	
4	17.00	1		
5	23.00		1	
6	24.00		1	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).  
 \*\* "Other" category is for multi-grade level classes.

Last updated: 12/22/2020

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017-2018)**

Subject	Average Class Size	Number of Classes *		
		1-22	23-32	33+
English	5.00	21		
Mathematics	5.00	11		
Science	5.00	7		
Social Science	5.00	12		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)**

Subject	Average Class Size	Number of Classes *		
		1-22	23-32	33+
English	6.00	10		
Mathematics	4.00	9		
Science	7.00	4		
Social Science	5.00	10		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)**

Subject	Average Class Size	Number of Classes *		
		1-22	23-32	33+
English	7.00	9		

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
Mathematics	8.00	8		
Science	10.00	4		
Social Science	5.00	8		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/22/2020

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

Pupils to Academic Counselor*	Title	Ratio
		0.0

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/22/2020

**Student Support Services Staff (School Year 2019–2020)**

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.31
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other	1.50

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/22/2020

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10882.00	\$479.00	\$10403.00	\$38351.00
District	N/A	N/A	\$10403.00	\$61076.00
Percent Difference - School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$7750.12	\$75706.00
Percent Difference - School Site and State	N/A	N/A	29.29%	70.24%

Note: Cells with N/A values do not require data.

Last updated: 1/4/2021

**Types of Services Funded (Fiscal Year 2019-2020)**

The Pacific View Charter School provides high quality standards based instructional programs to all K-12 students. The management team, Board and Staff meets throughout the school year to identify individual/group student needs. Program development/adjustments are made on a regular basis throughout the year to insure that Expected School-Wide-Learning Results are attained.

The PVCS Community is committed to educating the "Whole Child," especially in the Vocational/Technical and World of Work Curricula. Categorized Program revenues provide funding for the following programs:

- Part-time Teacher Assistants
- Part-time Technology Specialist
- Part-time PE Teacher
- Part-time Speech Therapist (SPED Funded)
- Part-time Academic Counselor

Through the CORE Academic Program the PVCS is able to offer the following services:

surconline.org/SecrPrint/12755151230150

- Career/Vocational/Technical courses: School Finance, Workability/Odyssey and Work Experience Education
- Credit Recovery Academy (CRA) offered during school for students behind in credits to attain graduation.
- Flexible school schedule to accommodate work schedule.

Last updated: 12/22/2020

**Teacher and Administrative Salaries (Fiscal Year 2018-2019)**

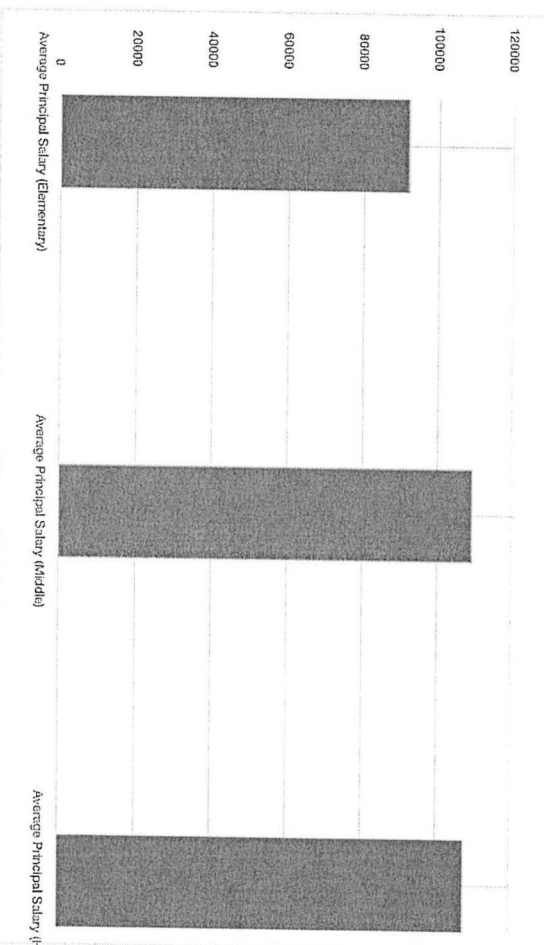
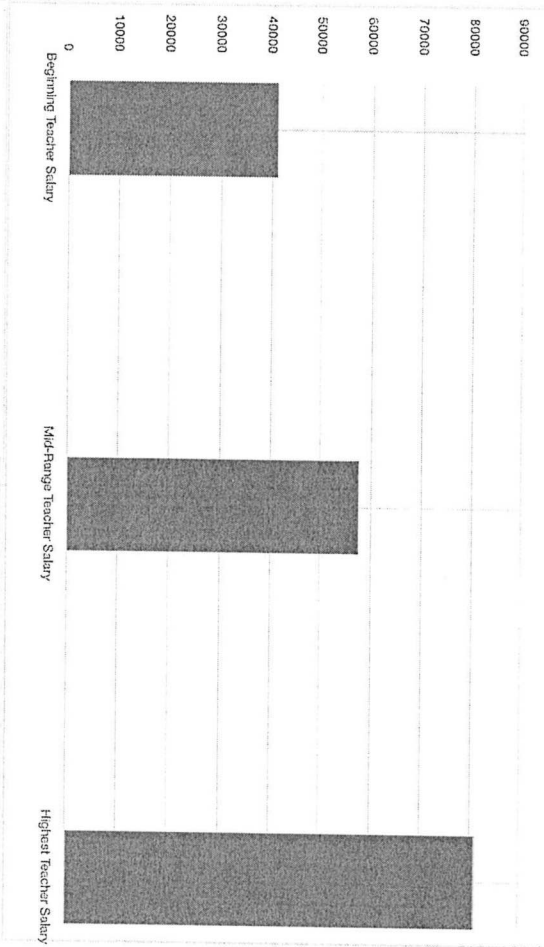
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,174	\$47,145
Mid-Range Teacher Salary	\$57,486	\$74,952
Highest Teacher Salary	\$80,874	\$96,092
Average Principal Salary (Elementary)	\$91,994	\$116,716
Average Principal Salary (Middle)	\$109,220	\$120,813
Average Principal Salary (High)	\$107,443	\$131,905
Superintendent Salary	\$193,769	\$192,565
Percent of Budget for Teacher Salaries	27.00%	31.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/csl/>.

Teacher Salary Chart

Principal Salary Chart

- School Accountability Report Card (CA Dept of Education)



Last updated: 12/22/2020

Advanced Placement (AP) Courses (School Year 2019-2020)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

\*Where there are student course enrollments of at least one student.

Last updated: 12/22/2020

Professional Development

Measure	2019-2019	2019-2020	2020-2021
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	5

Questions: SARC TEAM | [sarc@ceda.ca.gov](mailto:sarc@ceda.ca.gov) | 916-319-0406

California Department of Education  
1430 N Street  
Sacramento, CA 95814



Pacific View Charter School  
Board of Director's Meeting  
Date: January 12, 2021

Agenda Item: 7.2

Agenda Title: SELPA Local Plan 2020-2021

Action Requested: Approve and Accept

Background Information:

Attached is a summary of this item.

## **Humboldt-Del Norte SELPA Local Plan 2020-21**

### **Board Agenda Item - Summary**

**Background:** The Pacific View Charter School 2.0 is a member of the Humboldt-Del Norte Special Education Local Plan Area (SELPA). The purpose of the SELPA is to ensure that all students with disabilities living within its boundaries will be provided a free appropriate public education as required by the Federal Individuals with Disabilities Education Act (IDEA) and California Education Code. The Local Plan contains a governance and administration section that includes policies and procedures for the provision of special education services by all Local Educational Agencies (LEAs) within the SELPA.

The Humboldt-Del Norte SELPA Local Plan was last fully revised in 2012 and at that time required subsequent approval by all participating LEAs within the SELPA.

**Discussion:** Under the trailer bill language of the adopted budget in 2018, AB 1808, the Governor required all SELPAs to develop a local plan that conformed to a template to be provided by the California Department of Education (CDE). CDE developed the Section B template for the Local Plan titled Governance and Administration to be used by all SELPAs in the State. Section B, Governance and Administration, requires Humboldt-Del Norte SELPA member LEA board approval.

A local plan committee was formed in the Humboldt-Del Norte SELPA consistent with the required stakeholders per education code. Stakeholders included both general and special education teachers, administrators along with parent representatives of students with disabilities and community members for the Humboldt-Del Norte SELPA's Community Advisory Committee. The language within the current Local Plan was used to satisfy the majority of requirements of the new template. Additional language was developed, reviewed, and recommended by the committee for parts of the new template that were in excess of the current Local Plan. The required sections of the Local Plan using the new templates from CDE (Section B- Governance and Administration,) were approved unanimously by the Humboldt- Del Norte SELPA Superintendents' Policy Council on November 19, 2020. The meeting was held consistent with the Brown Act and Governor Newsom's Executive Order 29-20 to allow the public an opportunity to participate and comment.

