

PACIFIC VIEW CHARTER SCHOOL 2.0

Pacific View Charter School
Board of Directors Meeting
Agenda

15 Henderson Street
Eureka, California
95501

707/269-9490
FAX 707/269-9491

Date: September 14, 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 August 10, 2021
 - 3.1.2 August 31, 2021
 - 3.1.3 August 2021 Warrants
 - 3.2 Approve Disposal of Outdated and Surplus Equipment
- 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
- 6.0 Public Hearing on the Sufficiency of Textbooks or Instructional Materials
- 7.0 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.)
- 8.0 Business
 - 8.1 2020-2021 Unaudited Actuals
 - 8.2 Resolution 01-22 Sufficiency of Textbooks or Instructional Materials
 - 8.3 Salary Schedule Updates
 - 8.3.1 Director's Salary Schedule
 - 8.3.1 Retiree Salary Schedules
- 9.0 Adjournment

Pacific View Charter School
Board of Director's Meeting
September 14, 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 August 10, 2021

3.1.2 August 31, 2021

3.1.3 August 2021 Warrants

3.2 Approve Disposal of Outdated and Surplus Equipment

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: August 10, 2021
Time: 5:30 P.M.
Location: Pacific View Charter School
115 Henderson Street
Eureka, CA 95501

- 1.0 Opening
President Stockly opened the meeting at 5:32 PM
- 2.0 Roll Call
Members Present: Dale Stockly Members Absent: Rose Baker
Martha Shanahan
Amanda Stelly
Michelle Costello

Staff James Malloy, Director Community:
Principal Silas Radcliffe, Principal
- 3.0 Approval of Consent Calendar
Amanda Stelly moved approval of the consent calendar. Michelle Costello seconded. Motion passed 4-0.
- 4.0 Adjustments to the Agenda/Pulled Consent Items
There were no adjustments or pulled consent items.
- 5.0 Correspondence & Informational Items
 - 5.1 Directors Report
Director Malloy reported on new staff, a letter to NCMIG regarding withdrawing and the carpeting of the K – 3 classrooms and entry ways..
 - 5.2 Principal's Report
 - 5.2.1 Henderson Street Learning Center
Principal Mullins reported Mrs. Sweetwater, has been hired as the new kindergarten teacher. Kelcie Radcliffe voluntarily assigned to second grade. Safe school plan updated for our site. OneScreen ready to go for volunteer training. Non voluntary staff will be trained during staff meeting when school begins. It's mandatory that all utilize them.
Staff duty days, for mandated trainings on September 1 and 2.
Focus on mathematics this school year: Mindset Math by Jo Boler and a "how to teach common core mathematics".
May have to combine 2 and 3 IF we don't have a LT sub for 6th- which Payton will do.
 - 5.2.2 Moore Avenue Learning Center
Principal Radcliffe reported on hiring two new teachers for Social Science and Science. The CAASP tests scores showed very good results.
 - 5.3 Dean of Students Report
No report
- 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 2021-2022 Consolidated Application

Director Malloy presented the CONAP and explained the programs it covered.
Martha Shanahan moved approval. Amanda Stelly seconded. Motion passed 4-0.

7.2 Local Control Accountability Program

Director Malloy reported this item was presented at the June meeting and is before the board for final approval. Principal Radcliffe reviewed the document.
Michelle Costello moved approval. Martha Shanahan seconded. Motion passed 4-0.

7.3 Salary Adjustments

7.3.1 Stipend for Combination Classrooms

Director Malloy requested a \$300 per month stipend for teacher having combination classes.
Michelle Costello moved approved. Martha Shanahan seconded. Motion passed 4-0.

7.3.2 Additional Workdays for Mr. Mullings in July.

Director Malloy requested Mr. Mullins be paid for the days he worked during his time off setting up and receiving training on the new OneScreen.

Michelle Costello moved approved. Martha Shanahan seconded. Motion passed 4-0.

7.3.1 Increase Instructional Aide beginning Salary.

Director Malloy requested an increase to \$15.50 per hour in the instructional aide salary schedule to compete for new hires.

Amanda Stelly moved approval. Michelle Costello seconded. Motion passed 4-0.

7.3.4 Addition In-service Days for OneScreen Training

Director Malloy requested an addition two days of in-service training for teachers to train on the OneScreen.

