

SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16

Pacific View Charter

Address: 3670 Ocean Ranch Blvd. Oceanside, CA 92056-2669
Principal: Gina Campbell, Executive Director
Phone: (760) 757-0161
Email: kfox@pacificview.org
Web Site: www.pacificview.org
CDS Code: 37735693731221

Oceanside Unified

Superintendent: Duane Coleman
Phone: (760) 966-4000
Email: duane.coleman@oside.us
Web Site: www.oside.us



I DATA AND ACCESS

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Oceanside Unified
 Phone Number: (760) 966-4000
 Superintendent: Duane Coleman
 E-mail Address: duane.coleman@oside.us
 Web Site: www.oside.us

School Contact Information Most Recent Year

School Name: Pacific View Charter
 Street: 3670 Ocean Ranch Blvd.
 City, State, Zip: Oceanside, CA 92056-2669
 Phone Number: (760) 757-0161
 Principal: Gina Campbell, Executive Director
 E-mail Address: kfox@pacificview.org
 Web Site: www.pacificview.org
 County-District-School
 (CDS) Code: 37735693731221

School Description and Mission Statement – Most Recent Year

Pacific View Charter School is a direct-funded K-12 WASC-accredited charter school situated in Oceanside serving approximately 500 students each year. It provides a combination/hybrid of classroom and non-classroom-based instruction through a Personalized Learning Model. In 1999, the school was chartered by the Oceanside Unified school District. The attendance area for Pacific View includes San Diego County and all contiguous counties in accordance with the law. In August 2015, PVCS opened an additional site in Moreno Valley, with the capacity of serving a total of 200 students in grades K-12, through a non-classroom based Learning Center.

MISSION

The Pacific View Charter School community is focused on the success of each student and partners with parents in the education of their children. The school is committed to providing a safe and exceptional learning environment utilizing 21st Century tools, resources and curriculum. Highly Qualified Teachers guide the learning process through current research and methodologies.

VISION

Students at Pacific View Charter School use technological tools and research-based curricula to achieve personal and academic success. In a Personalized Learning environment, the students develop 21st Century skills in preparation for college and the workforce. Pacific View Charter School students are global communicators who listen, speak, read and write in an effective manner. The individual needs and learning styles of students are accommodated through personalized learning.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	6
Grade 1	10
Grade 2	6
Grade 3	6
Grade 4	5
Grade 5	4
Grade 6	7
Grade 7	10
Grade 8	13
Grade 9	22
Grade 10	43
Grade 11	99
Grade 12	117
Total Enrollment	348

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	4.9%
American Indian or Alaska Native	1.1%
Asian	0.6%
Filipino	0.6%
Hispanic or Latino	52.9%
Native Hawaiian/Pacific Islander	1.4%
White	38.2%
Two or More Races	0%
Socioeconomically Disadvantaged	58.3%
English Learners	9.8%
Students with Disabilities	10.3%
Foster Youth	0.9%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

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

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

Teacher Credentials

Teachers	School 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential		18		
Without Full Credential				
Teaching Outside Subject Area of Competence (with full credential)				

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

NOTE: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	88.5%	11.5%
High-Poverty Schools in District	87.97%	12.03%
Low-Poverty Schools in District	100%	0%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	K12, Edgenuity, Holt	Local Governing Agency Approval	0%
Mathematics	K12, Edgenuity, Prentice Hall	Local Governing Agency Approval	0%
Science	K12, Edgenuity, Holt	Local Governing Agency Approval	0%
History-Social Science	K12, Edgenuity, Boorstein Kiley, Prentice Hall, MacGruder	Local Governing Agency Approval	0%
Foreign Language	Edgenuity	Local Governing Agency Approval	0%
Health	K12, Edgenuity, Prentice Hall	Local Governing Agency Approval	0%
Visual and Performing Arts	Blarney Hill, Edgenuity	Local Governing Agency Approval	0%
Science Laboratory Equipment (grades 9-12)	laboratory Equipment is available to all students		0%

School Facility Conditions and Planned Improvements – Most Recent Year

The school facility is in excellent condition Safety doors have been installed in the two classrooms that do not have upstairs access in building 6 and 7.

