



# PACIFIC VIEW CHARTER SCHOOL 2.0

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115 Henderson Street  
Eureka, California  
95501

707/269-9490  
FAX 707/269-9491

Pacific View Charter School  
Board of Directors Meeting  
Agenda

Date: May 11, 2021  
Time: 5:30 P.M.  
Location: Pacific View Charter School  
115 Henderson Street  
Eureka, CA 95501

- 1.0 Opening
- 2.0 Roll Call
  - 2.1 Approval of Agenda Order
- 3.0 Approval of Consent Calendar
  - 3.1 Minutes
    - 3.1.1 April 13, 2121
    - 3.1.2 April 2021 Warrants
- 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
      - 4.2.1.1 Math & Language Arts three year achievement plan
    - 5.2.2 Moore Avenue Learning Center
  - 5.3 Dean of Students Report
    - 5.3.1 Schoolwide Collaboration Notes
- 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 Expanded Learning Opportunities Grant Plan
  - 7.2 Update Board Policy on College Courses ( Concurrent Enrollment)
- 8.0 Adjournment

Pacific View Charter School  
Board of Director's Meeting  
May 11, 2021

Agenda Item:

1.0 Opening

2.0 Roll Call

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

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

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 April 11, 2021

3.1.2 April 2021 Warrants.

Motion \_\_\_\_\_  
Second \_\_\_\_\_

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

4.0 Adjustments to the Agenda/Pulled Consent Items

4.1 \_\_\_\_\_

4.2 \_\_\_\_\_

Pacific View Charter School  
Board of Directors Meeting  
MInutes

Date: April 13, 2021  
Time: 5:30 P.M.  
Location: Pacific View Charter School  
115 Henderson Street  
Eureka, CA 95501

1.0 Opening

2.0 Roll Call

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

Members Absent:

Staff James Malloy, Director  
Bobby Mullins, Principal

Community:

2.1 Approval of Agenda Order  
Martha Shanahan moved approval. Michelle Costello seconded. Motion passed 3-0.

2.1 Approval of Agenda Order

3.0 Approval of Consent Calendar

3.1 Minutes

3.1.1 March 9, 2121

Michelle Costello moved approval. Martha Shanahan seconded. Motion passed 5-0.

3.1.2 March 2021 Warrants

Martha Shanahan moved approval. Michelle Costello seconded. Motion passed 5-0.

4.0 Adjustments to the Agenda/Pulled Consent Items

There were not adjustments or pulled consent items.

5.0 Correspondence & Informational Items

5.1 Directors Report

Director Malloy reported on the chances in the medical insurance rates next year. He reported that Mercer Frazier Company was using part of the playground for staging. He reported on the upcoming Covid-19 relief funding.

Martha Shanahan asked if Mercer Frazier was compensating the school for the use and requested that Director Malloy see what compensation can be forthcoming.

5.2 Principal's Report

5.2.1 Henderson Street Learning Center

Principal Mullings reported the second week of returning had very few glitches. He reported the hiring of a new instructional aide and the return of Mrs. Graham to assist in reading. He reported the following week would be reading and math assessments. He commended the students on their performance these two weeks and noted the teacher's lessons are more concise and direct. He also reported that RSP program is still using Zoom to address student IEPs.

- 5.2.2 Moore Avenue Learning Center  
Principal Radcliffe was absent.
- 5.3 Dean of Students Report
  - 5.3.1 Schoolwide Collaboration Notes  
The MARC Schoolwide Collaboration #20, 21, 22,& 23 notes were distributed as were the Grade/GPA Analysis 3rd Quarter
- 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 2019-2020 School Audit  
Director Malloy reported that the annual audit found no exception and all the exceptions from last year were corrected.  
Rose Baker moved approval. Amanda Stelly seconded. Motion passed 5-0
  - 7.2 Expanded Learning Opportunities (ELO) Grant - Discussion  
Director Malloy reported on the ELO grant and that Principals Mullins and Radcliffe were writing the goals for their sites. Director Malloy outlined the plans for the Moore Avenue site. Principal Mullins presented the Henderson Street site.. In addition, Principals Mullins reported the ELO plans would coincide with the LCAP goals.
  - 7.3 2021-2023 Auditors Contract  
Director Malloy present the 2021 through 2023 auditor proposal and recommended approval. Amanda Stelly moved approval. Michelle Costello seconded. Motion passed 5-0.
  - 7.4 2021-2022 School Calendar  
Director Malloy presented a proposed 2021-2022 school calendar.  
Michelle Costello moved approval. Martha Shanahan seconded. Motion passed 5-0.
- 8.0 Adjournment  
  
Martha Shanahan moved adjournment at 6:20 PM. Amanda Stelly seconded. Motion passed 5-0.

Respectfully submitted,

James Malloy  
Director



## ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

### Report Cover Sheet

#### General Settings

|             |   |
|-------------|---|
| Report Name | ACCOUNTS PAYABLE - BOARD PAYMENT REPORT |
| Printed     | 5/7/2021 1:24:54 PM                     |
| District    | 71                                      |
| Logon       | jmalloy                                 |
| Fiscal Year | 2021                                    |

#### Filters

|                             |                   |
|-----------------------------|-------------------|
| Transaction Type:           | ALL               |
| From Transmittal Number:    | 21000037          |
| To Transmittal Number:      | 21000038          |
| Audit Type:                 | ALL               |
| Fiscal Year:                | 2021              |
| Sort By:                    | Vendor Name       |
| Print Description:          | Board Description |
| Include Vendor Address:     | NO                |
| Page Break By Transmittal:  | NO                |
| Include Voided Transmittal: | NO                |

HUMBOLDT COUNTY OFFICE OF EDUCATION  
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