7.3.5 Additional Service Days for New Teacher Classroom Set Up

Director Malloy requested two additional days of service for teachers changing assignments and new hires.

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

7.4 Declaration of Need for Fully Qualified Educations

Director Malloy requested approval to submit the declaration. The possibility exists that we may have to hire a teacher not fully credentialed or on a emergency credential.

Amanda Stelly moved approval. Martha Shanahan seconded. Motion passed 4-0.

8.0 Adjournment

Michelle Costello moved adjournment at 6:03 pm. Amanda Stelly seconded. Motion passed 4-0.

Respectfully submitted

James Malloy
Director

Pacific View Charter School
Board of Directors Meeting
Minutes

Date: August 31, 2021 Via ZOOM
Time: 5:30 P.M.
Location: Pacific View Charter School
115 Henderson Street
Eureka, CA 95501

1.0 Opening
President Stockly opened the meeting at 5:39 PM.

2.0 Roll Call
Members Present: Dale Stockly Members Absent: Martha Shanahan
Rose Baker
Amanda Stelly
Michelle Costello

Staff James Malloy, Director Community:
Principal Bobby Mullins
Principal Silas Radcliffe, Principal

2.0 Approval of Consent Calendar
None

4.0 Adjustments to the Agenda/Pulled Consent Items
None

5.0 Correspondence & Informational Items
None

6.0 Comments and Messages from the Floor on Non-Agenda Items
None

7.0 Business
7.1 Revision of the Independent Study Policy – Curriculum #7
Director Malloy reported with the enactment of AB 130 the current Independent Study policy was incomplete. He reported on the additions need to bring the policy into compliance. He reported the policy before the board was revised by our legal consultants.
Amanda Stelly moved approval. Rose Baker seconded. Motion passed 4-0.

8.0 Adjournment
Michelle Costello moved adjournment at 5:47 PM. Rose Baker seconded. Motion passed 4-0.

Respectfully submitted,

James Malloy
Director

Checks Dated 08/01/2021 through 08/31/2021

Check Number	Check Date	Pay to the Order of	Check Amount
3000144769	08/04/2021	ACCREDITING COMMISSION FOR SCH	1,100.00
3000144770	08/04/2021	APPLE INC	477.00
3000144771	08/04/2021	AT&T Broadband Billing	114.80
3000144772	08/04/2021	CHARTERSAFE	3,662.00
3000144773	08/04/2021	CITI CARD	1,297.63
3000144774	08/04/2021	Danilo Naaut-Mullins	750.00
3000144775	08/04/2021	EUREKA-HUMBOLDT FIRE EXTINGUIS	98.00
3000144776	08/04/2021	HOUGHTON MIFFLIN HARCOURT	2,217.93
3000144777	08/04/2021	Lost Coast Signs & Swag LLC	21.55
3000144778	08/04/2021	PGE 5423206569-5	216.04
3000144779	08/04/2021	PGE 5464873233-4	492.81
3000144780	08/04/2021	SCHOLASTIC INC	855.01
3000144781	08/04/2021	STAPLES ADVANTAGE	7,802.22
3000145235	08/11/2021	APPLE INC	280.78
3000145236	08/11/2021	AT&T CALNET 3 9391028547	154.53
3000145237	08/11/2021	AT&T CALNET 3 9391050536	113.72
3000145238	08/11/2021	AT&T Mobility	91.16
3000145239	08/11/2021	CURRICULUM ASSOCIATES	198.78
3000145240	08/11/2021	Dynamic Vision Technology	20,827.22
3000145241	08/11/2021	EUREKA-HUMBOLDT FIRE EXTINGUIS	191.87
3000145242	08/11/2021	Karin D Sweetwood	25.00
3000145243	08/11/2021	PIERSON BUILDING CENTER	39.90
3000145244	08/11/2021	RECOLOGY OF HUMBOLDT	3,227.42
3000145245	08/11/2021	STAPLES ADVANTAGE	829.84
3000145246	08/11/2021	WELLS FARGO	350.48
3000145864	08/19/2021	AMAZON	1,066.60
3000145865	08/19/2021	APPLE INC	4,792.70
3000145866	08/19/2021	DAVID L. MOONIE & CO. LLP	1,480.00
3000145867	08/19/2021	Dynamic Vision Technology	17,795.18
3000145868	08/19/2021	Karin D Sweetwood	29.72
3000145869	08/19/2021	Lakeshore	318.71
3000145870	08/19/2021	SCHOLASTIC INC	380.55
3000145871	08/19/2021	SNITH, AUSTIN R.	25.00
3000145872	08/19/2021	STAPLES ADVANTAGE	716.40
3000145873	08/19/2021	STAPLES CREDIT PLAN	364.50
3000145874	08/19/2021	WEST COAST PAPER	78.28
3000146316	08/26/2021	BM GLOBAL GROUP CORP FINANCE DEPT	2,587.76
3000146317	08/26/2021	CITY OF EUREKA - WATER DEPARTMENT	446.24
3000146318	08/26/2021	INFINITY COMMUNICATIONS	375.00
3000146319	08/26/2021	KIRK-LEVINE, JANA L	25.00
3000146320	08/26/2021	MENDES, ERIK	75.00
3000146321	08/26/2021	PGE 0701778616-6	475.84
3000146322	08/26/2021	PGE 5423206569-5	249.41
3000146323	08/26/2021	PGE 5464873233-4	322.22
3000146324	08/26/2021	SHAHER'S ACE HARDWARE	86.44
3000146325	08/26/2021	STAPLES ADVANTAGE	54.26
3000146326	08/26/2021	VIBE	3,253.92
3000146639	08/30/2021	CA CHARTER SCHOOL ASSOCIATION	1,520.00
3000146640	08/30/2021	EUREKA CITY SCHOOLS	173.70

