



## **Pacific View Charter School SELF-STUDY REPORT**

**3670 Ocean Ranch Blvd  
Oceanside, CA 92056**

**November 1-3, 2021**



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## PREFACE

Pacific View Charter School was established in the fall of 1999. The school's first WASC Accreditation Visit took place in 2001. The first Self-Study took place in Spring 2003; the second in 2009, and third in 2015. The school underwent a mid-term visit in Spring 2006, 2012 and 2018. This is Pacific View Charter's fourth full Self-Study and first virtual visit.

Pacific View Charter School has a personalized learning model, tailored to fit the needs of individual students. Students meet frequently with their supervisory teacher and parent/guardians. During these meetings, curriculum, current assignments and assessments are reviewed, and assignments for the next week previewed. Frequent meetings allow students and parents to collaborate with teachers on a variety of topics, such as course content, academic progress, and course planning. Teachers are able to share the valuable information and insight gained at weekly meetings with colleagues at Professional Learning Committee (PLC) meetings. PLC teams meet once a week to discuss curriculum, and instruction and recommend changes in order to maximize student learning. PLC Leads meet once a week with the Director of Curriculum to discuss current student needs, review data, and collaborate on future planning, results from these meetings are then brought to the Leadership Team for review and final recommendations and implementation.

To prepare for the 2021 Full Study, The WASC Coordinator gave a presentation to all staff members. The presentation included the purpose of the WASC accreditation process, the tasks required from each stakeholder, and a scheduled plan to complete this process. Six groups were created: Leadership, English PLC, Math PLC, Social Science PLC, Science PLC, SPED and Instructional Support. In addition to all staff being in groups, additional stakeholders including parents, students and board members joined groups in order to achieve maximum collaboration. Each group was able to address each category, with the intention that all stakeholders should be involved with each facet of Pacific View Charter School. By design, all stakeholders were included in ways so that their unique understanding and perspectives would be most effective in collaboration.

PVCS continues to track progress towards meeting the goals of the Schoolwide Action Plan (SAP) in collaboration with the annual update and completion of the Local Control Accountability Plan (LCAP). Data analysis provides the basis for the determination of progress and establishment of goals and includes the evaluation of semester grades, state testing scores, California Dashboard Data and local formative and summative assessments. Stakeholder involvement is solicited through the staff meetings, stakeholder surveys and the weekly meetings between parents, students and teachers. These elements to drive the development of goals and allocation of appropriate resources are further enhanced by the WASC process.

## Chapter I: School Progress and Impact on Student Learning

### 1. Significant Developments

Since the last Self-Study visit in the Fall 2015, Pacific View Charter School has implemented numerous changes based on the needs identified in the Schoolwide Action Plan (SAP). The goals in the SAP were refined to align directly with the school's LCAP during the mid-cycle visit in the Spring 2018, to streamline the leadership team's tracking of progress towards goals. The school made changes to school programs based on the needs identified in the SWAP/LCAP, guided by data on student performance and support needs as well as by an increase in enrollment at both the Oceanside and Moreno Valley campuses.

#### ***Program and Curricular Updates:***

- Charter Renewal for full 5 years - July 1, 2019.
- Increased number of middle school classes in Oceanside and the addition of 7th and 8th grade blended learning program in Moreno Valley.
- Increased the number of Math workshops offered onsite in Oceanside with a focus on increasing the number of students enrolled in Math 3. Enrollment in Math 3 has grown from 53 in 2019 to 103 in 2021. Added Math workshops in Moreno Valley for Math 1, 2 and 3. Added virtual math classes in addition to those held onsite.
- Increased number of ELA workshops in Oceanside .
- Changed graduation requirements to include Personal Finance and Careers.
- Piloted American Government workshops onsite for 12th grade students.
- Revamped math and reading interventions for middle school to include specific classes for intervention.
- Revamped Reading Intervention Programs for high school students. Currently offering Lit Prep and STEM Literacy.
- Addition of Designated ELD course in high school Fall 2021.
- Full revision of all middle school history courses including purchase of new curriculum to align with the California History/Social Studies (H/SS) Framework.
- Full revision of World History, American Government and Economics high school courses to align with new HS/SS Framework. Addition of Advanced math high school courses: PreCalculus A/B, Statistics and Probability A/B in 2018. Addition of Physics in 2020.
- Full transition to Schoology LMS and Google Apps for Education, ensuring all school curriculum can be accessed digitally. Retired all packets!
- Full implementation of 1:1 Chromebook program. All students in grades 6-12 receive a Chromebook upon enrollment. Any student in grades K-5 receives a Chromebook if needed
- Purchased Hotspots, which are made available for any students who do not have access to the internet at home.
- Changed math and ELA support program for K8 from ST Math to IXL in 2019.
- Purchased new Science curriculum for middle school to align to NGSS Fall 2017.