School Facility Good Repair Status – Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: January 2016

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

Overall Facility Rate – Most Recent Year

Month and year in which data were collected: January 2016

	Exemplary	Good	Fair	Poor
Overall Rating	✓	-	-	-

B. PUPIL OUTCOMES

STATE PRIORITY: PUPIL ACHIEVEMENT

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	40%	36%	44%
Mathematics (grades 3-8 and 11)	12%	32%	33%

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

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	3	3	100%	--	--	--	--
Male	3	1	33.3%	--	--	--	--
Female	3	2	66.7%	--	--	--	--
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	3	3	100%	--	--	--	--
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged	3	3	100%	--	--	--	--
English Learners	3	1	33.3%	--	--	--	--
Students with Disabilities	3	1	33.3%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	8	7	87.5%	--	--	--	--
Male	8	6	75%	--	--	--	--
Female	8	1	12.5%	--	--	--	--
Black or African American	8	1	12.5%	--	--	--	--
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	8	5	62.5%	--	--	--	--
Native Hawaiian or Pacific Islander	8	1	12.5%	--	--	--	--
White	8	0	0%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	8	4	50%	--	--	--	--
English Learners							
Students with Disabilities	8	1	12.5%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	6	5	83.3%	--	--	--	--
Male	6	4	66.7%	--	--	--	--
Female	6	1	16.7%	--	--	--	--
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	6	2	33.3%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	6	3	50%	--	--	--	--
Two or More Races	6	0	0%	--	--	--	--
Socioeconomically Disadvantaged	6	2	33.3%	--	--	--	--
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	8	5	62.5%	--	--	--	--
Male	8	3	37.5%	--	--	--	--
Female	8	2	25%	--	--	--	--
Black or African American	8	0	0%	--	--	--	--
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	8	4	50%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	8	1	12.5%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	8	2	25%	--	--	--	--
English Learners							
Students with Disabilities	8	2	25%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	14	14	100%	21%	14%	57%	7%
Male	14	4	28.6%	--	--	--	--
Female	14	10	71.4%	--	--	--	--
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	14	7	50%	--	--	--	--
Native Hawaiian or Pacific Islander	14	1	7.1%	--	--	--	--
White	14	6	42.9%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	14	8	57.1%	--	--	--	--
English Learners							
Students with Disabilities	14	1	7.1%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	14	13	92.9%	8%	54%	31%	8%
Male	14	3	21.4%	--	--	--	--
Female	14	10	71.4%	--	--	--	--
Black or African American	14	1	7.1%	--	--	--	--
American Indian or Alaska Native	14	1	7.1%	--	--	--	--
Asian							
Filipino							
Hispanic or Latino	14	7	50%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	14	4	28.6%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	14	8	57.1%	--	--	--	--
English Learners	14	2	14.3%	--	--	--	--
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	129	105	81.4%	28%	32%	29%	6%
Male	129	45	34.9%	36%	31%	24%	2%
Female	129	60	46.5%	22%	33%	32%	8%
Black or African American	129	3	2.3%	--	--	--	--
American Indian or Alaska Native	129	2	1.6%	--	--	--	--
Asian	129	1	0.8%	--	--	--	--
Filipino	129	3	2.3%	--	--	--	--
Hispanic or Latino	129	57	44.2%	33%	28%	30%	2%
Native Hawaiian or Pacific Islander	129	3	2.3%	--	--	--	--
White	129	35	27.1%	23%	34%	26%	11%
Two or More Races							
Socioeconomically Disadvantaged	129	61	47.3%	30%	36%	25%	3%
English Learners	129	10	7.8%	--	--	--	--
Students with Disabilities	129	11	8.5%	64%	9%	0%	0%
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