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 1 of 2

Checks Dated 08/01/2021 through 08/31/2021

Check Number	Check Date	Pay to the Order of	Check Amount
3000146641	08/30/2021	HUMBOLDT COMMUNITY SERVICES	88.02
3000146642	08/30/2021	KRONA LANDSCAPING	1,743.00
3000146643	08/30/2021	MENDES	704.52
3000146644	08/30/2021	NORTH COAST CLEANING SERVICES	315.00
3000146645	08/30/2021	PASTOR OF ST. CHURCH OF EUREKA	5,250.00
3000146646	08/30/2021	STARK ALISON	14,170.00
3000146647	08/30/2021	WEST COAST PAPER	1,363.45
Total Number of Checks			56
			105,762.11

Fund Recap

Fund	Description	Check Count	Expensed Amount
62	CHARTER SCHOOLS ENTERPRISE FND	56	105,762.11
	Total Number of Checks	56	105,762.11
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		105,762.11

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 2 of 2

Outdated and Surplus Equipment

ACER Chromebooks C720-2844	42602394776	8/14/2014	\$257.59	office
ACER Chromebooks C720-2844	42602392276	8/14/2014	\$257.59	Moore-office
ACER Chromebooks C720-2844	42602213376	8/14/2014	\$257.59	office
ACER Chromebooks C720-2844	42602392476	8/14/2014	\$257.59	
ACER Chromebooks C720-2844	42602396176	8/14/2014	\$257.59	Moore-office
ACER Chromebooks C720-2844	NXSHEAA00442605D757600	8/14/2014	\$257.59	
ACER Chromebooks C720-2844	42602387676	8/14/2014	\$257.59	Henderson-Cart 4 & 5
ACER Chromebooks C720-2844	42602394276	8/14/2014	\$257.59	office
ACER Chromebooks C720-2844	42602387476	8/14/2014	\$257.59	
ACER Chromebooks C720-2844	42602389976	8/14/2014	\$257.59	
ACER Chromebooks C720-2844	42602391176	8/14/2014	\$257.59	Henderson-Rm 0
ACER Chromebooks C720-2844	42602392076	8/14/2014	\$257.59	
ACER Chromebooks C720-2844	42602383676	8/14/2014	\$257.59	Moore-office
ACER Chromebooks C720-2844	NXSHEAA00442605D547600	8/14/2014	\$257.59	Henderson-Cart 4 & 5
ACER Chromebooks C720-2844	42800599876	8/14/2014	\$257.59	Henderson-Cart 4 & 5
ACER Chromebooks C720-2844	42800610176	8/14/2014	\$257.59	Henderson-Cart 4 & 5
ACER Chromebooks C720-2844	42800624876	8/14/2014	\$257.59	Moore-office
ACER Chromebooks C720-2844	42602372276	8/14/2014	\$257.59	Henderson-Cart 4 & 5
ACER Chromebooks C720-2844	NXSHEAA00442605D887600	8/14/2014	\$257.59	
ACER Chromebooks C720-2844	NXSHEAA00442605C927600	8/14/2014	\$257.59	
ACER Chromebooks C720-2844	42602392376	8/14/2014	\$257.59	
ACER Chromebooks C720-2844	42602386676	8/14/2014	\$257.59	Henderson-Cart 4 & 5
ACER Chromebooks C720-2844	42602383876	8/14/2014	\$257.59	
ACER Chromebooks C720-2844	42602384876	8/14/2014	\$257.59	