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- Purchased new ELA curriculum for middle school, aligned to CCSS Fall 2016.
- Implementation of Restorative Practices school wide to include:
  - Staff-wide training on Restorative Practices 2016, 2019, 2021
  - Teacher training on affective statements and restorative circles 2017, 2021
  - Development of Restorative Alliance Team composed of administrators, teachers and support staff who meet monthly (Started in 2018. Suspended during Covid, but reinstated in Fall 2021, now meeting weekly).
- Became own LEA for Special Education in 2019. Developed internal Special Education Department including:
  - Hired Special Education staff
  - Joined EL Dorado SELPA
  - Develop program and services for SPED Students
  - Purchase of Additional Curriculum for SPED Students
  - Development of SAI classes for middle school sped students
  - Development of Study Skills classes for high school students
- Implementation of robust professional development program framed around Schoolwide Instructional Framework including:
  - Training for staff on domains of Instructional Framework
  - Alignment of Observations, Coaching and Evaluations to Instructional Framework
  - Alignment of all other professional development activities to the schoolwide Instructional Framework (distance learning, restorative practices, college and career readiness, collaborative learning activities, cultural diversity)
- Increases in college and career readiness efforts including:
  - Hiring of school counselor
  - Increase in college and career field trips
  - Increase in college and career readiness program presentations
  - Increase in FAFSA meetings
  - Changes to graduation requirements to include Careers, Personal Finances and Exit Course
  - Counseling students to complete higher level math courses
  - Addition of Graduation Planners for all high school students
  - Addition of Graduation Pathway Course in Schoology for all high school students
  - Transition from age placement for grade level to credit placement for grade level for high school students.
  - Addition of 27 Career Exploration courses
- Increases in student engagement and support services including:
  - Addition of clubs programs for both middle and high school students including GSA, Arts club, Journalism club, Kpop club

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- Addition of sports programs for high school students which has included basketball, flag football, soccer, cheer and cycling
- Implementation of growth mindset activities in courses and classes
- Implementation of Restorative Practices including:
  - Train all staff on Restorative Practices
  - Train teaching staff on implementing restorative practices in the classroom
  - Train teaching staff on running circles in the classroom
  - Development of Restorative Alliance Committee consisting of teachers, administrators and classified staff to create Restorative interventions for school issues and drive implementation of Restorative Practices throughout the school
  - Development of schoolwide Code of Conduct

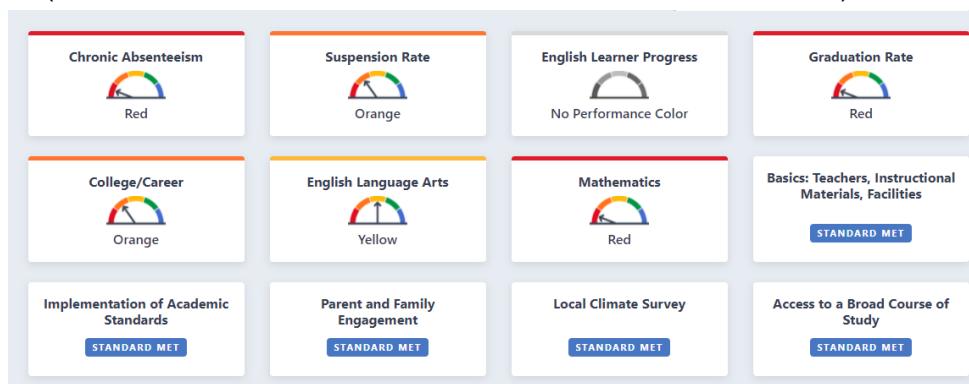
### ***Personnel and Facilities Updates:***

