

Pacific View Charter School
2012-13
SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2013-14

Pacific View Charter

Contact Information (School Year 2013-14)

3670 Ocean Ranch Blvd.

Oceanside, CA 92056-2669

(760) 757-0161

Principal:

Gina Campbell, Executive Director

Contact E-mail Address:

sbenson@pacificview.org

County-District-School (CDS) Code: 37735693731221

Oceanside Unified

Contact Information (School Year 2013-14)

(760) 966-4000

www.oside.us

Superintendent:

Duane Coleman

Contact E-mail Address:

duane.coleman@oside.us



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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	sbenson@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 public school, which offers Personalized Learning for students enrolled in grades K-12. 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.

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	3
Grade 1	8
Grade 2	8
Grade 3	6
Grade 4	8
Grade 5	13
Grade 6	6
Grade 7	26
Grade 8	20
Grade 9	24
Grade 10	60
Grade 11	123
Grade 12	141
Total Enrollment	446

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	6.1
American Indian or Alaska Native	1.3
Asian	0.4
Filipino	1.3
Hispanic or Latino	47.8
Native Hawaiian/Pacific Islander	2.5
White	40.6
Two or More Races	0.00
Socioeconomically Disadvantaged	59.6
English Learners	8.3
Students with Disabilities	7.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 2011-12	School 2012-13	School 2013-14	District 2013-14
With Full Credential	0	15		
Without Full Credential				
Teaching Outside Subject Area of Competence (with full credential)				

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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 2012-13)

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	83	17
High-Poverty Schools in District	83	17
Low-Poverty Schools in District		

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 instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2014

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Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	K12, Aventa, Holt	Local Governing Agency Approval	0%
Mathematics	K12, Aventa, Prentice Hall	Local Governing Agency Approval	0%
Science	K12, Aventa, Holt	Local Governing Agency Approval	0%
History-Social Science	K12, Aventa, Boorstein Kiley, Prentice Hall, MacGruder	Local Governing Agency Approval	0%
Foreign Language	Aventa,	Local Governing Agency Approval	0%
Health	K12, Aventa, Prentice Hall	Local Governing Agency Approval	0%
Visual and Performing Arts	Blarney Hill	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.

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

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

	Exemplary	Good	Fair	Poor
Overall Rating		—	—	—

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/ Standardized Testing and Reporting Results 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Science (grades 5, 8, and 10)	N/A	36%	35%	N/A	54%	55%	N/A	60%	59%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2012-13)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	N/A
All Students at the School	N/A
Male	N/A
Female	N/A
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Filipino	N/A
Hispanic or Latino	N/A
Native Hawaiian or Pacific Islander	N/A
White	N/A
Two or More Races	N/A
Socioeconomically Disadvantaged	N/A
English Learners	N/A
Students with Disabilities	N/A
Students Receiving Migrant Education Services	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010	2011	2012
Statewide	6	3	2
Similar Schools	10	10	5

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School			
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			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2012-13)

Career Technical Education Participation (School Year 2012-13)

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
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	90
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	90

State Priority: Other Pupil Outcome

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	48%	45%	50%	60%	54%	59%	59%	56%	57%
Mathematics	33%	32%	36%	60%	59%	67%	56%	58%	60%

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 2012-13) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	41%	26%	34%	33%	39%	28%
All Students at the School	50%	23%	27%	64%	30%	6%
Male	57%	14%	29%	55%	35%	10%
Female	47%	28%	26%	68%	28%	4%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	68%	13%	19%	71%	23%	6%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	30%	35%	35%	55%	36%	9%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	63%	13%	25%	69%	26%	6%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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 2012-13)

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	15.4%	30.8%	7.7%
7	23.8%	38.1%	4.8%
9	28.6%	28.6%	14.3%

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 Parental Involvement State Priority (Priority 3):

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

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 Engagements

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

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

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

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	30.3	29.7	38.8	11.5	11.4	9.1	16.6	14.7	13.1
Graduation Rate	57.14	59.38	46.27	82.01	81.77	83.99	74.77	77.14	78.87

Completion of High School Graduation Requirements - Graduating Class of 2013

Group	School	District	State
All Students	71	1,367	418,598
Black or African American	6	123	28,078
American Indian or Alaska Native	1	6	3,123
Asian	1	26	41,700
Filipino	1	54	12,745
Hispanic or Latino	28	758	193,516
Native Hawaiian/Pacific Islander	2	39	2,585
White	32	347	127,801
Two or More Races		9	6,790
Socioeconomically Disadvantaged	2	128	31,683
English Learners		373	93,297
Students with Disabilities	50	710	217,915

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate*	School			District			State		
	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013
Suspensions		0	0.2	39.16	7.3	5.3	5.1	5.7	
Expulsions		0	0	0.51	0.2	0.2	0.1	0.1	

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 reviewed 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 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	No	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met Graduation Rate	No	No

Federal Intervention Program (School Year 2013-14)

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.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	3	3	0	0	3	3	0	0	2	2		
1	2	3	0	0	1.7	3	0	0	3	3		
2	3.5	4	0	0	2.7	3	0	0	3	3		
3	2	6	0	0	5	3	0	0	2	3		
4	2.7	3	0	0	3.3	3	0	0	3	3		
5	4.3	3	0	0	3	3	0	0	4	3		
6	5.7	3	0	0	4.5	4	0	0	2	3		
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	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	3.7	31	1	0	3.5	110	0	0	3	166	1	
Mathematics	3.4	27	0	0	2.8	121	0	0	2	124		
Science	6.8	13	1	1	3.7	91	0	0	3	114		
Social Science	3.8	33	1	0	5.5	68	4	1	3	175	1	

* 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 2012-13)

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	0.25	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.25	N/A
Resource Specialist (non - teaching)	1	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 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,291	\$248	N/A	\$58,256
District	N/A	N/A	N/A	\$74,078
Percent Difference - School Site and District	N/A	N/A	N/A	-21.36
State	N/A	N/A	\$5,537	\$68,841
Percent Difference - School Site and State	N/A	N/A	N/A	-15.38

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

Types of Services Funded (Fiscal Year 2012-13)

Instructional related services are 81% of the budget.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,128	\$40,932
Mid-Range Teacher Salary	\$66,243	\$65,086
Highest Teacher Salary	\$87,318	\$84,436
Average Principal Salary (Elementary)	\$113,119	\$106,714
Average Principal Salary (Middle)	\$115,308	\$111,204
Average Principal Salary (High)	\$121,478	\$120,505
Superintendent Salary	\$240,259	\$207,811
Percent of Budget for Teacher Salaries	0.42%	0.4%
Percent of Budget for Administrative Salaries	0.04%	0.05%

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 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	4	N/A
Science	2	N/A
Social Science	5	N/A
All courses	24	N/A

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. 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.