ACER Chromebooks C720-2844	NXSHEAA00442605D537600	8/14/2014	\$257.59	
ACER Chromebooks C720-2844	NXSHEAA0042602374076	8/14/2014	\$257.59	
ACER Chromebooks C720-2844	42602385276	8/14/2014	\$257.59	
ACER Chromebooks C720-2844	NXSHEAA00442605D7F7600	8/14/2014	\$257.59	
ACER Chromebooks C720-2844	NXSHEAA00442605D307600	8/14/2014	\$257.59	
ACER Chromebooks C720-2844	NXSHEAA00442605D197600	8/14/2014	\$257.59	
ACER Chromebooks C720-2844	42602389876	8/14/2014	\$257.59	
ACER Chromebooks C720-2844	42602386876	8/14/2014	\$257.59	
ACER Chromebooks C720-2844	42602388176	8/14/2014	\$257.59	
ACER Chromebooks C720-2844	42602364276	8/14/2014	\$257.59	
ACER Chromebooks C720-2844	NXSHEAA00442605C917600	8/14/2014	\$257.59	
ACER Chromebooks C720-2844	42602388676	8/14/2014	\$257.59	
ACER Chromebooks C720-2844	NXSHEAA00442605cf47600	8/14/2014	\$257.59	
ACER Chromebooks C720-2844	NXSHEAA0042602396775	8/14/2014	\$257.59	
Lenovo N21 Chromebook	LR03VRN4	6/17/2015	\$229.99	
Lenovo N21 Chromebook	LR03VRJE	6/17/2015	\$229.99	
Lenovo N21 Chromebook	LR03VRQ8	6/17/2015	\$229.99	
Lenovo N21 Chromebook	LR03VRP2	6/17/2015	\$229.99	
ASUS Notebook PC C100P	G3NLCX01C71609B	5/25/2016	\$285.28	
ASUS Notebook PC C100P	G2NLCX02967007G	5/25/2016	\$285.28	
ASUS Notebook PC C100P	G1NLCX00X446016	5/25/2016	\$285.28	
ASUS Notebook PC C100P	G1NLCX01E627024	5/25/2016	\$285.28	

ASUS Notebook PC C100P	G3NLCX01D505095	5/25/2016	\$285.28
Lenovo ThinkPad 11E	1S20GF0003USLR099QYG	5/27/2017	304.65
Lenovo ThinkPad 11E	1S20GF0003USLR099QZJ	5/27/2017	304.65
Lenovo ThinkPad 11E	1S20GF0003USLR099R14	5/27/2017	304.65
Lenovo ThinkPad 11E	1S20GF0003USLR099R0H	5/27/2017	304.65
Lenovo ThinkPad 11E	1S20GF0003USLR099QUW	5/27/2017	304.65
Lenovo ThinkPad 11E	1S20GF0003USLR099QWB	5/27/2017	304.65
Lenovo ThinkPad 11E	1S20GF0003USLR099QVN	5/27/2017	304.65
Lenovo ThinkPad 11E	1S20GF0003USLR099QXK	5/27/2017	304.65
Lenovo ThinkCentre m83	1S10AM000VUSMJ02PNP2	7/1/2015	\$698.94
Lenovo ThinkCentre m83	1S10AM000VUSMJ02PNQV	7/1/2015	\$698.94
Lenovo ThinkCentre m83	11S0C52526ZVJ86U5251G5	7/1/2015	\$698.94
Lenovo ThinkCentre m83	1S10AM000VUSMJ02PNRT	7/1/2015	\$698.94
Lenovo ThinkCentre m83	11S0C52526ZVJ86U5251ED	7/1/2015	\$698.94
Lenovo ThinkCentre m83	1S10AM000VUSMJ02PNPE	7/1/2015	\$698.94
Lenovo ThinkCentre m83	11S0C52526ZVJ86U5251EE	7/1/2015	\$698.94
Lenovo ThinkCentre m83	MG000HQW	7/1/2015	\$698.94
Lenovo ThinkCentre m83	MG000HQ6	7/1/2015	\$698.94
Lenovo ThinkCentre m83	MG000HQZ	2/12/2014	\$698.94
Lenovo ThinkCentre m83	MG000HQB	2/12/2014	\$698.94
Lenovo ThinkCentre m83	MG000HQF	2/12/2014	\$698.94