- Addition of administrator - School Counselor
- Addition of administrator - Special Education Coordinator
- Addition of School Psychologist
- Addition of School Registrar
- Addition of Business Assistants (2)
- Facilities expansion to include:
  - Addition of two classrooms
  - Addition of two science lab rooms
  - Addition of two counseling offices
  - Addition of two SPED conference rooms
- Installation of security cameras
- Addition of security guard (suspended during covid, reinstated Fall 2021)

### ***California School Dashboard Results and Information:***

#### **2019 Dashboard Results**

(Note: Dashboard results were not released for 2020 or 2021)



Pacific View was identified for Differentiated Assistance by the state for performance in Math and graduation rates and Comprehensive Support and Improvement (CSI) for graduation rate based on the 2018/19 data. Oceanside Unified chose to enlist the San Diego County Office

of Education to provide the assistance to PVCS. For the past 2 years, PVCS has worked with Oceanside Unified School District (OUSD) and the San Diego County Office of Education (SDCOE) to develop a plan for improvement for both student performance on the SBAC tests and the school's graduation rate. Through this process, it has become apparent that PVCS serves a very specific group of students, many of whom are not on a 4-year graduation path, have experienced barriers to their educational success, and need extra supports to be successful in school. The personalized learning model that PVCS has used for 20 years, supports these students in getting their education back on track, but these successes are not recognized in the traditional CA Dashboard accountability system. For this reason, PVCS applied for and received Dashboard Alternative School Status (DASS) status starting in the 2020/21 school year.

DASS is the alternative accountability system for schools that serve a “high risk” population of students. 70% of the student population must fall into one of the high risk categories in order for the school to qualify. DASS schools are measured on alternative metrics for academic achievement and for graduation rate, reflecting the different needs of these students. These changes will be reflected beginning in the 2022 dashboard as the dashboard was suspended for the 2019-20 and 2020-21 school years.

<b>DASS Eligibility Percentages</b>	
0.45	a) Percentage (%) of students Expelled
0	b) Percentage (%) of students Suspended more than 10 days in a school year
0.75	c) Percentage (%) of students who are Wards of the Court
1.5	d) Percentage (%) of students who are Pregnant and/or Parenting.
0.3	e) Percentage (%) of Recovered Dropout Students
4.5	f) Percentage (%) of students who are Habitually Truant
0	g) Percentage (%) of students Retained more than once in kindergarten through grade eight.
49	h) Percentage (%) of students who are credit deficient
0.9	i) Percentage (%) of students with a gap in enrollment
4.5	j) Percentage (%) of students with a high level of transiency
0.75	k) Percentage (%) of students who are Foster Youth
11	l) Percentage (%) of students who are Homeless Youth.
73.7	l) Total percentage (%) of students meeting DASS eligibility criteria.
<b>73.7</b>	<b>Total Percent (%) of High-risk Students</b>

Significant performance in each category of the dashboard will be explored at length in Chapter II of this report.

## **2. Schoolwide Growth Areas for Continuous Improvement:**

The WASC visiting committee concurred with Pacific View Charter in identifying the following critical areas for follow up in during the visit in 2015:

1. Strengthen literacy and math skills to prepare students for college and career.
2. Develop and refine a professional development plan.
3. Provide a college going culture.

The committee also found the following areas of growth:

4. Develop a schoolwide strategic growth plan for the charter school that includes K-8 and Moreno Valley.
5. Continue to refine standards-based curriculum/instruction.
6. Develop a regular, planned review and revision of accountability and action plans that involves all stakeholder groups.

Pacific View incorporated all of the recommendations into the five goals identified in the Schoolwide Action Plan (SAP) developed in 2015, and then refined each goal to align with the LCAP process in subsequent years were consolidated into these four goals:

1. Continue to expand and improve resources and services to students and parents that provide a sense of school safety, school connectedness, and increased student motivation.
2. Develop and refine a professional development plan that will support common core state standards and research-based pedagogical strategies in order to ensure the diverse learning needs of all students are met with a focus on supporting struggling readers.
3. Develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time.
4. Develop a schoolwide strategic growth plan for the charter school that includes K-8 and Moreno Valley, that establishes a college bound culture.

Prior to the mid-cycle visit in the Spring 2018, Pacific View further refined the Schoolwide Action Plan and LCAP and refined the school's goals to:

1. Continue to expand and improve resources and services to students and parents that provide a sense of school safety, school connectedness, and increased student motivation.
2. Develop and refine a professional development plan that will support common core state standards and research-based pedagogical strategies in order to ensure the diverse learning needs of all students are met with a focus on supporting struggling readers.
3. Develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time.
4. Students will have equitable access to rigorous, well-rounded, Common Core aligned curricula in a safe facility, taught by California credentialed teachers, that assures readiness for a full-range of post-graduation options.