Following approval by the Superintendents' Policy Council, the Local Plan Section B Governance and Administration, must be approved by all governing boards of member LEAs and by the Humboldt County Office of Education board and Del Norte County Office of the Education board. These approvals of the Local Plan will be submitted to CDE no later than June 30, 2021. Upon final approval, the Local Plan must be posted on the website of each member LEA, the Humboldt-Del Norte SELPA, and Humboldt County Office of Education.

#### Local Plan Sections

Section A, Contacts and Certifications

Section B, Governance and Administration, must be reviewed every three years

Section D, Annual Budget Plan, must be developed and approved annually

Section E, Annual Services Plan, must be developed and approved annually

*Member LEAs: Arcata School District, Big Lagoon Union School District, Blue Lake Union Elementary School District, Bridgeville School District, Cuddeback Union School District, Cutten School District, Del Norte County Unified, Del Norte County Office of Education, Eureka City Schools, Ferndale Unified School District, Fieldbrook School District, Fortuna Elementary School District, Fortuna Union High School District, Freshwater School District, Garfield School District, Green Point School District, Humboldt County Office of Education, Hydesville School District, Jacoby Creek School District, Klamath-Trinity Joint Unified School District, Kneeland School District, Loleta Union School District, Maple Creek School District, Mattole Unified School District, McKinleyville Union School District, Northern Humboldt Union High School District, Northern United Humboldt Charter School, Orick School District, Pacific Union School District, Pacific View Charter 2.0, Peninsula Union School District, Rio Dell School District, Scotia Union School District, South Bay Union School District, Southern Humboldt Unified School District, Trinidad Union School District*

SELPA

Fiscal Year

**LOCAL PLAN**  
**Section B: Governance and Administration**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education  
Special Education Division  
January 2020

Section B: Governance and Administration

SELPA Humboldt-Del Norte

Fiscal Year 2020-21

**B. Governance and Administration**

California *Education Code (EC)* sections 56195 et seq. and 56205

**Participating Local Educational Agencies**

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

**Special Education Local Plan Area—Local Plan Requirements**

1. Describe the geographic service area covered by the local plan:

The Humboldt-Del Norte Special Education Local Plan Area (SELPA) is composed of 34 school districts within the geographic area of Humboldt and Del Norte counties and the Humboldt and Del Norte County Offices of Education. Together these LEA's have joined in a cooperative plan to provide special education programs and services for all individuals with disabilities, birth through the age of 21, who resides in Humboldt and Del Norte counties. The Humboldt County Office of Education has been designated the Administrative Unit (AU). (ED Code Section 56195.1 (c))

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

The governing body of the Humboldt-Del Norte SELPA is the Superintendents' Special Education Policy Council. Members of the Policy Council are responsible to the governing boards of the local education agencies (LEAs) in the SELPA.

In accordance with all applicable state and federal laws, the Humboldt- Del Norte SELPA shall be governed by a Superintendents' Special Education Policy Council composed of county, single district and regional voting members. The Policy Council conducts regular public meetings and is governed by a set of bylaws. The specific functions of the Policy Council necessary to carry out its responsibilities include, but are not necessarily limited to:

- Develops SELPA policies and agreements and reviews procedures for effective management and operation of special education programs and services throughout the SELPA;
- Develops SELPA policies and agreements and reviews procedures to assure individuals with disabilities equal access to special education programs and services and full educational opportunity and procedural safeguards for such individuals and their parents;
- Recommends to the governing boards the designations of the Administrative Unit (AU) as reflected in the Local Plan;
- Review and approve SELPA-wide services and related budgets including the SELPA administrative budget and the annual SELPA-wide budget and service plans;
- Directs the allocation of funding to members based upon Local Plan requirements, current pupil counts and

Section B: Governance and Administration

SELPA Humboldt-Del Norte

Fiscal Year 2020-21

- service priorities:
- Participates with the Humboldt County Office of Education (AU) in the hiring and evaluation of the SELPA Director;
  - Recommends and reviews the activities of special education programs and services within the SELPA;
  - Establishes committees as necessary to carry out the functions of the Policy Council;
  - Reviews special education issues and recommends effective solutions to governing boards;
  - Receives and considers recommendations from:
    - participating LEA governing boards,
    - the Community Advisory Committee,
    - other committees, task forces and advisory groups established by the Policy Council or the SELPA Director,
    - community agencies,
    - the SELPA Director and Regional Office staff, and
    - other individuals concerned with special education in Humboldt and Del Norte counties;
  - Promotes cooperation and communication among the LEAs and with the communities and community agencies; and
  - Reviews and develops the Local Plan as required and assures each LEA's compliance with that plan, and compliance with all applicable laws, rules, regulations and policies.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The SELPA Director, under the direction of the Superintendents' Special Education Policy Council, provides administrative support and coordination of the implementation of the Local Plan. Each participating LEA agrees to carry out the responsibilities and functions assigned in the Local Plan. Each county/region/district voting representation will be based on the previous year CALPADS count. Regional designation with more than one vote may appoint more than one voting representative. Appointments will be determined by each region and voting representatives will not exceed the total number of votes. The SELPA Director shall serve as a non-voting member of the Council.

The Local Plan, or amendments to the Plan, shall be affected utilizing a voting structure agreed upon by the Policy Council which consists of regionalized votes based on ADA.

Section B: Governance and Administration

SELPA Humboldt-Del Norte

Fiscal Year 2020-21

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

The Humboldt County Office of Education (HCOE) is designated as the official administrative unit (AU) of the Humboldt- Del Norte SELPA to assure the implementation of the Local Plan and SELPA policies, agreements, and procedures of the SELPA Policy Council in cooperation with participating LEAs. The distribution of federal and state funds is the responsibility of HCOE in accordance with the Humboldt- Del Norte SELPA's Fiscal Allocation Plan and policies, agreements and procedures of the SELPA Policy Council.

The SELPA and the County Offices of Education work closely to align services, training and supports for all the member LEAs in accordance to the local plan.

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

For the purposes of provision of special education services, charter schools shall be deemed either a public school within the chartering LEA or an LEA that receives funds and provides services independent of the chartering entity. All approved charter schools will be deemed public schools within the chartering entity until the charter school has been deemed an LEA following the decision making process in this Local Plan.

Public School within a School District or County Office of Education:

Charter schools that are deemed to be public schools within the chartering entity will participate in state and federal funding in the same manner as other schools or programs within the chartering entity. The chartering entity will be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and related services in a manner that is consistent with all applicable provisions of state and federal law. The chartering entity will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in the charter school in the same manner as students enrolled in other schools or programs administrated by the chartering entity.

The chartering entity will receive all applicable special education funds as specified in the SELPA's approved funding allocations.

The chartering entity and the charter school may enter into business agreements or contracts whereby the charter school agrees to pay for the excess costs associated with providing special education services to identified students, including the administration of special education programs. When the chartering entity is a district, the charter school should be held fiscally responsible for a fair share of any encroachment on district general funds that is created by the provision of special education services throughout the district.

Charter School as an LEA Within the SELPA:

Section B: Governance and Administration

SELPA Humboldt-Del Norte

Fiscal Year 2020-21

A charter school that was chartered by or assigned to a SELPA member may apply to the Policy Council to become an LEA for the provision of special education services. Once granted LEA status, a charter school will participate on an equal basis with other members in the governance of the SELPA. The independent charter shall be assigned to the region in which the school/operation is located within the SELPA. Like other members of the SELPA, the charter school will be represented on the Policy Council by the individual chosen to represent that region.

The applicant charter school will be deemed an LEA if the Policy Council determines that the charter school has met all requirements to be included as a member LEA of the SELPA as specified in this Local Plan.

Participation of Charter Schools in the Local Plan:

A charter school may participate in the SELPA in one of two ways depending upon their governance structure. If the charter school is recognized as another public school within the LEA which serve special education students or in accordance with the charter school's MOU with an existing LEA SELPA member, then the charter will be represented by, and receive funding from, the existing LEA in the same manner as all other schools with the LEA. If the charter school is independent in all matters, including fiscal and governance, then the charter school will be deemed to be a separate LEA within the SELPA and will participate in the same manner as all other LEAs as described in this Local Plan.

A charter school which applies to be an independent LEA within the SELPA must conform to all of the policies and regulations of the Local Plan, and all applicable federal and state laws.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

Feedback and involvement from the Community Advisory Committee (CAC) is an important component of the development of the local plan. The CAC acts as an advisory body to the policy and administrative entity in the development, amendment, and review of the Local Plan. The Local Plan for special education shall be updated cooperatively by a committee of representatives of special and general education teachers and administrators selected by the groups they represent and with participation by parent members of the CAC, or parents selected by the CAC.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

The SELPA regularly seeks out guidance, input and feedback from individuals from LEAs including representation from General Education, Special Education, Administration as well as parent members of the CAC. These representatives are encouraged to attend meetings and provide input dedicated to the development, revision or updating of the local plan.