71 Pacific View Charter School

Fiscal Year: 2021

Transmittal Number: 21000037-0 AUDIT

| Reference    | Vendor                     | Description                 | Amount          |
|--------------|----------------------------|-----------------------------|-----------------|
| PV210455-001 | ATT CALNET3 9391028547     | MONTHLY BILLING             | 205.39          |
|              |                            | <b>Total Payment Amount</b> | <b>205.39</b>   |
| PV210456-001 | ATT CALNET3 9391050536     | MONTHLY BILLING             | 75.79           |
|              |                            | <b>Total Payment Amount</b> | <b>75.79</b>    |
| PV210454-001 | ATT MOBILITY               | MONTHLY BILLING             | 162.02          |
|              |                            | <b>Total Payment Amount</b> | <b>162.02</b>   |
| PV210457-001 | COPIERS PLUS               | OFFICE SUPPLIES             | 151.25          |
|              |                            | <b>Total Payment Amount</b> | <b>151.25</b>   |
| PV210466-001 | EUREKA ACE HARDWARE        | MAINTENANCE                 | 90.47           |
|              |                            | <b>Total Payment Amount</b> | <b>90.47</b>    |
| PV210458-001 | EUREKA CITY SCHOOLS        | CAFETERIA                   | 78.30           |
| PV210459-001 | EUREKA CITY SCHOOLS        | CAFETERIA                   | 622.80          |
| PV210460-001 | EUREKA CITY SCHOOLS        | CAFETERIA                   | 51.73           |
|              |                            | <b>Total Payment Amount</b> | <b>752.83</b>   |
| PV210461-001 | HUMBOLDT TRANSIT AUTHORITY | STUDENT TRAVEL              | 5.00            |
|              |                            | <b>Total Payment Amount</b> | <b>5.00</b>     |
| PV210462-001 | PIERSON BUILDING CENTER    | COVID SUPPLIES              | 27.93           |
|              |                            | <b>Total Payment Amount</b> | <b>27.93</b>    |
| PV210463-001 | RECOLOGY OF HUMBOLDT       | MONTHLY BILLING             | 477.88          |
| PV210464-001 | RECOLOGY OF HUMBOLDT       | MONTHLY BILLING             | 520.96          |
|              |                            | <b>Total Payment Amount</b> | <b>998.84</b>   |
| PV210465-001 | STATE OF CALIFORNIA        | FINGERPRINTING              | 32.00           |
|              |                            | <b>Total Payment Amount</b> | <b>32.00</b>    |
| PV210467-001 | WELLS FARGO                | MONTHLY BILLING             | 385.51          |
|              |                            | <b>Total Payment Amount</b> | <b>385.51</b>   |
|              |                            | <b>Transmittal Total</b>    | <b>2,887.03</b> |
|              | <b>Fund Summary:</b>       | <b>Fund 62</b>              | <b>2,887.03</b> |

HUMBOLDT COUNTY OFFICE OF EDUCATION  
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

71 Pacific View Charter School

Fiscal Year: 2021

Transmittal Number: 21000038-0 AUDIT

| Reference    | Vendor                         | Description                 | Amount   |
|--------------|--------------------------------|-----------------------------|----------|
| PV210468-001 | AMAZON                         | SUPPLIES                    | 197.46   |
| PV210469-001 | AMAZON                         | SUPPLIES                    | 69.42    |
| PV210470-001 | AMAZON                         | SUPPLIES                    | 32.35    |
| PV210471-001 | AMAZON                         | SUPPLIES                    | 32.53    |
| PV210472-001 | AMAZON                         | SUPPLIES                    | 132.34   |
| PV210473-001 | AMAZON                         | SUUPPLIES                   | 43.14    |
| PV210474-001 | AMAZON                         | SUPPLIES                    | 442.59   |
| PV210479-001 | AMAZON                         | SUUPPLIES                   | 24.93    |
|              |                                | <b>Total Payment Amount</b> | 974.76   |
| PV210475-001 | CITY OF EUREKA                 | 0MONTHLY BILLING            | 486.75   |
|              |                                | <b>Total Payment Amount</b> | 486.75   |
| PV210476-001 | HUMBOLDT TRANSIT AUTHORITY     | STUDEITN TRAVEL             | 5.00     |
| PV210480-001 | HUMBOLDT TRANSIT AUTHORITY     | STUDENT TRAVEL              | 10.00    |
|              |                                | <b>Total Payment Amount</b> | 15.00    |
| PV210481-001 | KIONA LANDSCAPING              | MOORE AVE LANDSCAPE         | 312.00   |
|              |                                | <b>Total Payment Amount</b> | 312.00   |
| PV210491-001 | MENDES, ERIK                   | TECHNOLOGY UPGRADE          | 1,200.00 |
| PV210492-001 | MENDES, ERIK                   | TECHNOLOGY UPGRADE          | 8,476.50 |
|              |                                | <b>Total Payment Amount</b> | 9,676.50 |
| PV210477-001 | MENDES                         | MAINTENANCE                 | 31.58    |
| PV210482-001 | MENDES                         | COVID SUPPLIES              | 388.17   |
| PV210483-001 | MENDES                         | COVID SUPPLIES              | 1,710.53 |
| PV210484-001 | MENDES                         | MAINTENANCE                 | 65.51    |
|              |                                | <b>Total Payment Amount</b> | 2,195.79 |
| PV210488-001 | PASTOR OF ST. BERNARD'S CHURCH | HENDERSON LEASE MAY 2021    | 4,968.37 |
|              |                                | <b>Total Payment Amount</b> | 4,968.37 |
| PV210485-001 | PGE 0701778616-6               | MONTHLY BILLING             | 1,910.20 |
|              |                                | <b>Total Payment Amount</b> | 1,910.20 |
| PV210487-001 | PGE 5423206569-5               | MONTHLY BILLING             | 731.74   |
|              |                                | <b>Total Payment Amount</b> | 731.74   |
| PV210486-001 | PGE 5464873233-4               | MONTHLY BILLING             | 1,526.75 |

HUMBOLDT COUNTY OFFICE OF EDUCATION  
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

71 Pacific View Charter School

Fiscal Year: 2021

Transmittal Number: 21000038-0 AUDIT

|                  |                             |                             |                             |           |
|------------------|-----------------------------|-----------------------------|-----------------------------|-----------|
|                  |                             |                             | <b>Total Payment Amount</b> | 1,526.75  |
| <b>Reference</b> | <b>Vendor</b>               | <b>Description</b>          | <b>Amount</b>               |           |
| PV210489-001     | SHAFER'S ACE HARDWARE #4726 | MAINTENANCE                 | 27.10                       |           |
|                  |                             | <b>Total Payment Amount</b> | 27.10                       |           |
| PV210490-001     | STARK ALISON                | MOORE AVE LEASE MAY 2021    | 14,170.00                   |           |
|                  |                             | <b>Total Payment Amount</b> | 14,170.00                   |           |
|                  |                             | <b>Transmittal Total</b>    | 36,994.96                   |           |
|                  |                             | <b>Fund Summary:</b>        |                             |           |
|                  |                             | <b>Fund 62</b>              | 36,994.96                   |           |
|                  | <b>Payment Count:</b>       | 23                          | <b>Transmittal Count:</b>   | 2         |
|                  |                             |                             | <b>Grand Total:</b>         | 39,881.99 |

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

\_\_\_\_\_  
 Authorized Agent

\_\_\_\_\_  
 Board Approval

Pacific View Charter School  
Board of Director's Meeting  
May 11, 2021

5.0 Correspondence & Informational Items

5.1 Directors Report

5.1.1

5.2 Principal's Report

5.2.1 Henderson Resource Center

5.2.1.1 Math & Language Arts three year achievement plan

5.2.2 Moore Avenue Resource Center

5.3 Dean of Student's Report

5.3.1 MARC Schoolwide Collaboration #20, 21, 22,& 23

5.3.2 Grade/GPA Analysis 3rd Quarter

**2021-2024**  
**Three Year**

**Academic Achievement Plan**



## **Addressing Presumptive Learning Loss:**

Children will learn most and best where adults around them believe in their ability to learn, create reasons for learning and provide opportunities for meaningful practice.