CAASPP Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	3	3	100%	--	--	--	--
Male	3	1	33.3%	--	--	--	--
Female	3	2	66.7%	--	--	--	--
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	3	3	100%	--	--	--	--
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged	3	3	100%	--	--	--	--
English Learners	3	1	33.3%	--	--	--	--
Students with Disabilities	3	1	33.3%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	8	7	87.5%	--	--	--	--
Male	8	6	75%	--	--	--	--
Female	8	1	12.5%	--	--	--	--
Black or African American	8	1	12.5%	--	--	--	--
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	8	5	62.5%	--	--	--	--
Native Hawaiian or Pacific Islander	8	1	12.5%	--	--	--	--
White	8	0	0%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	8	4	50%	--	--	--	--
English Learners							
Students with Disabilities	8	1	12.5%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	6	5	83.3%	--	--	--	--
Male	6	4	66.7%	--	--	--	--
Female	6	1	16.7%	--	--	--	--
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	6	2	33.3%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	6	3	50%	--	--	--	--
Two or More Races	6	0	0%	--	--	--	--
Socioeconomically Disadvantaged	6	2	33.3%	--	--	--	--
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	8	5	62.5%	--	--	--	--
Male	8	3	37.5%	--	--	--	--
Female	8	2	25%	--	--	--	--
Black or African American	8	0	0%	--	--	--	--
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	8	4	50%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	8	1	12.5%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	8	2	25%	--	--	--	--
English Learners							
Students with Disabilities	8	2	25%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	14	14	100%	7%	57%	36%	0%
Male	14	4	28.6%	--	--	--	--
Female	14	10	71.4%	--	--	--	--
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	14	7	50%	--	--	--	--
Native Hawaiian or Pacific Islander	14	1	7.1%	--	--	--	--
White	14	6	42.9%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	14	8	57.1%	--	--	--	--
English Learners							
Students with Disabilities	14	1	7.1%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	14	13	92.9%	38%	38%	23%	0%
Male	14	3	21.4%	--	--	--	--
Female	14	10	71.4%	--	--	--	--
Black or African American	14	1	7.1%	--	--	--	--
American Indian or Alaska Native	14	1	7.1%	--	--	--	--
Asian							
Filipino							
Hispanic or Latino	14	7	50%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	14	4	28.6%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	14	8	57.1%	--	--	--	--
English Learners	14	2	14.3%	--	--	--	--
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	129	104	80.6%	55%	30%	4%	0%
Male	129	44	34.1%	61%	25%	5%	0%
Female	129	60	46.5%	50%	33%	3%	0%
Black or African American	129	4	3.1%	--	--	--	--
American Indian or Alaska Native	129	2	1.6%	--	--	--	--
Asian	129	1	0.8%	--	--	--	--
Filipino	129	3	2.3%	--	--	--	--
Hispanic or Latino	129	57	44.2%	61%	25%	2%	0%
Native Hawaiian or Pacific Islander	129	3	2.3%	--	--	--	--
White	129	33	25.6%	48%	36%	6%	0%
Two or More Races							
Socioeconomically Disadvantaged	129	61	47.3%	61%	28%	0%	0%
English Learners	129	10	7.8%	--	--	--	--
Students with Disabilities	129	11	8.5%	91%	0%	0%	0%
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	34%	38%	34%	54%	54%	52%	59%	60%	56%

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	52%	Native Hawaiian or Pacific Islander	–
All Students at the School	34%	White	44%
Male	33%	Two or More Races	–
Female	36%	Socioeconomically Disadvantaged	27%
Black or African American	–	English Learners	–
American Indian or Alaska Native	–	Students with Disabilities	–
Asian	–	Students Receiving Migrant Education Services	–
Filipino	–	Foster Youth	–
Hispanic or Latino	18%		

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

Career Technical Education Programs (School Year 2014-15)

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	100%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

Local Assessment Results

Grade Level	Reading			writing			Mathematics		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

STATE PRIORITY: OTHER PUPIL OUTCOME

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	50%	44%	45%	59%	40%	43%	57%	56%	58%
Mathematics	36%	29%	27%	67%	47%	47%	60%	62%	59%

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

California High School Exit Examination Results for All Grade Ten Results by Student Group (School Year 2014-15) (if applicable)