Section B: Governance and Administration

SELPA

Fiscal Year

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The selection of the Humboldt County Office of Education as the AU of the Humboldt-Del Norte SELPA is based upon an agreement between the Humboldt-Del Norte SELPA Policy Council, the individual school districts within the boundaries of the SELPA and the Humboldt County Superintendent of Schools. The AU shall continue on a year to year basis with the mutual agreement of the parties. The AU shall be responsible for performing the following functions:

- Delegating administrative support and coordination of the implementation of the Local Plan to the SELPA Director
- Serving as the employing agency for the SELPA Director and the SELPA staff and developing procedures, policies, job descriptions and other necessary provisions that, with approval of the Policy Council, enables the SELPA to operate as a special program within the structure of the County Office;
- Receiving and distributing the special education funds to LEA accounts for special education program and services in accordance with the annual recommendations made by the Policy Council.
- Establishing appropriate fiscal record-keeping procedures in accordance with state and federal requirements, maintaining accurate fiscal accounting records and submitting required fiscal reports to the appropriate authorities;
- Maintaining accountability for the SELPA AU budget and expenditures in accordance with state and federal requirement and Policy Council recommendations;
- Coordinating with, and auditing the participating LEAs, the certification of fiscal, attendance, transportation and student management information systems;
- Certifying that each participating LEA meets all applicable state and federal laws pertaining to the education of individuals with disabilities.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

Each participating LEA shall carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where a LEA of the SELPA has granted that charter, unless stated otherwise in the charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence programs. Such cooperation ensures that a continuum of program options is available throughout Humboldt and Del Norte counties.

The SELPA will facilitate agreements for the provision and coordination of services by other public agencies that are funded to serve children with disabilities. The SELPA Director shall develop, agree to and maintain Interagency agreements and/or memorandums of understanding necessary to support the implementation of the Local Plan.



Section B: Governance and Administration

SELPA

Fiscal Year

10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

The governing board of each District is responsible for the education of all individuals with disabilities, who are properly enrolled within the LEA's jurisdiction in accordance with state and federal requirements and policies, agreements and procedures described in the Local Plan. The specific functions of the governing board necessary for carrying out that responsibility include, but may not necessarily be limited to:

- Approving its district's participation within the SELPA. Includes complying with the adopted Local Plan and all subsequent revisions of the Local Plan or notifying the Policy Council, at least one year prior, of its intent to elect an alternative option;
- Delegating the administrative policy-making process and procedures for carrying out its responsibility to the Policy Council;
- Designating the district's superintendent to either assist in the selection of the regional representative for the region in which the district is located or to appoint a district representative if the district is considered a single district in the membership designation;
- Advising the Policy Council through its representative;
- Selecting, compensating and determining the duties of special education teachers, instructional aides and other personnel needed to provide those special education programs and services it has contracted to operate;
- Developing and maintaining budgets for those special education programs and services it has contracted to operate;
- Ensuring its district's adherence to all applicable state and federal laws and policies of the Policy Council;
- Adopting district determined necessary procedures for the operation of those special education programs and services it has contracted to operate which are not in conflict with the state or federal requirements or policies, agreements and procedures described in the Local Plan;
- Providing facilities for regionalized programs for special education services it has contracted to operate;
- Providing or arranging for required special transportation;
- Cooperating with the governing boards of Humboldt-Del Norte SELPA LEAs to assure the availability of special education services to all individuals with disabilities regardless of their district of residence;
- Encouraging representation to the Community Advisory Committee.

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

The superintendent of each participating local school district is responsible for assuring the provision of appropriate special education programs and services for students with disabilities for whom the district is responsible in

Section B: Governance and Administration

SELPA Humboldt-Del Norte

Fiscal Year 2020-21

accordance with the policies, agreements and procedures established by the governing board and those described in the Local Plan. The specific functions of the district superintendents necessary for carrying out that responsibility include, but are not necessarily limited to:

- Representing, or appointing a designated representative of that educational agency, or selecting a representative to act on behalf of the educational agency if the district is in a regional designation, the district as a member of the SELPA Policy Council and carrying out the functions of the Policy Council as described in the Local Plan;
- Acting as a liaison between the governing board and the Policy Council;
- Providing leadership within the district in support of special education programs and services;
- Advising the governing board of policies adopted by the Policy Council;
- Recommending to the governing board the development and adoption of local policies for special education programs and services;
- Recommending to the governing board any revisions of special education programs and services which are necessary to meet the changing needs of the district and which should be considered in the SELPA budget planning process;
- Developing and maintaining fiscal accounting records and information compatible with procedures established by the Policy Council and the Humboldt County Office of Education and in a manner that facilitates an audit by a certified public accountant, the California Department of Education or the Policy Council;
- Collecting information on the district's special education program operation and reporting such information to the SELPA Director;
- Supporting and cooperating in SELPA regional activities, such as:
  - personnel development,
  - coordination of curriculum,
  - program evaluation, and
  - student management information systems;
- Consulting with the SELPA Director regarding actions involving the due process, a complaint or a major programmatic change affecting the SELPA;
- Implementing and monitoring actions directed by administrative hearing officers or compliance officers, and
- Providing oversight to all special education programs and services within the district in order to ensure maintenance of standards and adherence to all relevant laws, rules, regulations and policies.

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

The responsibilities of each LEA and COE for coordination and administration of the local plan include, but are not necessarily limited to:

- Advising the superintendent and governing board regarding the status, accomplishments and needs of the

Section B: Governance and Administration

SELPA Humboldt-Del Norte

Fiscal Year 2020-21

- special education programs and services operating within the LEA:
- Gathering, interpreting and reporting data regarding the implementation, administration and operation of the Local Plan within the LEA;
  - Monitoring the assessment, instructional planning, placement and review procedures of individuals with disabilities;
  - Serving as the administrator for IEP team meetings, as necessary;
  - Supervising the development and implementation of appropriate curriculum and instruction for individuals with disabilities, including modification of the regular core curriculum;
  - Coordinating child find activities at the local level;
  - Assisting in or directing the development and monitoring of the special education budget for the LEA;
  - Assisting in or providing the supervision and evaluation of special education personnel;
  - Monitoring special education programs and services to ensure their provision in the least restrictive environment and in appropriate facilities;
  - Working cooperatively with other SELPA LEAs in the planning and implementation of the full continuum of programs and services on a regional bases;
  - Assisting in the identification of personnel development needs and inservice education programs;
  - Advising the development of local and SELPA-wide policies and procedures;
  - With the assistance of parents and staff, identifying potential candidates for membership on the Community Advisory Committee (CAC) to submit for governing board selection, and;
  - Coordinating California Department of Education evaluation activities within the LEA.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

- The Policy Council shall approve positions necessary for the operation of the SELPA functions according to this Local Plan and based upon the recommendations from the SELPA Director.
- The AU is responsible for serving as the employing agency for the SELPA Director and the SELPA staff and developing procedures, policies, job descriptions and other necessary provisions that, with approval of the Policy Council, enables the SELPA to operate as a special program within the structure of the County Office.
  - The AU is responsible for the recruitment and hiring of the SELPA Director and staff.
  - The Superintendents' Council shall jointly supervise and evaluate the SELPA Director's performance, including implementing disciplinary action as may be necessary.

Section B: Governance and Administration

SELPA Humboldt-Del Norte

Fiscal Year 2020-21

- The SELPA Director oversees the recruitment, supervision and evaluation of SELPA staff.

**b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:**

All federal and state special education funds shall be allocated to the SELPA AU for allocation to LEAs according to an approved Special Education Funding Allocation Plan. Any changes to the allocation plan of federal and state special education funds shall be made by the Policy Council and approved by the LEA governing boards (Del Norte County/District shall be considered one governing board).

The governing boards of the LEAs participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The Policy Council has been designated the authority to verify the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities. The AU shall be responsible for the distribution of the funds according to the approved Special Education Funding Allocation Plan. The SELPA Director is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

The Superintendents' Special Education Policy Council shall annually review and allocate the special education funds to all the participating LEAs in the SELPA according to the allocation model described in this Local Plan.

**c. The operation of special education programs: education programs:**

It is the intention of the SELPA to provide a full continuum of services to students with disabilities, including students in charter schools, throughout the geographic region of the SELPA. Access to services is through each of the LEAs. The referral, assessment and IEP processes are utilized to identify the needs of each individual student with disabilities. The LEAs shall assure that students will have their rights to appropriate services provided in the least restrictive environment.

Role of the AU/RLA:

The AU shall be responsible for receipt of and distribution of any funds for the operation of special education programs in accordance with the provisions of the Education Code Section 56836.

In order to ensure that a full continuum of appropriate services are available on a regional basis throughout the SELPA, the AU shall be authorized to enter into agreements with one or more LEAs to develop and operate program services and to recover the costs associated with providing those services in accordance with the approved Local Plan and Program Reimbursement Matrix.