Pacific View Charter School
Board of Director's Meeting
September 14, 2021

5.0 Correspondence & Informational Items

5.1 Directors Report

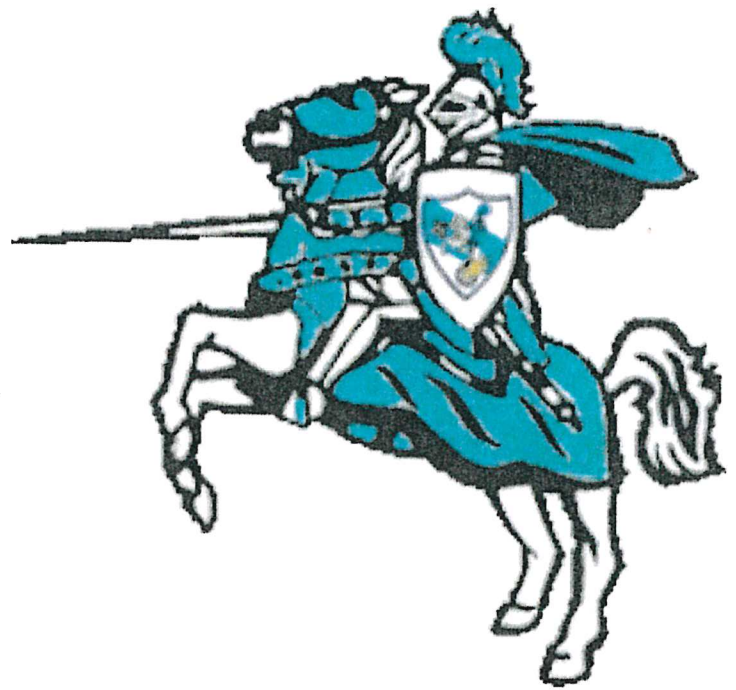
5.1.1 Local Performance Indicator Self-Reflection – Draft Report

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



PACIFIC VIEW CHARTER 2.0

Local Performance Indicator Self-Reflection

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

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science					5

Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education		2			
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts				4	
World Language					5

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

- Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

- Write a brief response to the prompts following each of the three sections.

- Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Seeking Input for Decision Making

Rating Scale (lowest to highest) -

1 - Exploration and Research Phase

2 - Beginning Development

3 - Initial Implementation

4 - Full Implementation

5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

During the distance learning in the pandemic, the MARC executed 2 new family orientation nights in a zoom virtual format. The participation exceeded prior back-to-school and open-house nights. During the orientation, parents were

able to provide feedback and conduct Likert scale questions evaluating the programs at Pacific View Charter. The MARC will continue this practice for the upcoming 2021-2022 school year.

By recommendation of the board, the LEA facilitated a COVID-19 response and reopening advisory committee that had representatives from parents, teachers, and administrators from both sites. Public health responses were actively engaged by the advisory group as well as a recommendation to in-person learning in the month of March. The LEA hopes to grow to full sustainably in the future years with a similar advisory format.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1. Pacific View Charter 2.0's primary measuring tool used to track access, enrollment, course study, grade spans, student groups, and exceptional needs is a school information system (or SIS) solution called SchoolWise.

SchoolWise was created specifically for California schools. SchoolWise contains Complete CALPADS file extracts and support, Web-based Parent Alert system, staff and family database, cafeteria point of sale, Web-based A-F/standards-based teacher grade book, report cards, attendance tracking, and data tracking reports. Beyond SchoolWise, Pacific View Charter also supplements multiple measuring tools utilizing, APEX, Google education, Renaissance learning, Dataquest through CDE, and CAASPP.org. These supplemental programs allow a greater target-specific precision that SchoolWise does not offer.