During the mid-cycle visit, the visiting committee agreed with the school that these goals were appropriate for the SAP and made no further recommendations for additional goals.



### **3. Ongoing Follow-up Process:**

Pacific View Charter School creates their own annual LCAP that is aligned to the Schoolwide Action Plan. Because the school's LCAP is specific to the school (as opposed to one shared within a district), the school is able to monitor the Schoolwide Action Plan in conjunction with the monitoring of the LCAP. Stakeholder involvement in the development and monitoring of the LCAP is vital to the success of the plan.

PVCS has a robust staff collaboration process for monitoring student performance data and to ensure that the actions and services to meet the goals in the Schoolwide Action Plan are being implemented. The leadership team meets weekly to discuss areas of need and focus for the school. Information from these leadership meetings are brought to the Curriculum Committee, which is composed of the department leads, for further discussion and review. The department leads bring information and data to the weekly department PLCs, where each group examines the data and makes recommendations based on their individual area of expertise. This information is then brought back to the Curriculum Committee and Leadership meetings creating a reciprocal relationship of shared data analysis and recommendations. In addition to these meetings, additional school committees meet monthly to ensure that all stakeholders are playing an active role in the furtherance of the school goals. These include monthly staff meetings, board meetings, safety and Instructional Aide meetings.

To ensure feedback from families and students, PVCS relies on the foundational program model which requires weekly meetings between teachers, parents and students. These meetings are an opportunity for teaching staff to engage families in the progress of school goals and to solicit feedback from both parents and students. Finally, the school surveys parents, students and staff bi-annually about the progress towards the school goals and to solicit feedback on any parts of the school programs that may be areas of concern. Feedback from these surveys are analyzed in the PLCs - Curriculum Committee - Leadership Meeting cycles and incorporated into the annual updates to the LCAP/SAP and guide the development of each year's new report. The school also develops an annual report for the school's authorizer, Oceanside Unified School District (OUSD), which is a further time to examine performance data and explain progress towards school goals to the wider community. Students and their parents are aware that they have a direct impact on their education. Through frequent communication in teacher-student-parent weekly meetings, biannual surveys, and schoolwide events, they are being consistently updated on "big picture policies" that have the sole purpose of benefiting them in their pursuit of education. They know that their relationship with the teachers and their enrollment at PVCS, results in their voices being heard.

### **4. Reflection and Analysis:**

Pacific View Charter School's Schoolwide Action Plan, aligned with LCAP goals, is divided into four separate goals. The four goals were developed based on identified student needs and an analysis of student performance data and stakeholder feedback. As mentioned above, the school analyzes progress towards goals and updates the plan annually as part of the LCAP process. In 2018, PVCS refined the Schoolwide Action Plan to align completely with the school's LCAP goals and planned actions. The new plan condensed the number of goals from 5

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to 4 and split some of the original goals into more specific and distinct goals. Rather than keep the original numbering of the action plan, the update in this chapter has goals numbered according to the 2018-19 LCAP. The current goal numbers align to the previous goals in the following ways:

Previous SAP #	Current LCAP/SAP Goal #
<b>Goal 1:</b> There is a need to strengthen literacy and math skills for all students at PVCS in order to prepare students for college and career.	<b>Goal 2:</b> Develop and refine a professional development plan that will support common core state standards and research-based pedagogical strategies in order to ensure the diverse learning needs of all students are met with a focus on supporting struggling readers.
<b>Goal 2:</b> Continue to develop and refine a professional development plan that will support the school's action plan, CCSS, and research-based pedagogical strategies in order to ensure that the diverse learning needs of all students are met.	<b>Goal 2:</b> Develop and refine a professional development plan that will support common core state standards and research-based pedagogical strategies in order to ensure the diverse learning needs of all students are met with a focus on supporting struggling readers.
<b>Goal 3:</b> Expand schoolwide data analysis to include the following: academic performance in science and social science, attrition rates, and academic and social-emotional interventions	<b>Goal 3:</b> Continue to develop an infrastructure for ongoing analysis of student performance and progress by providing staff development and collaborative learning time.
<b>Goal 4:</b> Continue to provide a college-going culture schoolwide through the development of a college and career readiness program that will provide resources for students and parents resulting in increased student motivation, school connectedness and student engagement.	<b>Goal 1:</b> Continue to expand and improve resources and services to students and parents that provide a sense of school safety, school connectedness, and increased student motivation. <b>AND</b> <b>Goal 4:</b> Students will have access to rigorous, well-rounded, common-core aligned curricula in a safe facility, taught by California credentialed teachers, that assures readiness for a full range of post-graduation options.
<b>Goal 5:</b> Involve all stakeholders in the regular review and revision of accountability and action plans.	The school feels that the requirements of the LCAP process and the increase in data-driven decision making has allowed the school to incorporate this goal into the regular functions of the school and has removed this goal from the LCAP/SAP.