Role of the SELPA Administrator:

- Coordinate implementation of all components of the Local Plan;
- Develop and maintain interagency agreements with appropriate public agencies to ensure a full range of special education programs and services;
- Monitor and ensure appropriate use of federal, state, and local funds allocated for special education operations;

Section B: Governance and Administration

SELPA Humboldt-Del Norte

Fiscal Year 2020-21

- Provide LEA program staff with a venue for sharing ideas regarding issues such as IEP development and implementation, curriculum scope and sequence, student performance targets, assessments, instructional best practices, and day-to-day operations.

Role of the LEA:

Each LEA shall utilize one or more of the following options to provide special education and services and to assure full educational opportunity:

- Provide a full continuum of special education programs within their district;
- Contract with another LEA within the SELPA for special education programs/services, if applicable;
- Refer for placement in programs and/or services provided by nonpublic schools or agencies or residential treatment centers;
- Refer for diagnostic services and/or placement in State Special Schools.

**d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:**

It is the intent of the SELPA that the needs of students with disabilities as identified in their IEPs shall be met through the appropriate use of special education funds. To ensure the appropriate use of special education funds the following steps shall be followed:

Role of the RLA/AU:

The AU, as the grantee of federal funds from the California Department of Education (CDE), shall distribute all or part of the federal funds received to the SELPA. The AU will provide consultation and support to the SELPA related to the monitoring of the appropriate use of federal, state and local funds used for special education programs.

Role of the SELPA Administrator:

The SELPA Director or designee shall be responsible to monitor, at a minimum annually, the appropriate use of all funds allocated for special education programs and services. Final determination and monitoring regarding the appropriate use of special education funds shall be made through the required annual MOE reports and Annual Budget Plan submitted to the CDE.

Role of the LEA:

The individual LEAs, along with support from the SELPA Director, shall ensure that the funds received from part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement state, local, and other Federal funds and not to supplant those funds; and will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of students with disabilities except as provided in Federal law and regulations.

Section B: Governance and Administration

SELPA

Fiscal Year

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

The SELPA and individual LEAs will ensure that specialized equipment is accessible to students and in alignment with federal and state law. Specialized equipment and services will be provided at the site where the Individualized Education Program (IEP) team has determined provides the program/services where the student with a free and appropriate public education is served in the least restrictive environment.

Low Incidence funds may be used for all pupils with low incidence disabilities as defined in law (hearing impairments, visual impairments, severe orthopedic impairments or any combination thereof) where an IEP team has determined the student meets eligibility requirements for a low incidence disability and the specialized equipment and/or services are recommended in the student's IEP.

The LEA is responsible for providing a student with disabilities who requires the use of an assistive technology device, as noted in their IEP, with continued access to that device, or to a comparable device, when the student, because of enrollment in another LEA, ceases to be enrolled in that LEA. This responsibility is in force until alternative arrangements for providing the student with continuous access to the assistive technology device, or to a comparable device, can be made or until two months have elapsed from the date that the student ceased to be enrolled in that LEA, whichever occurs first (EC 56040.3).

**Policies, Procedures, and Programs**

Pursuant to EC sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether, or not each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

**1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA



Section B: Governance and Administration

SELPA

Fiscal Year

as stated:

Yes  No

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**2. Full Educational Opportunity: 20 USC Section 1412(a)(2)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes  No

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**3. Child Find: 20 USC Section 1412(a)(3)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes  No

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**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):  
20 USC Section 1412(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that a of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Yes  No

**5. Least Restrictive Environment: USC Section 1412(a)(5)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes  No

**6. Procedural Safeguards: 20 USC Section 1412(a)(6)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes  No

**7. Evaluation: 20 USC Section 1412(a)(7)**

Policy/Procedure Number:



Section B: Governance and Administration

SELPA

Fiscal Year

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes  No

**8. Confidentiality: 20 USC Section 1412(a)(8)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes  No

**9. Part C to Part B Transition: 20 USC Section 1412(a)(9)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday." The policy is adopted by the SELPA as stated:

Yes  No

**10. Private Schools: 20 USC Section 1412(a)(10)**

Section B: Governance and Administration

SELPA

Fiscal Year

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes  No

**11. Local Compliance Assurances: 20 USC Section 1412(a)(11)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

Yes  No

**12. Interagency: 20 USC Section 1412(a)(12)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Section B: Governance and Administration

SELPA

Fiscal Year

Yes  No

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**13. Governance: 20 USC Section 1412(a)(13)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes  No

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**14. Personnel Qualifications**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes  No

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**15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and

Section B: Governance and Administration

SELPA

Fiscal Year

indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes  No

---

**16. Participation in Assessments: 20 USC Section 1412(a)(16)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

Yes  No

---

**17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes  No

---

**18. Maintenance of Effort: 20 USC Section 1412(a)(18)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds

Section B: Governance and Administration

SELPA

Fiscal Year

and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes  No

---

**19. Public Participation: 20 USC Section 1412(a)(19)**

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes  No

---

**20. Suspension and Expulsion: 20 USC Section 1412(a)(22)**

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes  No

---

**21. Access to Instructional Materials: 20 USC Section 1412(a)(23)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National

Section B: Governance and Administration

SELPA

Fiscal Year

Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes  No

**22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

Yes  No

**23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes  No

**Administration of Regionalized Operations and Services**

Pursuant to EC sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. Coordination of the SELPA and the implementation of the local plan:



Section B: Governance and Administration

SELPA

Fiscal Year

Reference Number:

Document Title:

Document Location:

Description:

2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

professionals and from other members of the public. A student shall be referred for special education instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. All referrals shall initiate the development of an assessment process and shall be documented. In most situations, an initial referral for special education will result in an assessment plan to assess the student for special education eligibility. When a verbal referral is made, staff shall assist the individual in making the request in writing. All referrals made by school staff shall be written and include a brief reason for the referral and documentation of the resources of the general education program that have been considered, modified, and, when appropriate, the results of the intervention.

3. Coordinated system of procedural safeguards:

Reference Number:

Document Title:

Document Location:

Description:

In accordance with § 1415(d)(1)(A) of Title 20 of the United States Code, and § 300.504(a) of Title 34 of the Code of Federal Regulations, parents shall be given a copy of their rights and Procedural Safeguards, also known as Parent Rights, one time a school year. Parents should also give given a copy of the Procedural Safeguards:

1. Upon initial referral or parental request for assessment.
2. Upon receipt of the first state complaint under § 56500.2 in a school year.
3. Upon receipt of the first due process hearing request under § 56502 in a school year.
4. When a decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct in accordance with § 300.530(h) of Title 34 of the Code of Federal Regulations.
5. Upon request by a parent.

4. Coordinated system of staff development and parent and guardian education:

Reference Number:

Document Title:



Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

Description:

Role of the RLA/AU:  
Coordinates training and support for districts related to special education needs in the LEAs.

Role of the SELPA Administrator:  
On an annual basis, input is collected from the Special Education Administrators from member LEAs and staff to determine the staff development needs that the SELPA is requested to provide. On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs. The SELPA Administrator or designee will coordinate and/or provide needed trainings and supports as requested or determined appropriate for each member LEA.

Role of the LEA:  
LEAs will determine their staff development and parent/guardian education needs, based on their locally identified requirements. LEAs will seek assistance and staff and professional development from the SELPA when needed.

5. Coordinated system of curriculum development and alignment with the core curriculum:

Reference Number:

Document Title:

Document Location:

Description:

Role of the RLA/AU:  
Coordinates training and support for districts related to special education needs in the LEAs.

Role of the SELPA Administrator:  
The SELPA Director will provide technical assistance and staff development as requested or determined appropriate for member LEAs.

Role of the LEA:

Section B: Governance and Administration

SELPA

Fiscal Year

Individual LEAs will determine needs for curriculum development and alignment with the core curriculum, based on their locally identified needs. LEAs will seek technical assistance and staff and professional development from the SELPA when needed.

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Reference Number:

Document Title:

Document Location:

Description:

Role of the RLA/AU:

The AU, as the grantee for state and federal funds, will monitor the SELPA funding allocations and distributions to member LEAs.

Role of the SELPA Administrator:

- Review Annual Performance Reports, California School Dashboard, and other data sources with LEA administrators
- Review Annual Budget Plan by Superintendents, CAC and other interested parents, community or educational groups
- Review Annual Service Plan by Superintendents, CAC and other interested parents, community or educational groups
- Review of the SELPA Funding Allocation Plan by the Superintendents to ensure appropriate distribution of funds.

Role of the LEA:

- Review and monitor Annual Performance Reports, California School Dashboard, and other data sources to ensure SWDs receive a free appropriate public education.
- Engage in monitoring activities as required by the CDE.

7. Coordinated system of data collection and management:

Reference Number:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Title:

Document Location:

Description:

Role of the of the SELPA:

The SELPA will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA will provide technical assistance and training to LEAs as requested and/or deemed necessary by the SELPA.