Student “academic loss” will be addressed with a measured approach. First and foremost, it is important to recognize the resilience of our students and focus on the social-emotional needs of the child first – on their sense of safety, self-worth, and academic confidence. For this to happen, we must ensure that our school remains welcoming, highly engaging, and rigorous. Staff members will continue to build quality relationships with students and their families, balanced with empathy and equity.

Addressing “academic loss” will be data driven and guides our response to individual student needs. A measured approach in determining learning loss means assessing student’s abilities in a way that motivates them to grow.

Expanded Learning Opportunities Grant (Appendix A)

### Assessments and Data Review:

Although it may sound counter intuitive, this plan substantially reduces the number and scope of prior years’ local assessments. It makes reasonable sense to increase instructional time, the opportunities for additional enrichment activities, and to reduce the number and frequency of assessments.

Assessments provide useful information regarding a students’ progress through the curriculum. Universal assessments (STAR, Interims, Chapter Reviews, etc.) serve as a snap-shot of students’ progress and provides data to identify areas of need and/or gaps in learning. Data is reviewed on a regular basis during grade level staff meetings and remedy recommendations are discussed and implemented.

Assessment Calendar (Appendix C)

### Intervention and Acceleration Measures:

Appendix A spells out specific intervention measures: including tutoring/one-on-one/small group both during and after school hours, learning recovery/gap materials, and multi-tiered system of supports. This is an all-hands on deck approach involving classroom teachers, resource teacher, reading specialist, instructional aides, and school administration.

With the addition of Freckle and NearPod, students will have expanded access to engage with curriculum at their instructional level for a portion of each school day. Students working below their grade level will receive additional assistance from the classroom teacher. Regular discrete assessments are built into these programs to ensure that each student is continually progressing.

Freckle and NearPod provide an excellent platform for student acceleration and for those working above grade level. Coupled with this online platform, classroom teachers also provide additional enrichment and challenging activities.

High Impact Common Core Standards: Students in grades three through six receive supplemental mathematical instruction on the “High Impact Standards,” across the domains that are assessed by the CAASPP. Without adding additional layers of assessments, the High Impact Standards will address learning gaps created by one year of on-site school closure.

## English-Language Arts and Early Literacy

General K-6<sup>th</sup> grade established practices that promote literacy development, fluency, and written expression:

- Reading
  - Journeys lessons are guided by an “essential question,” with students responding to “Analyze the Text,” Dig Deeper, Your Turn, Performance Task, and Compare Texts portions of the reading lesson, by means of a “Reading Response Journal.”
  - Close reading that develops students’ ability to determine purpose and notice features and language used by the author to thoughtfully and methodically engage with the details in the text and understand why they were used.
  - Across the curriculum reading that develops and deepens students’ interests and understandings in other core subjects.
  - Reading a variety of literature and informational texts.
  - Encouraging “reading for enjoyment” across many types of genre.
- Vocabulary:
  - Journeys “Vocabulary in Context” is utilized to develop deeper understandings of the text. Interacting with vocabulary extends beyond simply writing out definitions and administering spelling tests.
  - Focusing on content-specific and academic vocabulary across the curriculum.
- Writing:
  - All students will receive direct instruction using the Common Core Writing Handbook (CCWH) as a guide: analyze the model, practicing the WE DO, and composing a writing sample of their own.
  - Students in grades Three through Five focus on Opinion and Informative essays, Response to Literature, and Narrative writing. Grade Six focus is on Argumentative and Informative essays and Literary Analysis. Writing genre are deeply developed utilizing the Performance Assessment Booklet with both direct instruction and independent practice.
  - Students compose writings of appropriate content and length as outlined by the California Common Core Written Expression Standards.
- Early Literacy:
  - Students in grades Kindergarten through Second receive explicit phonics instruction and sustained support in developmental reading skills and reading comprehension.
  - Explicit phonics instruction include:
    - Phonemic Awareness
    - Consonants and Short Vowels
    - Closed Syllables
    - Syllable Division and Vowel Terms
    - Decodable and High Frequency words embedded in readers
    - Vocabulary development readers
  - Students develop proficiency of sight words beginning in Kindergarten with the first 100 and continuing incrementally into the third grade.



**Annual Progress Towards Goals:**

Goal 1: Students will make progress towards being near, at or above grade level, evidenced by multiple-measures results administered by the classroom teacher, as outlined on the assessment calendar.

2021-2022:

2022-2023:

2023-2024:

Goal 2: Students will make progress towards being near, at or above grade level, evidenced by multiple-measures results in (reading comprehension, vocabulary, early literacy and writing), administered by the classroom teacher, as outlined on the assessment calendar.

2021-2022:

2022-2023:

2023-2024:

### **Developing and Providing Additional Academic Services:**

Return to In-Person Instruction diagnostic testing utilizing the Santa Clara Quick Assessment of Math Computational Skills and the San Diego Quick Assessment of Reading Ability – Administered in April 2021. The results are recorded on the Student Tracking of Achievement Assessment Results Card as baseline data for the 2021-2022 school year.

The Renaissance Accelerated Math and Accelerated Reading assessments will be administered during the first two weeks of the 2021-2022 school year in September 2021. AR Math and Reading will provide standardized baseline results to determine each child's grade level ability and approximate learning loss. Students who score more than six months below grade level will be administered the Bader Reading and Language Inventory (7<sup>th</sup> Edition).

Benchmark assessments, utilizing Renaissance, will be administered an additional two times- Winter and Spring of 2022. The Bader Reading and Language Inventory administered again in the Spring of 2022. Progress in the content areas of Mathematics and English-Language Arts is monitored regularly according to the Academic Assessment Calendar: student progress in Freckle Math, Nearpod, Interim Assessments, and chapter reviews.

### **Staff Development/Training in the Areas of Student's Social-Emotional Health and Academic Needs:**

Accessing HCOE's professional development series, as well as other educational professional organizations-

1. Continue to develop skills-based knowledge on Trauma-Informed Practices, Restorative Justice, Crises Preventions and De-escalation practices.
2. Provide training opportunities to address student's social-emotional health needs such as creating and furthering a "growth mindset," "mindfulness," and cultivating empathy.
3. Provide training opportunities to address student's academic needs such as building conceptual development in core academic areas, developing early literacy, and rigorous intervention for at-risk groups and individuals substantially below grade level.

### **Tiered Framework of Supplemental Instruction and Support – "Multi-Tiered System of Supports"**

#### 1. Universal Support – Tier 1

a. Academic Student Support: All students receive core academic instruction, with supports designed and differentiated for all students in all settings. Core instruction is structured, direct and explicit and is provided by the classroom teacher.

b. Social-Emotional Student Support: All students receive behavior instructions with supports designed and differentiated for all students in all settings, focusing on developing positive interpersonal relationships, self-regulation skill building, and strengthening executive functioning skills.

c. Integrated Student Support: Classroom teachers promote students' academic success by developing or securing and coordinating supports that target academic and non-academic barriers to achievement: the include utilizing Trauma-Informed Practices, the application of general Restorative Practices/Circles, and connecting, developing and nurturing positive relationships with students and their families.