2. Pacific View Charter 2.0 has two sites: MARC and HSRC. Currently, both sites utilize SchoolWise, Google Education (G Suite), MMARS, Renaissance Learning, Dataquest through CDE, and CAASPP.org. Both sites utilize SchoolWise as the school information system (SIS). SchoolWise utilizes a digital gradebook that all teachers use. This gradebook offers an online student and parent portal that allows parents to track the progress of students and communicate with their student's teachers. At both sites, students have access to the supplemental digital tools via chrome books. Every student has access and user accounts to Chrome Books during utilization of Renaissance Learning (STAR Math, Accelerated Math, STAR Reading, Accelerated Reading) and CAASPP.org. Each staff member is able to access student data in assessments and are able to set specific targets for individual students including special populations. CAASPP allows teachers and students access Interim assessments for state preparation. CAASPP also allows further curriculum development through their digital library of lessons. Administration and staff utilize Google Education to communicate and organize material for deployment at home to increase access with our families. Google education allows staff to collaborate and share best overall practices throughout the schools creating emails and shared webspace for media distribution to students, parents, and staff. Every student at MARC has their own google account allowing them access to an office suite and google classrooms. The Google docs program has built-in tools for students with disabilities including speech-to-text dictation and text-to-speech read-back. At the MARC only, a Digital online CA standards-based curriculum is offered through APEX. The entire site is a Digital Jr/Sr High School. APEX creates scope and sequence for each student at the high school allowing students to work independently or as a class with standards-based curriculum. Apex also offers methods of communication with parents by sending out emails when students miss deadlines. APEX also offers remediation and digital tutoring for students to get up to grade level. Scores from APEX are transferred over to SchoolWise gradebook.

3. Shared Barriers between MARC and HSRC: Digital tools share the common problem of reaching families that do not have a computer or internet. Laptops are not allowed to be brought home. The 2021 expanded learning grant will be addressing this at the MARC. At the MARC, a master scheduling barrier for A-G access and CAASPP testing was created with our students for the 2017-2018 school year and earlier. This has been fixed for the 2019-2020 year and on and will be reflected in the 2022 graduates. Reason for Master Schedule Barrier in 2017-2018: No foreign language graduation Requirement therefore students do not fulfill A-G requirements for CSU/UC as a graduate. Mental Health and Adverse Childhood Experience (ACEs) symptoms with limited county counselors and school finance support is an ongoing barrier. Being a credit recovery alternative education type school, special needs students might find the digital curriculum cumbersome. As APEX is schoolwide, the method of delivery is limited and families without electronic access will have a disadvantage at home.

4. To increase school communication access to families, PVCS opened up the parent and student portal in SchoolWise. Even parents without electronic access are able to utilize public libraries to view student information. Assessment and student curricular need identification and remediation are conducted through Renaissance Learning. This gives the school year-year longitudinal data of our continued enrolled students. All digital tools are able to be accessed with Android and iOS mobile devices as well through web portals.

At the MARC, APEX was executed for the 2017-2018 school year. This program allows greater flexibility with class offerings, credit recovery, and remediation. For special needs students, the school still offers minimum access to textbooks and printing functions within the school. At the start of 2019, the MARC continued to use APEX for curriculum but changed from the APEX gradebook to the SchoolWise gradebook that allowed even greater differentiation to special populations. Teachers maintained access to the supplemental curriculum by posting assignments within the Google Classroom in combination with SchoolWise gradebook.

During the 2018-2019-year, the admin required all incoming freshmen to be enrolled in Algebra and Biology. All 11th graders are required to be enrolled in math. Admin removed the physical science course and replaced it with A-G Chemistry still fulfilling the physical science requirement. These changes allow PVCS graduates to maximize A-G completion and CAASPP preparedness. Future proposed changes at the MARC for 2021-2022 will be to increase

dual enrollment opportunities for 11th graders and 12th graders at community college and instituting a digital A-G foreign language class.