Role of the LEAs:

LEAs are responsible for data entry, quality and integrity. LEAs will ensure that CALPADS submissions are in a timely manner and as required by the California Department of Education.

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

Description:

Role of the SELPA:

The SELPA Director, or designee, will review, revise, or develop interagency agreements as required to implement the plan. The SELPA Director will ensure that interagency agreements are in place as required by California Education Code and provide technical assistance and dispute resolution as needed.

Role of the LEA:

LEA will support and implement interagency agreements developed and agreed to by the SELPA .

9. Coordination of services to medical facilities:

Section B: Governance and Administration

SELPA  Fiscal Year

Reference Number:

Document Title:

Document Location:

Description:

10. Coordination of services to licensed children's institutions and foster family homes:

Reference Number:

Document Title:

Document Location:

Description:

11. Preparation and transmission of required special education local plan area reports:

Reference Number:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Title:

Document Location:

Description:

Role of the RLA/AU:  
The AU is responsible for completing required accountability and fiscal reports on behalf of the SELPA.

Role of the SELPA:  
The SELPA Director will ensure preparation and timely submission of required reports and provide technical assistance to LEAs in completing said reports.

Role of the LEA:  
Individual LEAs will submit required reports and/or data in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Description:

Role of the RLA/AU:  
The AU will approve those expenses deemed appropriate and approved by the Policy Council and/or SELPA Director.

Role of the SELPA:  
The SELPA Director will provide fiscal and logistical support for CAC meetings, events, and trainings that are approved by the Policy Council when required.

Role of the LEA:  
The LEA superintendents through the Policy Council will ensure that the SELPA has appropriate fiscal and logistical support for the CAC. LEA Special Education administrators shall facilitate communication between

Section B: Governance and Administration

SELPA

Fiscal Year

13. Coordination of transportation services for individuals with exceptional needs:

Reference Number:

Document Title:

Document Location:

Description:

14. Coordination of career and vocational education and transition services:

Reference Number:

Document Title:

Document Location:

Description:

15. Assurance of full educational opportunity:

Section B: Governance and Administration

SELPA  Fiscal Year

Reference Number:

Document Title:

Document Location:

Description:

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number:

Document Title:

Document Location:

Description:



Section B: Governance and Administration

SELPA

Fiscal Year

Description:

Role of the SELPA:

The SELPA Director will:

- Ensure that the distribution and allocation of funds to member LEAs is in alignment with the Funding Allocation Plan.
- Review, monitor and submit required fiscal reports as identified by the California Department of Education.
- Review and submit the Annual Budget Plan

Role of the LEA:

The individual LEAs through representation at Policy Council, determine and approve the allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will submit required fiscal reports as required by state and federal law.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Reference Number:

Document Title:

Document Location:

Description:

Role of the SELPA:

The SELPA Director will supervise and evaluate the SELPA program director(s) and provide training and guidance as needed.

Under the direction of the SELPA Director, direct instructional program support that may be provided by the program director(s) which shall include, but are not limited to:

- Conduct observations, consult with and assist special and general education staff, administrators, and parents regarding appropriate services for students with disabilities.
- Participate and provide technical support in program development.
- Facilitate the development and implementation of staff development and parent education activities.

Role of the individual LEAs:



Section B: Governance and Administration

SELPA

Fiscal Year

The program directors(s) will provide direct instructional support to LEAs as requested or determined necessary.

**Special Education Local Plan Area Services**

1. A description of programs for early childhood special education from birth through five years of age:

Reference Number:

Document Title:

Document Location:

Description:

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Reference Number:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

Description:

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number:

Document Title:

Document Location:

Description:

Section B: Governance and Administration

SELPA

Fiscal Year

selected by one of the LEAs agreeing to the plan, and (3) one person selected by mutual agreement of the other two appointees within five days. The decision of the panel will be binding for all parties involved in the dispute.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number:

Document Title:

Document Location:

Description:

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Reference Number:

Document Title:

Document Location:

Description:

Section B: Governance and Administration

SELPA

Fiscal Year

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in EC 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (EC Section 56040)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (EC Section 56041)

Reference Number:

Document Title:

Document Location:

Description:

The laws state that individuals between the ages of 18-21 who are incarcerated in an adult correctional facility are not entitled to a free appropriate public education (FAPE) if, in their educational placement prior to incarceration, they were determined not eligible for special education and did not have an IEP under Part B of the Individuals with Disabilities Education Act (IDEA)

The district in which the incarcerated student's parents reside is responsible for providing free appropriate public education (FAPE) to incarcerated students with disabilities in a county jail who do not fall into the above exception. This obligation would extend to a child-find obligation for students under the age of 18 who are incarcerated in an adult facility.

The packet is too large to send in one scan.

This is Part 3

Pacific View Charter School  
Board of Director's Meeting  
Date: January 12, 2021

Agenda Item: 7.3  
Agenda Title: Discussion - Reopening of On Site Learning  
Action Requested: Board's Discretion

Background Information:

At the December meeting it was decided we would discuss the reopening of on site learning and look towards January 29 as a possible date. In the interim the first vaccines have become available. In a meeting last week it was reported that Humboldt County is scheduled to receive 7,000 vials for the county's educators. The exact timing of this is unknown at this time.

The teacher's at Moore have submitted a letter (included) as to their thoughts on reopening. Principal Radcliffe has included a report on reopening. The Henderson staff presented their input at the December meeting. The Moore staff has been invited to attend this meeting.

I have included an email from Dusty Scofield outlining what Eureka City Schools is discussing.

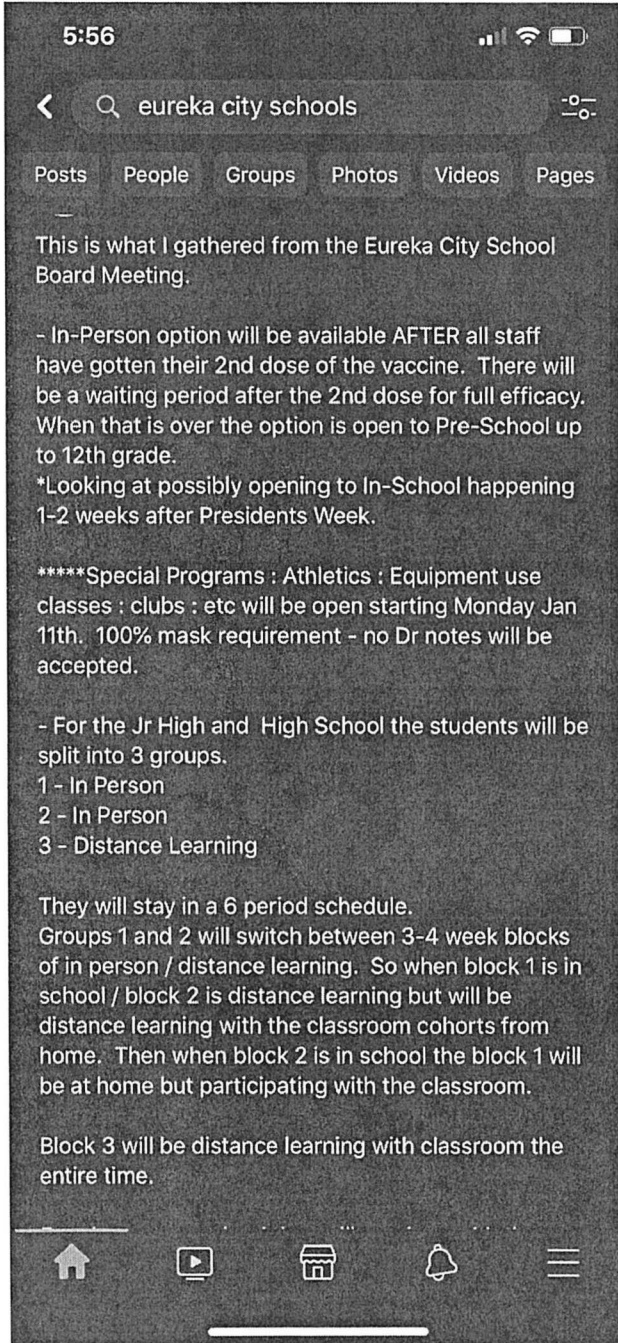
In light of the vaccine coming, I would propose a course similar to ECS. After all staff has been vaccinated with both dozes a 10 day waiting period be required. When the staff has received the second doze and a reopening day has been set then families will be notified as the reopening date.

## James Malloy

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**From:** Silas Radcliffe  
**Sent:** Friday, January 08, 2021 9:07 AM  
**To:** James Malloy  
**Subject:** ECS Board Meeting

Dusty Forwarded this to me last night from ECS board. Reopening is based on Vaccine. Thoughts?



**Silas Radcliffe, M. Ed**  
Principal

---

### Pacific View Charter 2.0

Moore Avenue Resource Center | 2937 Moore Avenue | Eureka, CA 95501



Pacific View Board of Directors,

As teachers at Pacific View Charter, Tim Mendoza, Tina Stanford, Frances Marks, and Josh Wright, we speak with one voice in regards to this upcoming semester.