#### 2. Targeted Support – Tier 2

a. Academic Student Support: Focused, targeted instruction/intervention and supplemental supports in addition to and aligned with the core academic curriculum. The classroom teacher provides targeted supports for students at "some risk" for academic failure but is still above levels considered to indicate a high risk of failure. These needs are identified through an assessment process, and instruction is provided in smaller groups and targeted at meeting the student's specific academic needs (Reading and Math personalized curriculum through Freckle Math and Reading and Nearpod).

b. Social-Emotional Student Support: Focused, targeted behavior instruction primarily focused on preventative strategies of a safe and predictable environment, relationship building, and self-regulation techniques. Classroom teachers effectively manage student behavior with the application of "in the moment" and "after the moment" Trauma-Informed strategies. Students' social-emotional needs are addressed with small group positive interaction activities and social-skill building.

c. Integrated Student Support: Classroom teachers support students' academic/behavior success by developing individual positive self-views, utilizing a variety of supports: Trauma-Informed Practices that support student success, the utilization of

## Appendix B - Critical Areas of Mathematics Focus – California Blueprints

Kindergarten - (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space.

First Grade - (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Second Grade - (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

Third Grade - (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

Fourth Grade - (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Fifth Grade - (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Sixth Grade - (1) connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.



## Appendix C: Assessment Calendars

| Grade | Topic                  | Scheduled  | Type of Instruction |
|-------|------------------------|--|---------------------|
| 3     | Opinion Essay          | 2 Weeks – Prior to Winter Break                              | Direct              |
| 3     | Informative Essay      | 2 Weeks – Prior to Winter Break                              | Direct              |
| 3     | Response to Literature | 2 Weeks – Prior to President’s Week                          | Direct              |
| 3     | Narrative              | 2 Weeks – Prior to President’s Week                          | Direct              |
| 3     | Opinion Essay          | 1 Sitting – 120 minutes<br>Week of March 7th                 | Test Setting        |
| 3     | Informative Essay      | 1 Sitting – 120 minutes<br>Week of March 21 <sup>st</sup>    | Test Setting        |
| 3     | Response to Literature | 1 Sitting – 120 minutes<br>Week of April 18 <sup>th</sup>    | Test Setting        |
| 3     | Narrative              | 1 Sitting – 120 minutes<br>Week of April May 2 <sup>nd</sup> | Test Setting        |
| 4     | Opinion Essay          | 2 Weeks – Prior to Winter Break                              | Direct              |
| 4     | Informative Essay      | 2 Weeks – Prior to Winter Break                              | Direct              |
| 4     | Response to Literature | 2 Weeks – Prior to President’s Week                          | Direct              |
| 4     | Narrative              | 2 Weeks – Prior to President’s Week                          | Direct              |
| 4     | Opinion Essay          | 1 Sitting – 120 minutes<br>Week of March 7th                 | Test Setting        |
| 4     | Informative Essay      | 1 Sitting – 120 minutes<br>Week of March 21 <sup>st</sup>    | Test Setting        |
| 4     | Response to Literature | 1 Sitting – 120 minutes<br>Week of April 18 <sup>th</sup>    | Test Setting        |
| 4     | Narrative              | 1 Sitting – 120 minutes<br>Week of April May 2 <sup>nd</sup> | Test Setting        |
| 5     | Opinion Essay          | 2 Weeks – Prior to Winter Break                              | Direct              |
| 5     | Informative Essay      | 2 Weeks – Prior to Winter Break                              | Direct              |
| 5     | Literary Analysis      | 2 Weeks – Prior to President’s Week                          | Direct              |
| 5     | Narrative              | 2 Weeks – Prior to President’s Week                          | Direct              |
| 5     | Opinion Essay          | 1 Sitting – 120 minutes<br>Week of March 7th                 | Test Setting        |
| 5     | Informative Essay      | 1 Sitting – 120 minutes<br>Week of March 21 <sup>st</sup>    | Test Setting        |
| 5     | Literary Analysis      | 1 Sitting – 120 minutes<br>Week of April 18 <sup>th</sup>    | Test Setting        |
| 5     | Narrative              | 1 Sitting – 120 minutes<br>Week of April May 2 <sup>nd</sup> | Test Setting        |
| 6     | Argumentative Essay    | 2 Weeks – Prior to Winter Break                              | Direct              |
| 6     | Informative Essay      | 2 Weeks – Prior to Winter Break                              | Direct              |
| 6     | Literary Analysis      | 2 Weeks – Prior to President’s Week                          | Direct              |
| 6     | Argumentative Essay    | 1 Sitting – 120 minutes<br>Week of March 7th                 | Test Setting        |
| 6     | Informative Essay      | 1 Sitting – 120 minutes<br>Week of March 21 <sup>st</sup>    | Test Setting        |
| 6     | Literary Analysis      | 1 Sitting – 120 minutes<br>Week of April 18 <sup>th</sup>    | Test Setting        |

III. All classroom teachers will adhere to rigorous pacing plans.

- Year plans have been developed in all grade levels, for the year prior to implementation.
- Year plans shall reflect a rigorous utilization of the district adopted curriculum, coupled with the California Common Core Standards, the SIAAP goals, and the assessment calendars.
- Year plans shall be revised and updated on a regular basis to reflect an authentic representation of daily instructional practice.
  - Will be verified with grade level yearly plans and weekly lesson plans.

IV. All classroom teachers will adhere to the SIAAP.

- Teachers will ensure that grade level goals are reflected in their lesson plans and become an explicit part of core curricular instruction.
  - Will be verified with Student Tracking of Achievement/Assessment Results cards.

Analysis of Staff Goals

| Academic Year | Staff Goal  |      | Goal I |      | Goal II |     | Goal III |      | Goal IV |       |
|---------------|---|------|--------|------|---------|-----|----------|------|---------|-------|
|               | 2019-2020   | 100% | Met    | 100% | Met     | 75% | Not Met* | 100% | Met     | 62.5% |
| Analysis      | During the summer of 2019, our site hired three first year teachers. Although they were committed to the academic improvement of the pupils that attend our school, each faced a steep learning curve, particularly with goal II and part of goal IV. Becoming knowledgeable of the California Common Core Standards took time, but students were being successfully and professionally taught by caring individuals committed to their achievement. All teachers ensured that grade level goals are reflected in their lesson plans and became an explicit part of core curricular instruction. Some had difficulty keeping up with recording student scores on our local tracking cards. Maintaining a cohesive staff for the 2020-2021 school year and beyond will positively benefit students and the strength of our program.                      |      |        |      |         |     |          |      |         |       |
| 2020-2021     | Staff Goal  |      | Goal I |      | Goal II |     | Goal III |      | Goal IV |       |
|               | 100%  | Met  | 100%   | Met  | 100%    | Met | 100%     | Met  | 100%    | Met   |
| Analysis      | The 2020-2021 school began with students continuing to be off-site and receiving direct instruction via ZOOM and Google Classroom as a whole group, small group, and one-on-one basis. Teachers quickly created and adapted to a method of instruction that had not existed before the pandemic. Teachers utilized technology in a proficient manner and the district ensured that teachers had all the tools they needed to instruct on-line. Although there were hiccups here and there (no substitutes, due to the propriety of individualized teacher created methods on on-line instruction) it was an overall success, given the Covid-19 circumstances. Teachers adhered to a slimmed down curriculum that maintained high-levels of expectations and rigor. Students returned to on-site learning on March 29, 2021 with a seamless transition. |      |        |      |         |     |          |      |         |       |

