

# SARC 2015-16

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17

### 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](mailto:kfox@pacificview.org)

Web Site: [www.pacificview.org](http://www.pacificview.org)

CDS Code: 37735693731221

### Oceanside Unified

Superintendent: Duane Coleman

Phone: (760) 966-4000

Email: [duane.coleman@oside.us](mailto:duane.coleman@oside.us)

Web Site: [www.oside.us](http://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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 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](mailto:duane.coleman@oside.us)  
 Web Site: [www.oside.us](http://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](mailto:kfox@pacificview.org)  
 Web Site: [www.pacificview.org](http://www.pacificview.org)

County-District-School  
 (CDS) Code: 37735693731221

### School Description and Mission Statement (School Year 2016–17)

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.

#### CORE VALUES

The following are the Core Values for which all stakeholders are expected to adhere to:

? The Personalized Learning Model: We believe that creating an Individualized Learning Plan for students that encompasses the development of 21st Century skills and content knowledge will prepare them for success in college and the work force.

? Parental Involvement: We believe parents are an integral part of the student's personal and academic success. Pacific View Charter School partners with parents in the education of their children and in the governance of the Charter School.

? Student Success in the 21st Century: We believe it is critical that students develop learning and innovation skills in the areas of creativity, critical thinking, problem solving, communication, and collaboration. Curriculum that utilizes information and communication technology (ICT) literacy tools, and media will prepare students for the 21st Century.

? Fiscal Solvency: We believe the prudent use of fiscal resources is essential to the vision and mission of the Charter.

? Accountability: We believe that student achievement is a critical indicator of our success at Pacific View Charter School.

We are committed to the success of each student through the compilation and analysis of student data and research based programs and interventions.

#### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	3
Grade 1	4
Grade 2	1
Grade 3	4

#### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.1%
American Indian or Alaska Native	0.2%
Asian	0%

Grade 4	10	Filipino	1.5%
Grade 5	10	Hispanic or Latino	52.9%
Grade 6	15	Native Hawaiian/Pacific Islander	1.2%
Grade 7	10	White	30%
Grade 8	22	Two or More Races	9.8%
Grade 9	27	Socioeconomically Disadvantaged	61%
Grade 10	50	English Learners	5.4%
Grade 11	121	Students with Disabilities	13.7%
Grade 12	133	Foster Youth	1.2%
Total Enrollment	410		

## 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 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	25	27	28	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)				

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	0

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	86.99%	13.01%
High-Poverty Schools in District	86.36%	13.64%
Low-Poverty Schools in District	100.00%	.00%

**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 (School Year 2016–17)

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	HMH Journey's, Holt, Edgenuity, Accelerate	Local Governing Agency Approval	0%
Mathematics	HMH Math Expressions, Edgenuity, Prentice Hall, Accelerate	Local Governing Agency Approval	0%
Science	Accelerate, Edgenuity, Holt	Local Governing Agency Approval	0%
History-Social Science	Accelerate, Edgenuity, Boorstein Kiley, Prentice Hall, MacGruder	Local Governing Agency Approval	0%
Foreign Language	Edgenuity	Local Governing Agency Approval	0%
Health	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

Pacific View Charter School provides safe, clean and well-maintained campuses.

A comprehensive Safety Plan, subject to annual review, revision, and approval of our School Board is in place at both locations. Our Safety Plan addresses:

- Air Pollution
- Animal Attack or Threat
- Bees-European Bees, Killer Honey Bees
- Bomb Threats and Suspicious Packages
- Civil Disturbance
- Crime Scenes
- Earthquake
- Fallen Aircraft
- Fires
- Floods
- Hazardous Materials
- Armed Intruder/Active Shooter
- Severe Windstorm
- Shelter in Place
- Sudden Explosions
- Suicide Attempts & Threats
- Bullying

All building infrastructure is maintained according to a strict maintenance schedule.

The Oceanside campus has recently completed a school-wide flooring replacement project.

### School Facility Good Repair Status

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: April 2017

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-
Interior: Interior Surfaces	✓	-	-

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
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

Month and year in which data were collected: April 2017

	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) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/ Literacy (grades 3-8 and 11)	42%	39%	38%	44%	44%	48%
Mathematics (grades 3-8 and 11)	13%	15%	33%	35%	34%	36%

**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 Test Results in ELA by Student Group (ELA) Grades Three through Eight and Eleven (School Year 2015–16) ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners				
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

**Note:** ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

### ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	13	11	84.62%	27.27%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	12	10	83.33%	20.00%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

**Note:** ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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**Note:** The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

### ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	13	11	84.62%	45.45%

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Male	--	--	--	--
Female	--	--	--	--
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	--	--	--	--
English Learners				
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

**Note:** ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

## ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	22	88.00%	50.00%
Male	12	10	83.33%	50.00%
Female	13	12	92.31%	50.00%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	14	82.35%	28.57%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

**Note:** ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

## ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	18	90.00%	27.78%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	13	12	92.31%	16.67%
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--	--	--

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	15	13	86.67%	30.77%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

**Note:** ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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**Note:** The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

## ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	36	32	88.89%	37.50%
Male	16	13	81.25%	15.38%
Female	20	19	95.00%	52.63%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	18	18	100.00%	22.22%
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	11	73.33%	54.55%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	17	85.00%	35.29%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

**Note:** ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

## ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	144	113	78.47%	41.07%
Male	47	35	74.47%	32.35%
Female	97	78	80.41%	44.87%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	--
Hispanic or Latino	75	58	77.33%	31.58%
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	36	83.72%	47.22%
Two or More Races	18	13	72.22%	53.85%
Socioeconomically Disadvantaged	68	52	76.47%	33.33%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