To begin, we love this school; we have collectively put decades into this place and the students who come here. We are proud of the differences that we have made and continue to make in our students' lives, and we miss them terribly. So many of our students come to us with trauma from past schools or previous situations of bullying or social rejection. Many of our students have pulled a complete 180 degrees to transform themselves and their scholastic careers. Through the relationships we build, we begin some of the healing they desperately need to be successful in life. Generally speaking, most students who join our school, stay at our school, and we attribute that to how our entire staff cooperates in the best interest of our students.

With that said, for the upcoming semester, we must concentrate on our best interests. For various reasons, we are in the high-risk group for Covid 19. This means that on a daily basis we all take extra steps for our personal safety because the alternative is terrifying to consider. In order for us to avoid endangering our lives we have dramatically changed all aspects of our lifestyles, and some of these changes could affect us professionally as educators.

We have discussed this amongst ourselves and have conducted plenty of research. The question to consider is, "Does the good of our students' return outweigh the threat to our lives and the families' lives we serve?" And the answer is simply, No. No, it does not.

As you know, many of our students are from the most vulnerable and underserved populations. Many lack consistent parents or consistent homes or consistent accountability. We know of three students who are currently living at various hotels. Several students have been staying at each other's houses or with other friends. Some have gone out of state, specifically all the way to Arizona where cases are raging out of control. Several of students' parents are employed in the service industry. And, some even have family members with Covid 19.

Usually these factors just stress out the student and create other learning difficulties or distractions, but now, these factors are deadly to the staff. For months we have kept ourselves from anyone (including friends and family) who would be traveling or staying in hotels or visiting other family or friends or just not taking this pandemic seriously. We cannot afford to consistently interact with those who have not been maintaining our level of hypervigilance. Opening our classrooms to students is not safe for us because most of our students have not been maintaining any type of vigilance nor much social distance.

Since November, we have watched in horror as our county numbers have exponentially risen, and Dr. Fauci warns that the holidays will make it all even worse. In fact, two students at Fortuna tested positive in mid-November. As the disease runs rampant through our community over the holidays, our students have a much higher chance to contract it as these numbers rise, further endangering our lives. And now, even as cases in our county continue to increase (not yet including the holiday bump), against all logic, the restrictions on Humboldt County diminish as our tier becomes red which increases the ability for the virus to spread. Metaphorically speaking, an umbrella is an excellent tool that immediately ceases to function once it is removed. As a staff, we cannot take the risk that a light mist is in fact a hidden downpour.



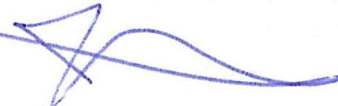
Fortunately for us, nearly 70% of our parents who responded to the survey feel that our school's current approach of distance learning is appropriate to our county's tier. And, that same 70% feels that distance learning in the red tier is equally appropriate. We feel so grateful that our parents support us and understand that our safety should be taken into account when considering whether or not or how students return this school year.

The California Teacher Association has created a comprehensive list in regards to safely opening schools up to students. We feel that these questions must be adequately addressed in order for us to successfully perform our jobs. We cannot teach effectively if we worry that the students sitting in our very classrooms are unknowingly fostering our grizzly deaths.

We as teachers want what's best for our students. We care about them, and we miss them. However, we must insist that our health and safety be taken into consideration while discussing reopening our school.

Respectfully,

Tim Mendoza, Tina Stanford, Frances Marks, and Josh Wright

*tmendoza*  
*tstanford*  
*frances marks*  




PACIFIC VIEW CHARTER  
SCHOOL

Making an Ethical Decision in a Politically Charged Pandemic  
Report Submitted to the Pacific View Charter Board of Directors:

Silas Gaussoin-Radcliffe M.Ed

Principal Moore Avenue Ressource Center

January 6, 2021

TABLE OF CONTENTS

Political Background .....3

    Political Problem Affecting the TCP Implementation .....4

Desired Outcome from Decision Making Process .....5

    Solution Criteria .....5

    Ethical Issues for Criteria .....6

Structuring Devices Utilized in the Decision Making Process.....6

    Personal Power Grid.....7

    Risk Analysis.....7

    Trade-Off Analysis .....7

    Stack the Deck.....8

Possible Solutions.....8

    Final Solution Selection.....9

Ethical and Political Ramifications .....9

    Blind Spots .....9

Implementation Strategies and Justifications .....10

References .....11

Appendix-A .....12

Appendix-B Review of our Past Data .....13

Appendix-C Risk Analysis .....14

Appendix-D Trade-Off Analysis .....15

Appendix-E Stack, The Deck .....16

### **Political Background**

Pacific View Charter contains students from Humboldt, the County with the highest reported child abuse, foster care, homeless, neglect, sexual violence, and parent death, then California as a whole (Arledge, 2017). These situational factors are called adverse childhood experiences (ACEs). The school administrator identified “environmental forces” at PVCS by having a small ten-student sample size of students complete a ten-question ACE test from the American Psychological Association (Felitti et al., 1998). The results reported back from the administrator to the school collaboration team said that all students had five or more ACEs. The data made sense for the staff to change the mission statement in the future to reflect the identification of at-risk ACE students and provide support in their school and community achievement.

A transformation change project (TCP) will allow Pacific View Charter students with trauma to access the curriculum and raise the equality gap of achievement with other Californians when receiving a diploma for career and college. The school’s mission is to increase Pacific View Charter’s (PVCS) understanding of how intersectionality affects student achievement and apply that understanding to reduce social inequality and injustice on campus and in the community.

The school administrator created a transformational change leadership team (TCLT) to execute the transformation at PVCS to service the students and the community. The organization needs to identify students' ACE population and remove the facilitator's independent study role once the school mission is changed. Parents and communities need education on ACEs, resilience, and the vision of real choice to career and college to better support students. The

employee mindset needs to have a two-part goal: 1) Student education in restorative social/emotional care. 2) Student curriculum access to aid in college, career, and community.

### **Political Problem Affecting the TCP Implementation**

The TCP will create a trauma-responsive school requiring numerous political measures. However, the COVID-19 pandemic human well-being affects the TCP's efforts making a gigantic political charged decision on in-person learning. Moral and ethical discussion pertaining to students, staff, and families' safety occurs daily, creating a future judgment that will lack consensus on if the schools should have in-person instruction or distance learning.

The loudest arguments for in-person student learning is the overall harm in loss of learning, mental, and physical health not being at school. The Pacific View Charter demographic contains many students with adverse childhood experiences (ACEs) that are successful with in-person learning. Students at school offer an alternative to the unsafe environments in the many broken house-holds in Humboldt county. Also, mandated reporters can observe possible child abuse for easier reporting to child welfare services.

The loudest arguments to continue distance learning is the students' safety, staff, families, and community from the contraction of the COVID-19 virus. Due to their traumatic background, many students are raised by grandparents and other sensitive populations that could have complications with the virus. Also, most staff at Pacific View Charter are a susceptible population due to age and chronic illness. Proponents of distance learning suggest that contraction of COVID-19 could do more harm if family members at home were to lose their life, adding additional ACE to a child's situation.

### Desired Outcome from Decision Making Process

Each political decision has arguments that support the TCP's mission of responding to students in trauma. The leadership's responsibility at Pacific View Charter is to make an ethical choice that stands up to public scrutiny and stakeholder safety. However, a leader's vision alone does not define an organization's activities. It is the organization's members and the leader's vision that needs to be created and maintained (Fairholm, 2009). The many interactions among superiors, peers, and subordinates have to be considered to accomplish the tasks and offer project success support.

The TCLT acted as a representation of the various stakeholder needs. Conducting meetings using structuring devices allowed the team to build consensus on desired outcomes, solution criteria, and a final decision (Appendix). The team concluded that the desired outcome had to be weighed based on eight criteria and further the TCP's overall mission as a trauma-responsive school (See Appendix-D).

### Solution Criteria

The TCLT collaborated through brainstorming exercises agreeing on solution criteria for a solution. The personal power grid exercise and the risk analysis exercise allowed the TCLT to weigh and decide on eight solution criteria. The weight was based on a five-point scale of importance, with a "five" being the most important.

**Table 1**

*Solution Criteria to Determine Distance Learning and Onsite Learning Scenarios*

Criteria	Weight 1-5
Safety	5
Mental Health	3

Convenience	2
Learning	3
Student Work Sample Collection	4
Communication	4
Costs	1
SPED/Foster/Homeless/Trauma	4

### **Ethical Issues for Criteria**

During the TCLT decision planning meeting, a future trade-off analysis exercise utilized the weighted solution criteria to determine a possible solution. The TCLT felt it was important to weigh the criteria based on ethical considerations for all stakeholders. For example, the level of harm on a stakeholder decreased based on the weighted importance of the solution criteria. The value of “Costs” was scored a “1” because of students' low harm importance. However, stakeholder safety was weighted a “5” due to the possible harm inflicted on the organization’s population.