**Progress on Goals:**

**Goal 1:** Continue to expand and improve resources and services to students and parents that provide a sense of school safety, school connectedness, and increased student motivation.

This goal was developed to support student wellness to ensure that all students are able to learn in a safe and supportive environment and based on feedback from stakeholder surveys and performance data.

***The following actions have been implemented in order assist in the accomplishment of Goal 1:***

- Develop plans for teaching students in grades K-12 about post-secondary options.
- Develop and host resume building and interview skills workshops for students.
- Continue to host college and career presentations and expand to 6-8 and increase numbers in Moreno Valley.
- Increase the number of presentations on certificate programs offered by local organizations and explore the possibility of offering credit for programs.
- Expand the number of students participating in student clubs.
- Expand middle school schedule in Moreno Valley to include Enrichment and Intervention.
- Increase the number of visits to public and private colleges with an emphasis on particular program visits.
- Increase frequency and effectiveness of lock down drills through annual staff training at the beginning of each school year.
- Research current trends in school safety and preparedness and continue to collaborate with law enforcement.
- Research possibility of installing security cameras at Moreno Valley site.
- Continue to have monthly detection dogs on campus to ensure student safety.
- Embed growth mindset activities in intervention courses in grades 6-12.
- Implement schoolwide instructional framework, system of teacher evaluation, and instructional focus to drive teaching and learning.

***These actions have resulted in the following school and student outcomes:***

1. Increase in student knowledge of post-secondary opportunities: The Careers course for high school students was updated to include more relevant career exploration tools specific to local job sectors and is required for all students to graduate. Concurrent enrollment in the local community colleges increased from the 18/19 school year from 18 to 29 students and maintained that higher number in the 20/21 school year at 28 students. The school will continue to prioritize this for the future.
2. Students have access and exposure to college and career presentations and field trips: PVCS had students attend Manufacturing Day at Cal State San Marcos, Automotive day

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at Mira Costa College. Plans for field trips were suspended in Spring of 2020 to Fall 2021 but the school will continue visits with these planned spring trips: 8th grade students in Moreno Valley will visit University California Riverside, while 8th grade students in Oceanside will visit University California San Diego. High school students will visit MiraCosta, Moreno Valley College and Palomar College. Virtual field trips will continue throughout the year delivered through Schoology.

3. Students will continue to build positive relationships through a peer mentoring program: high school students are able to volunteer at middle school lunches.
4. Students will be recognized for positive relationship building and following school code of conduct: Awards were created and distributed to students for following the code of conduct. This is an ongoing initiative.
5. Students will have a safe campus: multiple lock down drills are conducted each year. Results are reviewed in the safety committee and shared with staff for further planning. The Oceanside Police Department conducts gang awareness training for all staff. Staff is trained by PVCS school licensed based counselors in screen dependency and technology addiction. All newly hired employees complete state sponsored suicide prevention training. In addition, PVCS requires all staff to repeat suicide prevention every three years. Detection dogs from Interquest are scheduled at both sites monthly to search for illicit substances. The implementation of of detection dogs caused an increase in the confiscation of contraband and resulting school suspensions (as seen in the following chart beginning in 2017, but overall indicates a safer campus for students:

Year	Suspensions	Expulsions
2017-2018	12	0
2018-2019	23	0
2019-2020	17	0
2020-2021	2	0

6. More students and parents will receive assistance applying for colleges and financial aid and will have access to the experience of visiting colleges: 19% of graduating students submitted in the 2020 school year. 27% of students submitted the FAFSA in 2021. The number of students attending community colleges increases each year:

Post Secondary Plans				
	2018 Graduates	2019 Graduates	2020 Graduates	2021 Graduates
Community College	48	75	59	76
4-year College	4	6	8	6

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Trade School	5	7	3	9
Workforce	18	14	10	16
Military	8	2	2	6
Unknown/ Undecided	26	8	30	1
Other	Police Academy 1	Fire Academy 2	0	Fire Academy 1
<b>Total</b>	<b>110</b>	<b>114</b>	<b>112</b>	<b>115</b>

7. Increase student motivation and success through implementation of instructional framework and instructional focus: Framework and evaluation systems were developed and implemented schoolwide. The instructional focus was put on hold until school returns to pre-Covid teaching and learning. Teachers were trained on ways to incorporate more collaborative group work to help increase student motivation. When the school pivoted to distance learning, teachers received additional training on motivating and engaging students in the digital environment.

**Goal 2:** Develop and refine a professional development plan that will support common core state standards and research-based pedagogical strategies in order to ensure the diverse learning needs of all students are met with a focus on supporting struggling readers.

The second goal was developed based on the need to strengthen literacy and math skills to prepare students for college and career and continue to refine standards based curriculum and instruction. PVCS recognized the importance of teacher training, which accounts for six of the nine action steps. In addition to a variety of professional development opportunities, PVCS continues to address the well being of students and believes that student emotional and mental health is paramount to each student to reach their academic goals.

***The following actions have been implemented in order assist in the accomplishment of Goal 2:***

- Implement instructional framework schoolwide and provide staff development in reading strategies and vocabulary development.
- Provide schoolwide training from SDCOE in ELA strategies.
- Research other schools to send math teachers for observation of math instruction.
- Train teachers in a schoolwide instructional framework.
- Train teachers in restorative practices through SDCOE.

- Train teachers to use Star Enterprise instructional planning reports to target gaps in learning and provide intervention in classes and meetings.
- In house review of student mental health needs to ensure students are receiving appropriate support.
- Research ways to develop an alternative to suspension program for students violating code of conduct.

***These actions have resulted in the following school and student outcomes:***

1. Implementation of targeted reading strategies and vocabulary development for below grade level readers: 100% of courses have embedded vocabulary instruction.
2. Staff will be trained in appropriate math and ELA instruction: Staff development focused on framework in the 2018/2019 and 2019/2020 school year. This allowed staff to learn the instructional framework prior to adding a focus. As of 2021, instructional focus was not implemented. However, staff was trained in reading strategies and curriculum writing for vocabulary assignments in high school courses. In addition, [Language Live](#) was purchased, a program which provides additional reading support for students that are below benchmark.
3. Increases in student productivity and learning and improvement in student behavior through restorative strategies: Training was conducted for all staff internally and not at the San Diego County office of education. All teachers have embraced the schoolwide tiers for intervention. The tiers include creating student support plans for struggling students, code of conduct violations and reflections, and finally appropriate training on when to call a Student Support Team meetings for students. Although quantitative data is hard to measure in relation to restorative practices, students consistently report through school surveys that they feel safe and supported at school: 2016 - 81%, 2017 -86% and 2018 - 83%. Schoolwide restorative practices training was conducted fall 2019. In the 20/21 school year, only two high school students were disenrolled after the SST process. 97% of high school students who went through the SST process were able to complete the school year. Suspension rates have decreased in the last school year from 3.3% to 0.31%. The school attributes this decrease overwhelmingly to the lack of students on campus and does not expect this figure to remain at less than 1% when school returns to normal.
4. Improvement in performance for most struggling students including passing rates in courses and gains in math and reading intervention: Performance rates have improved for students as measured by reading intervention performance and grade reports. PVCS implemented the [iLit Reading Intervention](#) program in the spring of the 2018 to help students struggling in reading build on deficient skills and to support student progress in English/Language Arts. The following charts represent growth in the program at mid-year for the 2019-2020 school year. Unfortunately, due to the stay at home order, the reading intervention class was discontinued in March so students could focus on core courses and an end of year assessment was not held.