Pacific View Charter School
Board of Director's Meeting
Date: September 14, 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: January 12, 2021

Agenda Item: 8.1

Agenda Title: 2020-2021 Unaudited Actuals

Action Requested: Approve and Accept

Background Information:

This is a report showing our revenue and expenses from last year. The Business Office at HCOE prepares this report for the school. The purpose of the report is to show what revenues were received, what expenditures were and ending balance. The report also compares last year's budget with this years adopted budget

UNAUDITED'S

Sent

Separate

Pacific View Charter School
Board of Director's Meeting
Date: September 14, 2021

Agenda Item: 8.2

Agenda Title: Resolution 01-22 Sufficiency of Textbooks or Instructional Materials

Action Requested: Approve and Accept

Background Information:

We are in compliance with this requirement. We have a textbook for every student and all high school students have access to the on-line curriculum

**RESOLUTION REGARDING SUFFICIENCY OR INSUFFICIENCY OF
INSTRUCTIONAL MATERIALS:**

Whereas, the governing board of Pacific View Charter School 2.0, in order to comply with the requirements of *Education Code* Section 60119 held a public hearing on September 14, 2021 at 5:30 P.M. o'clock, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the governing board provided notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

Whereas, the governing board encouraged participation by parents, teachers, members of the community, in the public hearing, and;

FOR A FINDING OF SUFFICIENT INSTRUCTIONAL MATERIALS:

Whereas, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district/county office of education, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

Mathematics –	K	Houghton Mifflin Singapore Mathematics
	1 - 4	Houghton Mifflin Singapore Mathematics
	5 - 6	Houghton Mifflin Singapore Mathematics
	7 – 12	APEX Digital Curriculum
Science –	K – 5	Harcourt Brace Science
	6	Prentice Hall – Focus on Life Science
	7 – 12	APEX Digital Curriculum

History-social science - K Harcourt Brace
 1 – 5 Pearson My World
 6 McGraw Hill Ancient Civilizations
 7 – 12 APEX Digital Curriculum

English/language arts, including the English language development component of an adopted program

 K - 1 Houghton Mifflin Journeys
 1 -6 Houghton Mifflin Journeys
 7 – 12 APEX Digital Curriculum

Whereas, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

Whereas laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the 2020-2021 school year, the Pacific View Charter School has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

Adopted this 14th day of September 14, 2021.

Ayes _____ Nays _____ Absenting _____

Pacific View Charter School
Board of Director's Meeting
Date: September 14, 2021

Agenda Item: 8.3

Agenda Title: Salary Schedule Updates

Action Requested: Approve and Accept

Background Information:

We underwent a State Teacher's Retirement System audit over the last year. They found our retiree salary schedule was not tied to our current salary schedules as required.

8.3.1 Director's Salary Schedule

We do not have a director's salary schedule so we must adopt one.

8.3.1 Retiree Salary Schedules

The current retiree salary schedule must be revised to be tied into our Certificated and Administrative salary schedules.

		Director's Salary Schedule					
			2021-2022				
					Base		
					\$95,555		
	Increase		4.50%				
	Year		Salary		Monthly	Hourly	
	1		\$95,555		9,555.50	\$71.58	
	2		\$99,855		9,985.50	\$74.80	
	3		\$104,348		10,434.84	\$78.16	
	4		\$109,044		10,904.41	\$81.68	
	5		\$113,951		11,395.11	\$85.36	
	6		\$119,079		11,907.89	\$89.20	
	The School will pay 95% of the Medical benefits for the 2021-22						
	The School will pay 100% of the Dental and Vision benefits for the 2021-2022						

		Retired Salary Schedule				
			2021-2022			
	Adopted		9/10/2021			
Retiree Salaries are prorated based on the salary schedule they are member of						
	Director					
Based on Director Salary Schedule						
		FTE	Salary	Hourly	Days	Yearly Hours
		FTE	\$119,080.00	\$65.00	229	1832
	Jim	0.33	39,296.40	\$65.00	76	605
Based on Step 6 Principal's Salary Schedule						
		FTE	Salary	Hourly	Days	Yearly Hours
	Step 6		\$89,270.00	\$54.40	205	1640
	Ron	0.3	\$27,048.81	\$54.40	82	656
Based on Step 6 Certificated Salary Schedule						
		FTE	Salary	Hourly	Days	Yearly Hours
	Step 6		\$51,058.78	\$38.25	178	1335
	Francis	Hrly		38.25		
	Ariel	0.5	\$25,529	\$38.25	89	667.5

Pacific View Charter School
Board of Director's Meeting
Date: September 14 2021

Agenda Item: 9.0

Agenda Title: Adjournment

Action Requested: Motion

Background Information:

Motion Made; _____

Seconded Made: _____

Ayes _____

Nays _____

Time: _____