### **Structuring Devices Utilized in the Decision Making Process**

Structuring devices were essential in the decision-making process to determine the political decision regarding students on campus during the COVID-19 pandemic. Structuring devices were borrowed from the book *The Practical Decision Maker* to make a six-step approach to solving the COVID-19 organization problem (Harvey, Bearly, & Corkhum, 2002). The TCLT facilitator utilized “Personal Power Grid”, “Risk Analysis”, “Trade-Off Analysis”, and “Stack the Deck” to walk through the six-step process and unite the group in determining a solution regarding student attendance on school grounds. The devices provided critical collaborations and shared consensus while going through the essential steps of the decision-making process.

### **Personal Power Grid**

The personal power grid allowed the TCLT to determine their mindset on a particular issue influencing TCP success. Team members generated ideas on what they feel they could control and cannot manage on the TCP. Through the discussion, the team had a recurring consensus that attendance for the COVID-19 is affecting our TCP and that it could be something they could control if they followed a proper decision-making process.

The team ranked the important “Hot Topics” and further defined the problem that COVID-19 attendance is the biggest issue to solve (See Appendix-B). At this time, the TCP pandemic factors against the success of the TCP were identified. Further discussion guided the team onto the “Risk Analysis” structuring device.

### **Risk Analysis**

The risk analysis allowed the TCLT to brainstorm solution criteria and possible solutions by role-playing an “If, Then” scenario (Appendix-C). The team looked at the potential risks and started to synthesize specific solution criteria that were most important as a group. The threats were based on ethical concerns, primarily of harm to the students and staff. The team was tasked to brainstorm possible solutions that could mitigate or prevent ethical problems from possible decisions. Once the team consented to essential solution criteria and possible solutions, they reconvened the following week to complete a “Trade-Off Analysis”.

### **Trade-Off Analysis**

A trade-off analysis allowed the team to weigh the solution criteria based on ethical concerns (Appendix-D). The worksheet further ranked possible solutions to help in determining a solution choice. Once completed, weighted scores were provided for the possible solutions on how to open the school to students. The “Essential Group Instruction” surprisingly produced the



highest score of value for a decision, followed by “100% Distant Learning”. Once the “highest score of value” was determined for each decision, the staff reconvened to complete the “Stack the Deck” exercise to determine a solution choice.

### **Stack the Deck**

The “stack the deck” device was modified in a distance format. Instead of cards, a table was created for TCLT members to rank the final decisions from the trade-off analysis (Appendix-E). The individual team members prioritized their final choice from the previous structuring devices to decide the final decision from a 1-5 scale. The number “1” represented their first choice solutions, and “5” represented their last choice. This exercise allowed the TCLT to brainstorm solutions by placing possible solutions as headers for each column and personally rank each option by scoring their final solution as a 1.

### **Possible Solutions**

Possible solutions were synthesized during the numerous structuring devices. The TCLT narrowed down the consensus top 5 possible solutions during the “Trade-Off Analysis”. The solutions were based on the developed solution criteria that allowed different represented strengths based on how the team weighed the Criteria. The team developed the solutions by attempting to reach the perfect “5” for the scenarios. For example, 100% distance learning scored a safety 5. At the same time, full opening received a mental health 5. The total scores were added up, providing a recommended solution (Appendix-D).

**Table 2**  
*Possible Solutions with Final Scores*

100% Distance	Essential Group Instruction*	Hybrid Learning (2 Days)	Pod Lottery (1 Day)	Full Opening
85	97	78	74	69

**Final Solution Selection**

The final selection at this time is 100% distance learning. During the stack the deck exercise, team members felt that the “Essential Group Instruction” could not occur because of the rising number of cases. As we move into a safer tier, the “Essential Group Instruction” is a possibility. However, students on campus cannot occur at this time.

**Ethical and Political Ramifications**

The central dilemma is if we increase the time in distance learning, how can we measure mental and academic health in our population? What kind of data can the school collect to show the difference between onsite and distance learning? Especially if there is little baseline data.

During the TCLT exercise, convenience and fear were drivers of ethical tenets of harm and honesty. Will COVID-19 severally harm our families and staff? Is staff being honest about their anxiety, or do they enjoy the convenience of distance learning? The choice to employ distance learning for the rest of the year will mentally harm students and decrease overall education. The TCLT concluded that their overall safety was more important.

**Blind Spots**

The most massive blind spots in reopening PVC are the changing nature of the COVID-19 pandemic. The rate of contraction and the speed of therapies and vaccines offered should be considered in the decision-making process. Economic turmoil for parents could additionally be a consideration for reopening the school for childcare purposes. Another possible blind spot is

teacher resignations if we decide to open. The majority of teachers feel unsafe and want distance learning.

### **Implementation Strategies and Justifications**

The primary strategy to influence the outcome is data communication to all stakeholders. Regular surveys need to be conducted for families and staff about reopening in addition to the county public health data and numbers. It is vital to find a win-win situation with the director and the PVCS board. The director is concerned about attendance numbers, and the school needs to show

Staff is presently drafting a letter to communicate their intentions to resign if the school opens at the end of January. Many staff members are signing it. It is my recommendation to stay 100% distance learning at this time based on the TCLT data and the small number of assets/teachers Humboldt County has to replace lost teachers' mid-year. Teachers are willing to work if a vaccine is available mainly due to their health risk status. Distance learning may not be the best option, but it is the correct option due to the TCLTs thorough decision-making process.

### References

Arledge, D. (2017). *Adverse Childhood Experiences - Humboldt County. Summary Findings.*

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Felitti, V. J. M. D., FACP, Anda, R. F. M. D., MS, Nordenberg, D. M. D., Williamson, D. F. M. S. (1998). Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults: The Adverse Childhood Experiences (ACE) Study. *American Journal of Preventive Medicine, 14*(4), 245-258.

Harvey, T., Bearly, W. & Corkrum, S. (2002). *The practical decision maker: A handbook for decision making and problem solving in organizations.* Lanham, MD: Scarecrow Press, Inc.

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**Appendix-A**  
**TCLT #12 Agenda - 12/09/20 12:00 pm Zoom**

**Meeting Objectives:**

- Making a Decision on a Politically Charged Situation

**Session Questions:**

- How does our organization continue to improve during the COVID-19 pandemic?
- Once we Identify our problems of practice, how do we make an ethical decision?

**Follow Unified Norms**

*Vision Statement*

The Pacific View Charter School community of learners will help all students attain their highest potential in providing all students opportunities for self-development and preparedness to acquire the skills to meet the varied challenges of a meteoric, changing World.

We:

- Assure each student access to an education without fear of harassment, bullying, or violence.
- Strive to reduce feelings of isolation and depression while developing a compassionate learning community.
- Focus collaboratively on the social and educational skills each student will need to become responsible citizens. PVCS believes that all students need to develop an intellectual curiosity that will enable them to succeed throughout the many life challenges they have yet to face.
- Promote tolerance and acceptance throughout the school community and provide a safe, nonjudgmental space to support LGBTQ and straight allies who share a shared vision of social justice and equality.

*Mission Statement*

Our mission as MARC is:

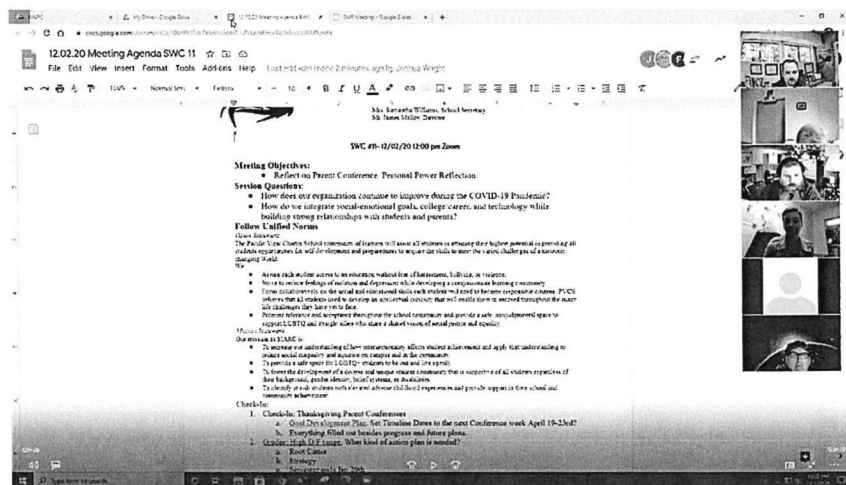
- To increase our understanding of how intersectionality affects student achievement and apply that understanding to reduce social inequality and injustice on campus and in the community.
- To provide a safe space for LGBTQ+ students to be out and live openly.
- To foster the development of a diverse and unique student community that is supportive of all students regardless of their background, gender identity, belief systems, or disabilities.
- To identify at-risk students with elevated adverse childhood experiences and provide support in their school and community achievement.