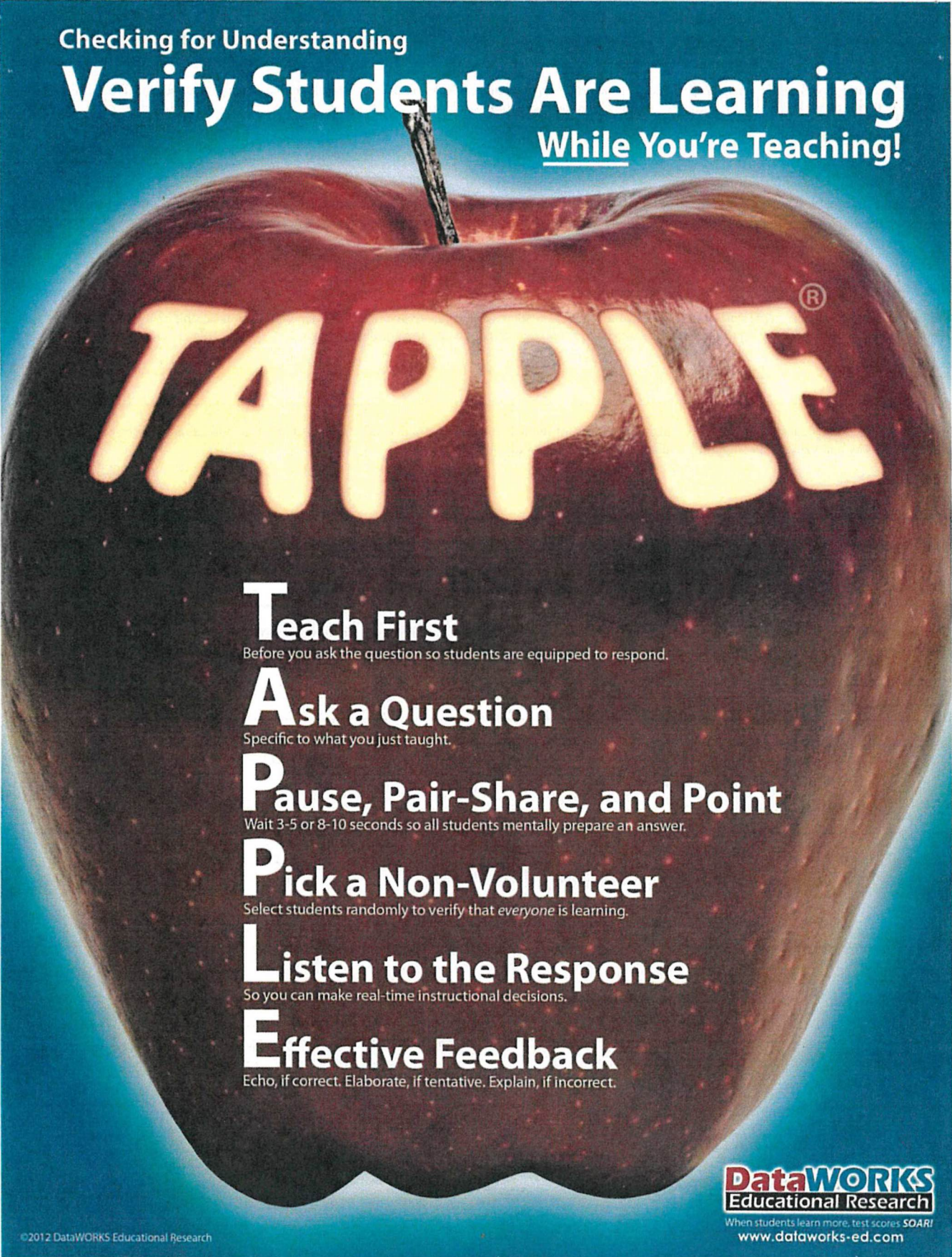
**2019-2021 AND COVID-19:**

*The 2019-2020 school year began with a staff committed to the vision of applying intervention measures and providing acceleration in the areas of English-Language Arts and Mathematics. Our local data (Renaissance Accelerated Reading and Math, Singapore Math Interventions, and Writing scores) demonstrated an overall positive trend. We lost 5 instructional days due to PG&E power outages/storm related events (09/09-09/11, 09/28, and 01/17). As March 2020 arrived, staff felt confident about their successfully and positively trending academic interventions and accelerations and looked forward to our next round of local assessments. Confidence was also high in anticipation of the CAASPP – being able to see the fruits of their labor. Ironically, Friday, March 13<sup>th</sup>, 2020 was to be our student’s last day on campus. Our school, as well as most others, closed their doors to in-person attendance and entered a crises mode. Spring 2020 CAASPP testing was suspended. The 2020-2021 school year began with a new model of “distance learning,” with weekly packets and on-line face-to-face instruction. The decision was made for students to return to in-person learning on March 29, 2021, and CAASPP testing will resume, with our site’s testing dates set for the month of May 2021.*



Checking for Understanding

# Verify Students Are Learning While You're Teaching!



**TAPPLE**®

## **T**each First

Before you ask the question so students are equipped to respond.

## **A**sk a Question

Specific to what you just taught.

## **P**ause, Pair-Share, and Point

Wait 3-5 or 8-10 seconds so all students mentally prepare an answer.

## **P**ick a Non-Volunteer

Select students randomly to verify that *everyone* is learning.

## **L**isten to the Response

So you can make real-time instructional decisions.

## **E**ffective Feedback

Echo, if correct. Elaborate, if tentative. Explain, if incorrect.

**DataWORKS**  
Educational Research

When students learn more, test scores **SOAR!**  
[www.dataworks-ed.com](http://www.dataworks-ed.com)

## Appendix H:

The Essential Elements of an ELA Curriculum, Susan Pimentel – Achieve the Core

### Foundational Skills

A large body of research shows that students who systematically develop decoding knowledge of the spelling/sound patterns of English—and are given the opportunity to regularly apply their understanding in practice—become markedly more fluent readers. Students who don't “crack the code” by grade 3 fall behind and seldom catch up. In short, acquiring these foundational skills is the difference between their future success or failure; it's the difference between reading being a pleasure or a chore.

### Close Reading of Quality, Complex Texts

Also essential to literacy is the ability to closely read complex text—to understand what it says and how it says it. Struggling readers traditionally have not been allowed to experience reading complex texts. Successful ELA programs build the confidence and competence of these students through engaging them in multiple readings of grade-appropriate complex text for different purposes. It also means scaffolding the reading experience through a series of text-dependent and text-specific questions and other supports. Simply put, close reading provides *all* students with the opportunity to engage with the rich complex text that is critical for keeping their post-secondary dreams alive.