**Note:** ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

## CAASPP Assessment Results –Mathematics

## Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2015–16)

## Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners				
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

**Note:** ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

## Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	13	11	84.62%	18.18%

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	12	10	83.33%	10.00%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

**Note:** ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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**Note:** The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

## Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	13	11	84.62%	36.36%
Male	--	--	--	--
Female	--	--	--	--
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian				

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	--	--	--	--
English Learners				
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

**Note:** ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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**Note:** The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

## Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	22	88.00%	31.82%
Male	12	10	83.33%	40.00%
Female	13	12	92.31%	25.00%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--	--	--



Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	17	14	82.35%	14.29%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

**Note:** ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

## Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	18	90.00%	11.11%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	13	12	92.31%	8.33%
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	13	86.67%	7.69%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

**Note:** ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

## Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	36	32	88.89%	18.75%
Male	16	13	81.25%	7.69%
Female	20	19	95.00%	26.32%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	18	18	100.00%	16.67%
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	11	73.33%	18.18%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	17	85.00%	11.76%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

**Note:** ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

## Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	143	111	77.62%	8.26%
Male	47	35	74.47%	9.09%
Female	96	76	79.17%	7.89%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	--
Hispanic or Latino	74	56	75.68%	9.09%
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	36	83.72%	8.57%
Two or More Races	18	13	72.22%	
Socioeconomically Disadvantaged	67	51	76.12%	8.00%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

**Note:** ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

## CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	38%	34%	30%	54%	52%	52%	60%	56%	54%

## CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	126	99	78.57%	30.30%
Male	55	42	76.36%	38.10%
Female	71	57	80.28%	24.56%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino				
Hispanic or Latino	62	47	75.81%	23.40%
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	35	81.40%	40.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	58	47	81.03%	27.66%
English Learners	--	--	--	--
Students with Disabilities	12	11	91.67%	18.18%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

## Career Technical Education Programs (School Year 2015-16)

### Career Technical Education Participation (School Year 2015-16)

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
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	.00%

**STATE PRIORITY: OTHER PUPIL OUTCOMES**

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

- Pupil outcomes in the subject area of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			
7	14.30%	14.30%	
9	18.50%	14.80%	

**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.


**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 - (School Year 2016–17)**

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	26.80%	29.50%	30.50%	6.60%	5.90%	4.50%	11.40%	11.50%	10.70%
Graduation Rate	54.23%	54.11%	48.44%	87.00%	88.51%	92.40%	80.44%	80.95%	82.27%

### Completion of High School Graduation Requirements – Graduating Class of 2015 (One-Year Rate)

Student Group	School	District	State
All Students	73.50	89.00	85.92
Black or African American	60.00	86.78	78.04
American Indian or Alaska Native	.00	100.00	78.06
Asian	100.00	100.00	93.32
Filipino	.00	90.77	93.22
Hispanic or Latino	60.56	88.61	83.00
Native Hawaiian/Pacific Islander	33.33	79.55	84.88
White	94.59	90.78	90.52
Two or More Races	.00	80.00	89.32
Socioeconomically Disadvantaged	67.12	88.09	77.59
English Learners	42.11	45.28	53.97
Students with Disabilities	50.00	69.00	66.10
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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.00	0.00	1.00	5.26	3.00	2.50	4.36	3.80	3.65
Expulsions	0.00	0.00	0.00	0.22	0.12	0.08	0.10	0.09	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.

### Federal Intervention Program (School Year 2016-17)

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	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 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	2013-14 Number of Classes*	Avg. Class Size	2014-15 Number of Classes*	Avg. Class Size	2015-16 Number of Classes*

		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	3	178			3	160						
Mathematics	2	149			2	144						
Science	3	103			3	103						
Social Science	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 2015-16)

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 2014-15)

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		\$76339
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5677	\$74216
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 2015-16)

Instructional related services are 81% of the budget.

### EDUCATIONAL PROGRAM

Pacific View Charter School is open to all students seeking an alternative educational program. It offers a Personalized Learning Model that includes the following:

1. The Supervisory Teacher, parent/guardian or designated support person, and student collaborate in developing and achieving high academic success in a personalized learning program. Supervisory Teachers meet one-on-one with the student and parent/guardians at regularly scheduled conferences to review assignments completed by students.
2. A variety of instructional strategies are available at all levels to address individual student needs and school goals. These may include such things as: utilization of computer based instruction, online curriculum, small group learning, tutoring opportunities, educational field trips, community service, guided textbook use, and the ability to work in teacher offices, among others.
3. Curriculum is aligned to the Common Core State Standards. Specialized small group instruction may be offered to elementary, middle school, and high school students in various academic subjects and extra-curricular activities to provide support and promote social interaction.
4. High school students are encouraged to take community college classes to assist them in meeting graduation requirements and furthering their educational goals.
5. The high school program operates on a year-round flexible open entry/open exit model following a two-track system using a 175-day school year calendar. An extended year component is also offered as a 6-week intercession from April to May. The K-8 school program is closely aligned to a traditional school year and also uses a 175-day school year calendar.
6. An online course of study is available to students who choose to utilize the services of PVCS in a virtual environment. Online delivery may include but not be limited to instruction, curriculum, assigning lessons, tutoring, learning team

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41981	\$44958
Mid-Range Teacher Salary	\$71070	\$70581
Highest Teacher Salary	\$93680	\$91469
Average Principal Salary (Elementary)	\$119824	\$113994
Average Principal Salary (Middle)	\$116802	\$120075
Average Principal Salary (High)	\$133403	\$130249
Superintendent Salary	\$236645	\$218315
Percent of Budget for Teacher Salaries	39%	38%
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 (AP) Courses (School Year 2015-16)

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

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

\* Where there are student course enrollments.

## Professional Development

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.