**Check-In:**

1. Check-In: Student Talk
2. Review Personal Power Grid and Risk Analysis
3. Weighing the Decisions using “trade-off analysis” and “stack the deck.”
4. <https://lostcoastoutpost.com/2020/dec/9/legislators-increase-pressure-to-open-schools-as-m/>

**Staff Sign In:**

1. Silas Radcliffe
2. Dusty S.
3. Tina Stanford
4. Frances Mark
5. Tim Mendoza
6. josh wright
7. Samantha Williams

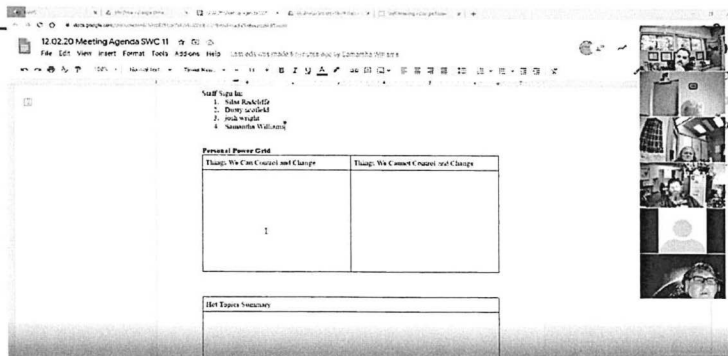


**Appendix-B Review of our Past Data**

**Personal Power Grid**

Things We Can Control and Change	Things We Cannot Control and Change
<ul style="list-style-type: none"> <li>• Interactions with students</li> <li>• reaching out to families</li> <li>• our assignments</li> <li>• Our mutual support (resilience, instruction, and technology) for teacher effectiveness.</li> <li>• covid hazard assessment plan for school</li> <li>• Quality and consistency of communication with each other</li> <li>• Communication TO students and families</li> <li>• Assignments</li> <li>• Our relationships with students and parents</li> <li>• Our colleague’s mutual support of students</li> <li>• Our ability to cater to students individually</li> <li>• Our communication with each other and as a team.</li> </ul>	<ul style="list-style-type: none"> <li>• The covids</li> <li>• blessed samples</li> <li>• student home life</li> <li>• ACE’s</li> <li>• Higher authority over our school covid plan</li> <li>• Limitations of our building</li> <li>• budget</li> <li>• Communication FROM students and families</li> <li>• Students coming to zoom meetings</li> <li>• Students Access to reliable Internet service</li> <li>• Students home life</li> <li>• Students background and abilities</li> <li>• Student’s mental/physical strengths and limitations.</li> <li>• Policies of educational and political superiors</li> <li>• Covid-19</li> </ul>

Hot Topics Summary
<ol style="list-style-type: none"> <li>1. Open the school during Covid or keep it closed?</li> <li>2. Change how we do samples or keep the status quo?</li> <li>3. Give school-Wide ACE test or worry about backlash?</li> <li>4. How will we structure our days/times for students upon returning?</li> <li>5. How will we meet the needs of students who want to come to school physically and those who prefer to remain in the independent study?</li> <li>6. What will we do to protect ourselves and our students from Covid-19? In other words, what practices should we employ, what physical equipment do we need, etc.</li> <li>7. What will be our policy if one of our students or one of us gets covid-19?</li> <li>8. How will we enforce our student’s behavior with masks, distancing, and handwashing?</li> </ol>



**Appendix-C Risk Analysis**

If we do _____, We have selected _____,	then _____ will happen. now what will go wrong
If we do not enforce safe practices for students,  If we do not meet the unique needs of our special education students	the chances of getting and spreading Covid-19 will be greater.  They are less likely to succeed, and we are More likely to get sued.

Greatest Risk Opening School:

- Spreading COVID-19 in the community, families, students, staff
- High-Risk population (Staff, and Families)
- Our students don't maintain a distance of 6' apart
- PPE, Filters for every classroom, masks for every student (2 per student how do we wash them?),
- Losing teachers
- Elementary kids vs. High School Kids. Data? High School higher risk
- Discontinuity of opening and closing.

Can we turn this into a good thing? How? What is the desired outcome?

**Opening**

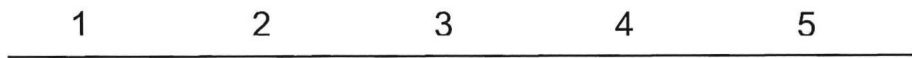
Based on vaccines.  
 We would have better communication  
 Some courses better to deliver onsite than others (Computer Science)  
 Math is more straightforward, utilizing calculators and graphs  
 Connecting Well with our students

**Distance Learning**

Safety  
 Anxiety in our families and students have increased participation through a zoom  
 Samples  
 Students that can establish good habits succeed  
 Reduced work (Performance Tasks)

**Appendix-D Trade-Off Analysis**

Should we have in-person learning at school?							
Criteria	Weighting 1-5	100% Distance	Essential Group Instruction*	Hybrid Learning (2 Days)	Pod Lottery (1 Day)	Full Opening	
Safety	5	5 (25)	2 (10)	1 (5)	1 (5)	0 (0)	
Mental Health	3	2 (6)	4 (12)	4 (12)	4 (12)	5 (15)	
Convenience	2	5 (10)	3 (6)	1 (2)	1 (2)	1 (2)	
Learning	3	4 (12)	4.5 (13.5)	3 (9)	3 (9)	2 (6)	
Samples	4	4 (16)	4.5 (18)	4 (16)	4 (16)	4 (16)	
Communication	4	2 (8)	4 (16)	4 (16)	4 (16)	4 (16)	
Costs	1	4 (4)	2 (2)	2 (2)	2 (2)	2 (2)	
SPED/Foster/Homeless/Trauma	4	1 (4)	5 (20)	4 (16)	3 (12)	3 (12)	
Weighted Total		85	97	78	74	69	

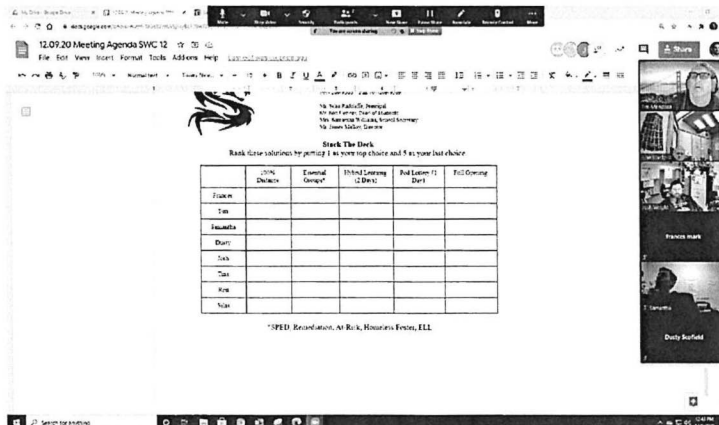


High Negative

High Positive

\*SPED, Remediation, At-Risk, Homeless/Foster, ELL

Summary: According to the trade analysis scores, Essential Group Instruction had the highest score, followed by 100% distance learning. Full opening and pods had the lowest scores.





**Appendix-E Stack, The Deck**

Rank these solutions by putting 1 as your top choice and 5 as your last choice.

	100% Distance	Essential Groups*	Hybrid Learning (2 Days)	Pod Lottery (1 Day)	Full Opening
Frances	1	3	4	4	5
Tim	1	2	3	4	5
Samantha	3	1	2	4	5
Dusty	3	1	2	4	5
Josh	1	3	4	4	5
Tina	1	2	3	4	5
Ron					
Silas	1	2	3	4	5

\*SPED, Remediation, At-Risk, Homeless/Foster, ELL

The screenshot shows a Google Docs document titled "12.09.20 Meeting Agenda SWC 12" with a "Stack The Deck" activity. The document includes a table for ranking solutions and a list of participants in a video call.

**Stack The Deck**  
Rank these solutions by putting 1 as your top choice and 5 as your last choice.

	100% Distance	Essential Groups*	Hybrid Learning (2 Days)	Pod Lottery (1 Day)	Full Opening
Frances					
Tim					
Samantha					
Dusty					
Josh					
Tina					
Ron					
Silas					

\*SPED, Remediation, At-Risk, Homeless/Foster, ELL

**Participants:**  
 Mr. Silas Raskulle, Principal  
 Mr. Tom Hancock, Dean of Students  
 Mrs. Samantha Williams, School Secretary  
 Mr. James Skelley, Director

**Video Call Participants:**  
 Tim Menhous  
 JIM WIGHT  
 frances mark  
 T. Samantha  
 Dusty Scorfild

Pacific View Charter School  
Board of Director's Meeting  
Date: January 12, 2021

Agenda Item: 8.0

Agenda Title: Adjournment

Action Requested: Motion

Background Information:

Motion Made; \_\_\_\_\_

Seconded Made: \_\_\_\_\_

Ayes \_\_\_\_\_ Nays \_\_\_\_\_

Time: \_\_\_\_\_