### Volume of Reading

Equally important to foundational skills and close reading is the emphasis placed on the sheer amount of reading students do—both free choice and reading connected to the curriculum. Unless students continue to grow their vocabulary and knowledge, they will not be able to understand the complex text demanded by the standards and essential to college and career readiness. There simply is no better way to develop vocabulary and knowledge—especially with struggling readers—other than consistent opportunities for them to engage in a high volume of reading on a variety of topics at a range of complexities.



Pacific View Charter School  
Board of Director's Meeting  
Date: May 11, 2021

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

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

6.2 Speaker: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6.3 Speaker: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6.4 Speaker: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6.5 Speaker: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Pacific View Charter School  
Board of Director's Meeting  
Date: May 11, 2021

Agenda Item: 7.1

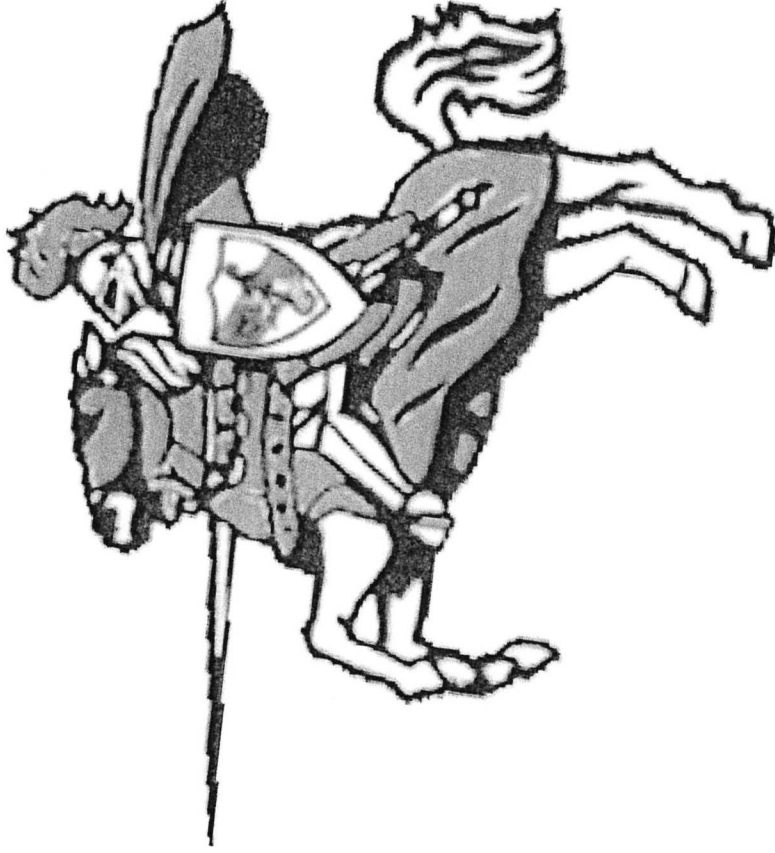
Agenda Title: Expanded Learning Opportunity Grant Plan

Action Requested: Approve and Accept

Background Information:

PVCS 2.0 will be receiving \$136, 227 in the Expanded Learning Opportunities Grant. The grant has two parts. Part One is a 10% set aside for Para Professionals totaling \$13,523. These funds will be used to fund part of the After School program for students needing additional academic assistant.

Part two is divided 55% to Henderson Street and 45% to Moore Avenue. The expenditure plan for both sites is included in the document attached.P



# PACIFIC VIEW CHARTER 2.0

## Expanded Learning Opportunities Grant Plan

|  |   |  |
|--|---|--|
| <b>Local Educational Agency (LEA) Name</b><br>Pacific View Charter School District 2.0 | <b>Contact Name and Title</b><br>James Malloy<br>Director | <b>Email and Phone</b><br>jmalloy@pacificviewcharter.com<br>707--269--9490 |
|--|---|--|

Expanded Learning Opportunities Grant Plan for Pacific View Charter School District 2.0

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

## Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

**MARC:** A transformation change project (TCP) was executed to 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 administrator created a transformational change leadership team (TCLT) to execute the transformation at PVCS to service the students and the community. Input from parents was gathered through a survey instrument/virtual meetings throughout 2020-2021 school year. The organization's vision is to identify students' ACE population and remove the facilitator's independent study role and create a shared school vision and mission. Parents and communities need education on ACEs, resilience, and the shared vision of true 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.

**HSRC:** Parents:

- \*Involved by providing input to school administration (phone calls, in person, email)
  - \*Attending and providing input during open board meetings (April 13, 2021 and May 11, 2021)
- Teachers/School Staff:
- \*Staff meetings
  - \*One-on-One and small group discussions
  - \*Review and revision of plan components.

A description of how students will be identified and the needs of students will be assessed.

**MARC:** A 3 goal 9 strategies evaluation plan was drafted to assess the TCP. PVCS is a digital high school that needs flexibility for our trauma demographic with the multiple assessments conducted in a digital format. Students will be assessed through artifacts, survey instruments, standardized state testing, internal assessments, and qualitative observations. The school switched to a cohort model with a 4-day master schedule. Core course learning on campus is Tuesday-Friday. Mondays are reserved for student cohorts to develop and social/emotional/college/career goal development plan (Artifact) in a virtual format for all students. Additionally, Monday will target have support for 1 on 1 or small group on campus learning. Student Monday participation will be determined through local assessment

(Renaissance/APEX) and state testing (CAASPP). Survey instruments will occur 3 times a year for school climate information and impact of TCP.

HSRC: Students will be assessed utilizing Renaissance STAR Reading and Math assessments in the Fall, Winter, and Spring. Students scoring +.5 years or more below grade level will be assessed using a full reading assessment battery to determine specific reading/literacy deficiency areas. Our reading specialist and resource teacher will assess students who demonstrate substantially below grade level ability. Students demonstrating mathematical learning gaps are assessed by the classroom teacher (utilizing Freckle Math and other forms of informal assessments.). Students may also be identified by classroom teachers, our reading specialist, or our resource teacher as having deficiencies in reading.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

MARC: As a digital high school, the MARC utilizes multiple communication platforms: Wordpress Website, APEX, Schoolwise, Facebook, Google Classroom, course-specific portals, zoom, Email, etc. Each platform has multiple methods of instant communication with students and parents. Additionally, they can report back any assessment data. Moreover, a Cohort model gives parents a specific teacher for a line of contact on progress and specific need in the learning gap. Appointments are made by the cohort members to the parents for Monday school or additional time on campus Tuesday-Friday. The main office sends letters and calls as an additional communication trail. Surveys have reported that parents enjoy virtual meetings as shown by a 72% increase in parent participation in zoom back to school night. The MARC will continue virtual meetings in order to meet the culture of our guardians to participate with the school.

HSRC: Families of students will be informed in-person of the opportunities for supplemental instruction and support by classroom teachers and the school principal, with priority given to students in one or more of the identified student groups.