Student Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	42%	29%	29%	36%	41%	23%
All Students at the School	55%	23%	22%	73%	21%	6%
Male	65%	18%	18%	75%	13%	13%
Female	52%	25%	23%	73%	22%	5%
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	71%	12%	18%	79%	21%	
Native Hawaiian or Pacific Islander						
White	46%	29%	25%	74%	11%	15%
Two or More Races	29%	43%	29%	53%	40%	7%
Socioeconomically Disadvantaged	64%	19%	17%	76%	18%	6%
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						
Foster Youth						

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5			
7			
9	15%	25%	35%

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

C. ENGAGEMENT

STATE PRIORITY: PARENTAL INVOLVEMENT

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

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

Opportunities for Parental Involvement - Most Recent Year

Parents are an integral part of the education process at Pacific View Charter School and serve as the educational support person for the student. The school's program requires that parents and students attend regularly scheduled conferences with their Supervisory Teacher. Parents are invited to attend events held at the school and serve as a member of the PVCS Board of Trustees

STATE PRIORITY: PUPIL ENGAGEMENT

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	38.8%	26.8%	29.5%	9.1%	6.6%	5.9%	13.1%	11.4%	11.5%
Graduation Rate	46.27%	54.23%	54.11%	83.99%	87%	88.51%	78.87%	80.44%	80.95%

Completion of High School Graduation Requirements – Graduating Class of 2014

Group	School	District	State
All Students	63.7	85.78	84.6
Black or African American	87.5	89.23	76
American Indian or Alaska Native	0	50	78.07
Asian	100	83.33	92.62
Filipino	100	87.69	96.49
Hispanic or Latino	58.97	83.07	81.28
Native Hawaiian/Pacific Islander	75	91.67	83.58
White	64.81	90.25	89.93
Two or More Races	0	88.89	82.8
Socioeconomically Disadvantaged	57.32	85.26	81.36
English Learners	26.09	33.95	50.76
Students with Disabilities	50	62.56	61.28
Foster Youth	–	–	–

STATE PRIORITY: SCHOOL CLIMATE

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

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

Suspensions and Expulsions

Rate*	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.2	0	0	5.32	5.26	3	5.07	4.36	3.8
Expulsions	0	0	0	0.19	0.22	0.12	0.13	0.1	0.09

School Safety Plan – Most Recent Year

PVCS has developed a comprehensive safety plan and consistently performs emergency drills to ensure the safety of the students and staff. The plan is review annually and updated as needed.

D. OTHER SARC INFORMATION

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	Yes
Met Participation Rate - English-Language Arts	No	Yes	Yes
Met Participation Rate - Mathematics	No	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	95.5%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	3	166	1		3	178			3	160		
Mathematics	2	124			2	149			2	144		
Science	3	114			3	103			3	103		
Social Science	3	175	1		2	175			2	139		

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		N/A
Other		N/A

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

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$76,276
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	\$71,529
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2014-15)

Instructional related services are 81% of the budget.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,888	\$43,062
Mid-Range Teacher Salary	\$69,221	\$67,927
Highest Teacher Salary	\$91,243	\$87,811
Average Principal Salary (Elementary)	\$117,848	\$110,136
Average Principal Salary (Middle)	\$125,366	\$115,946
Average Principal Salary (High)	\$139,484	\$124,865
Superintendent Salary	\$284,612	\$211,869
Percent of Budget for Teacher Salaries	40%	39%
Percent of Budget for Administrative Salaries	4%	5%

NOTE: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement Courses (School Year 2014-15)

Subjects	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

* Where there are student course enrollments.

Professional Development - Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Pacific View Charter School provides Professional Development days throughout the school year.

Workshops for staff include Data Collection, Interventions, Best Practices, Identifying student needs through Star Enterprise assessment, and attendance at various conferences. The staff has also participated in Professional Development workshops that assists teachers in understanding the social and emotional needs of students. Professional Learning Communities meet three Wednesdays of each month to review and revise curriculum. The PLCs also collaborate on projects and interventions that can assist the struggling student.