A description of the LEA's plan to provide supplemental instruction and support.

MARC: Based on stakeholder engagement, TCP assessment plan, and the communication surveys from families and students, the MARC needs to increase technological assets directly impacting all students. Digital curriculum provides needed flexibility, communication, and relationship building between the Cohort teacher and student. Greater than 70% of the MARC student population suffer from trauma based on preliminary ACE tests and 70% are socio economic disadvantaged based on free and reduced lunch. Pacific View needs to provide Chromebook on campus to access all curriculum and supplementary/intervention tools, as well as learning gap assessments. In addition, older Chromebooks will have to be utilized to check-out at home with needed broadband hotspots. College/Career and community engagement assets will also need to be increased for better equality and access. Students will have an option to enroll in a Hydroponics CTE provided by a .2 FTE position at county. The greenhouses are in close proximity to the High School giving easy on site access to a thriving career in the community. Further onsite measures will expand the electronics, science lab, and computer science class to make up learning loss for in-person lab time. The special education department will increase living skill capacity by the purchase of home living equipment to educate students on previous missed distance learning time. The main office will also upgrade their system to better meet the virtual and

technological need after the COVID-19 pandemic. The continued purchase of technological tools will also aid in any future English language learners for quick translation, dictation, and virtual meetings going forward.

HSCR: Expansion and Enhancement of Learning Supports:

1. Reading intervention certificated/classified – Tutoring/one-on-one/small group: Our goal is to hire an additional credentialed teacher to provide reading intervention during the school day. This position will also provide instructional support to the classroom teachers in literacy development, reading fluency and comprehension support. Plan “B” goal is to hire an additional instructional aide to provide tutoring/one-on-one/small group, under the guidance/training from the resource teacher and school principal.

2. Learning recovery programs/materials: Hight Impact Standards (Learning Plus Associates) with Interventions. This program complements our adopted math program. Coupled with the intervention piece, students who need more support learn the prerequisite skills necessary for the mastery of grade-level standards. The intervention piece will consist of tutoring, one-on-one, and small group instruction, inside and outside of the regular school day.

Integrated Student Supports - After-School Academic Tutoring in the areas of:

1. English-Language Arts: reading comprehension development (myWorld Interactive, Close Reader), language development (Journeys: Vocabulary in Context and Reading Response Journal prompts), and Early Literacy Support (Sight Words Proficiency and Developing Reading Fluency).

2. Mathematics: supporting and extending conceptual understanding, reinforcing math facts knowledge, providing supporting instruction in multi-concepts spiral practice reviews, and providing re-teaching as necessary.

Developing and Providing Additional Academic Services:

Return to In-Person Instruction diagnostic testing utilizing the Santa Clara Quick Assessment of Math Computational Skills and the San Diego Quick Assessment of Reading Ability – Administered in April 2021. The results are recorded on the Student Tracking of Achievement Assessment Results Card as baseline data for the 2021-2022 school year.

The Renaissance Accelerated Math and Accelerated Reading assessments will be administered during the first two weeks of the 2021-2022 school year in September 2021. AR Math and Reading will provide standardized baseline results to determine each child’s grade level ability and approximate learning loss. Students who score more than six months below grade level will be administered the Bader Reading and Language Inventory (7th Edition).

Benchmark assessments, utilizing Renaissance, will be administered an additional two times- Winter and Spring of 2022. The Bader Reading and Language Inventory administered again in the Spring of 2022. Progress in the content areas of Mathematics and English-Language Arts is monitored regularly according to the Academic Assessment Calendar: student progress in Freckle Math, Nearpod, Interim Assessments, and chapter reviews.

Staff Development/Training in the Areas of Student’s Social-Emotional Health and Academic Needs:

Accessing HCOE’s professional development series, as well as other educational professional organizations-

1. Continue to develop skills-based knowledge on Trauma-Informed Practices, Restorative Justice, Crises Preventions and De-escalation practices.

2. Provide training opportunities to address student’s social-emotional health needs such as creating and furthering a “growth mindset,” “mindfulness,” and cultivating empathy.

3. Provide training opportunities to address student’s academic needs such as building conceptual development in core academic areas, developing early literacy, and rigorous intervention for at-risk groups and individuals substantially below grade level.



## Tiered Framework of Supplemental Instruction and Support – “Multi-Tiered System of Supports”

1. Universal Support – Tier 1
  - a. Academic Student Support: All students receive core academic instruction, with supports designed and differentiated for all students in all settings. Core instruction is structured, direct and explicit and is provided by the classroom teacher.
  - b. Social-Emotional Student Support: All students receive behavior instructions with supports designed and differentiated for all students in all settings, focusing on developing positive interpersonal relationships, self-regulation skill building, and strengthening executive functioning skills.
  - c. Integrated Student Support: Classroom teachers promote students’ academic success by developing or securing and coordinating supports that target academic and non-academic barriers to achievement: the include utilizing Trauma-Informed Practices, the application of general Restorative Practices/Circles, and connecting, developing and nurturing positive relationships with students and their families.
2. Targeted Support – Tier 2
  - a. Academic Student Support: Focused, targeted instruction/intervention and supplemental supports in addition to and aligned with the core academic curriculum. The classroom teacher provides targeted supports for students at “some risk” for academic failure but is still above levels considered to indicate a high risk of failure. These needs are identified through an assessment process, and instruction is provided in smaller groups and targeted at meeting the student’s specific academic needs (Reading and Math personalized curriculum through Freckle Math and Reading and Nearpod).
  - b. Social-Emotional Student Support: Focused, targeted behavior instruction primarily focused on preventative strategies of a safe and predictable environment, relationship building, and self-regulation techniques. Classroom teachers effectively manage student behavior with the application of “in the moment” and “after the moment” Trauma-Informed strategies. Students’ social-emotional needs are addressed with small group positive interaction activities and social-skill building.
  - c. Integrated Student Support: Classroom teachers support students’ academic/behavior success by developing individual positive self-views, utilizing a variety of supports: Trauma-Informed Practices that support student success, the utilization of “calming-spaces, and forming strong connections with families. Administration provides information to assist families connect with Humboldt County Health and Human Services resources.
3. Intensive Support – Tier 3
  - a. Academic Student Support: Intensive individualized interventions and supplemental support, inside and outside of the school day, for students who are considered to be at high risk for failure and, if not responsive, are considered to be candidates for identification as having special education needs. Intensive interventions and supplemental support are conducted in one-on-one sessions and/or very small group sizes that facilitate individualized attention and focused on “more time, more often, more explicit to the student, with more personalized one-on-one support.” Interventions and supports are provided by the classroom teacher, the reading specialist, the resource teacher, instructional aides, and the school principal.
  - b. Social-Emotional Student Support: Intensive individualized support focused on intervention strategies that teach and develop self-regulation, cultivating positive peer relationships, and emotional regulation. The staff strives to build strong positive connections with both students and their families. Classroom teachers provide students with frequent breaks, choices, the use of a calming area, support from the resource teacher and school principal. Individualized attention given in behavioral support and positive rewards systems, and utilizing SELPA and HCOE resource personnel when necessary.

c. Integrated Student Support: School/Home/County Educational Resources/HHS Resources/Community Resources utilized in a “team” approach to providing a high level of individualized attention and support to students. The primary focus is keeping the student in and connected to school in a positive and healthy manner.

## Expenditure Plan

The following table provides the LEA’s expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

| <b>Supplemental Instruction and Support Strategies</b>   | <b>Planned Expenditures</b> | <b>Actual Expenditures</b> |
|--|-----------------------------|----------------------------|
| Extending instructional learning time  | \$ 9,000.00                 |                            |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports                                | \$ 75,000.00                |                            |
| Integrated student supports to address other barriers to learning  | \$ 21,323.00                |                            |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports                              | \$ 13,415.00                |                            |
| Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility |                             |                            |
| Additional academic services for students  | \$ 12,489.00                |                            |

| Supplemental Instruction and Support Strategies  | Planned Expenditures | Actual Expenditures |
|--|----------------------|---------------------|
| Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs | \$ 5,000.00          |                     |
| Total Funds to implement the Strategies  | \$ 136,227.00        |                     |

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

As a small school PVCS needs to be able to stretch the high costs of learning tools. In order to make complete purchases, federal funds will be utilized at need to fully fund programs for unexpected costs in this plan.





Pacific View Charter School  
Board of Director's Meeting  
Date: May 11, 2021

Agenda Item: 7.2

Agenda Title: Update Board Policy on College Courses (Concurrent Enrollment)

Action Requested: Approve and Accept

Background Information:

Principal Radcliffe has been updating the policy. MARC was awarded a \$3,000 grant to increase the number of student taking concurrent classes. Principal Radcliffe will make a presentation at the meeting.

**Purpose:** Our goal is to ensure student success when taking CR courses while concurrently enrolled at PVCS. Our support includes assistance in enrollment, completing the necessary paperwork, choosing, registering for classes, organizing for successful course completion, studying prep for exams, and any other service needed in working with teachers or advisers or procedures at CR.

**Outcomes:**

- Increase College and Career Indicator percentage on our California State Dashboard. Currently, we are at 0%
- Increase Pacific View’s unique assets to a student-centered curriculum.
- Increase equity and access to our demographic of students to go to college, save money, and complete 4-year automatic enrollment to a UC/CSU
  - Students Can finish lower-division coursework saving money.
  - Students can enroll in a 4-year university as an upperclassman, giving them premium access to course offerings above a freshman
  - Students can complete an associate’s degree currently while working on a high school diploma.
  - Students can participate in a guaranteed admission pathway to the University of CA
- Students and Parents learn that college can be an option for non-college generational families

**Proposed College Pipeline Grant: \$3000 reward**

**Project Timeline Planner**

| Task/Action   | Who               | By When                  | Notes                                  |
|---|-------------------|--------------------------|--|
| Rewrite Board Policy and get approved new concurrent enrollment policy          | Silas/Josh/Parent | April Board Meeting 2021 |  |
| Re Organize School Website and Create our Projects Page                         | Silas             | By Mid April 2021        |  |
| The college and Career advisor is walking students through creating CR profiles | Josh              | Currently-June 2021      | (Teacher Stipend during Summer months) |
| Create a Single Page Checklist (Google doc of 11th-grade tasks)                 | Josh/Silas        | May 2021                 |  |
| Create a “Pay it Forward” Checklist for students to lead other students.        | Josh/Silas        | January 2022             | (Student Stipend)                      |
| Storytelling Event  | Team              | June 4, 2021             | Celebrate+Storytelling                 |

## Draft Updated Policy (04.06.2021)

### Subject: College Courses (Concurrent Enrollment)

**Policy:** College Courses taken by students must be approved by the Principal and be given a written post-secondary plan when Pacific View Charter School offers the same or equivalent course. A post-secondary plan cannot be used for the purpose of graduating early unless proof is given that the intention to early graduation is for the student to transfer to a 4-year university. CSU/UC transferable courses will be offered higher priority of approval.

### Procedure:

1. Students must have prior approval from the school's Principal or designee to enroll in any college course.  
Examples of reasons for the denial are deficient in credits, cumulative GPA below 2.0, attendance issues.
2. The Principal must approve each concurrent course before enrollment.
3. Seniors must be enrolled in a minimum of two (2) PVCS classes a semester to be eligible to take a college course. Juniors must be enrolled in three (3) classes to be eligible to take a college course unless finished with Math 3/Algebra 2 or enrolled in an equivalent or higher community college math class.
4. PVCS will grant 3 1/3 high school units per college semester unit and 2.2 high school units per college quarter unit passed up to a maximum of 20 high school credits. (six college credits equals 20 high school credits)
4. Any college courses taken after a student has reached the allowable maximum of 20 credits will be granted credit on a one-to-one basis. For example, a two-unit college course will be given two high school units.
5. College courses taken will receive honors credit based on a 5.0 GPA weight. (A-5) (B-4) (C-3) (D-2) (F-1) with the administration's approval.
6. College courses will be counted toward a high school GPA.
7. Unique high school programs held on college campuses are not eligible for the doubled conversion rate as they are high school courses (i.e., Upward Bound, etc.)
8. The student taking college courses may choose to receive college credit only.

First Reading:

Second Reading:

Adopted:

## Original Policy

### Subject: College Courses (Concurrent Enrollment)

**Policy:** College Courses may only be taken when the Pacific View Charter School does not offer the same or equivalent course

### Procedure:

1. Students must have prior approval from the school 's principal or designee to enroll in a college course.
2. Example of reasons for denial are deficient in credits, cumulative GPA below 2.0, attendance issues.
3. Principal must approve each concurrent course prior to enrollment.
4. Seniors must be enrolled in a minimum of four (4) PVCS classes to be eligible to take a college course. Juniors must be enrolled in five (5) classes to be eligible to take a college course.
5. PVCS will grant 3 1/3 high school units per college semester unit and 2.2 high school units per college quarter unit passed up to a maximum of 20 high school credits. (six college credits equals 20 high school credits)
6. Any college courses taken after a student has reached the allowable maximum of 20 credits will be granted credit on a one-to-one basis
7. For example, a two unit college course will be given two high school units.
8. College courses taken after a student has reached the allowable maximum of 20 units can receive honors credit with the approval of the administration.
9. College courses may not be used to fulfill a PVCS graduation subject requirement.
10. College courses will be counted toward a high school GPA.
11. Special high school programs held on college campuses are not eligible for the 3 1/3 conversion rate as they are high school courses (i.e. Upward Bound, etc.)
12. Student taking college courses may choose to receive college credit only.

First Reading: 5/9/11

Second Reading: 6/13/11

Adopted: 6/3/11

Pacific View Charter School  
Board of Director's Meeting  
Date: May 11 2021

Agenda Item: 8.0

Agenda Title: Adjournment

Action Requested: Motion

Background Information:

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

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

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

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