	Total Number of Students	Number with two assessments	% of students with 2 tests who grew by 1 grade level	Class Average GLE Growth
Grade 6 Oside	25	16	56%	5 --> 6.5
Grade 7 Oside	27	15	47%	4.4 --> 5.3
Grade 7 MV	11	6	67%	4.3 --> 5.4
Grade 8 Oside	23	16	56%	5.3 --> 6.3
Grade 8 MV	10	9	67%	5.7 --> 7.6

Each class averaged at least one year's growth in grade level equivalency (GLE) at the mid-year point, with more than half of each class growing by at least one grade level. It is inferred that students would have shown multiple year's growth had they been afforded the opportunity to complete the year in the classroom. PVCS will continue with middle school reading intervention during the 2021-22 school year.

Semester Grade Reports: Math grades for semester 1 2020 have increased from 39% scoring A/Bs to 47%. ELA grades for Semester 1 2020 have increased from 43% scoring A/Bs to 48%.

5. Staff is prepared to intervene and react appropriately to student mental health issues: 100% of staff who work directly with students have been trained on restorative practices and have access to mental health referrals.
6. Maintain low suspension rate: The Restorative Alliance met five times to begin developing activities for suspension alternatives. The alliance did not meet during Covid campus closure. Suspension rates have decreased in the last school year, dropping from 3.3% to .31%. This decrease is directly correlated to the lack of students on campus. It is not expected that this figure remains at less than 1% when school returns to its pre covid capacity.

Year	Suspensions	Expulsions
2017-2018	12	0
2018-2019	23	0
2019-2020	17	0
2020-2021	2	0

**Goal 3:** Develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time.

The third goal was determined by PVCS 'second goal. The second goal focuses on the implementation, this third goal targets the improvement of the self evaluation of how PVCS is

doing that second goal. It answers the question “how effective are the measures that are being implemented?”. It also involves all stakeholder groups in the process of developing a regular, planned review and revision of accountability and action plans.

***The following actions have been implemented in order assist in the accomplishment of Goal 3:***

- Provide staff training in the new H/SS Framework.
- Monitor implementation of World History course and make appropriate modifications as needed.
- Implement a new Student Information System for better data collection and reports. After receiving staff feedback, the decision was made to switch to a new SIS called “Infinite Campus”. However, during the implementation and transition of Infinite Campus, it was determined that the current SIS (Pathways) was the only one truly appropriate for the school, due to the alignment with independent study requirements.
- Develop progress monitoring and exit criteria for middle school intervention courses.
- Provide targeted intervention in math and language arts intervention periods in middle school.
- Continue analysis of end of semester grades in subject and cross curricular PLCs.
- Continue to train teachers in appropriate placement in curriculum and use of course modifications.
- Continue to monitor progress and adjust instruction in math and reading based on STAR Enterprise assessments. Progress is monitored by the use of STAR renaissance. A new diagnostic assessment is being researched to replace STAR.
- Track passing rates for students in all courses.
- Revise disenrollment process.
- Develop and implement an internal Special Education department to appropriately service students with special needs.

***These actions have resulted in the following school and student outcomes:***

1. Full implementation of the new history framework in middle school and high school world history courses: All middle school courses, High School World History, Economics and Government are fully aligned to the new H/SS Framework. Staff was trained in the new classes. The History department will complete the alignment of US History to the new framework during the 2021/22 school year.
2. All students will be appropriately placed, monitored throughout the school year and will be reviewed for exit from interventions in order to reach English language proficiency and proficiency in math: All high school students were assessed and appropriately placed in the correct math intervention. Students were assessed and placed appropriately in reading intervention in the 19/20 school year, but it was determined that a virtual reading intervention course (the only option due to Covid restrictions) did not



meet the needs of students and the course did not run in the 20/21 school year. The interventions were revised and the following will be offered in the 21/22 school year: STEM Literacy - high school reading intervention, Literacy Prep - high school reading intervention, ELD - high school reading intervention, Math Intervention and ELA Intervention class periods in middle school.

3. Curricular modifications will be made to best meet students needs based on input from all departments: PLCs met weekly to assess the curriculum and used the Student Assignment Analysis Protocol to evaluate assignments' alignment to instruction and state standards and made adjustments as needed. This work is ongoing.
4. All students will be appropriately placed in the curriculum so more students have access to A-G approved courses: Teachers are trained in course placement, graduation requirements and the A/G course offerings. Yearly learning planners are reviewed by the school counselor and students who are able are encouraged to take courses at local community colleges. PVCS now offers all required courses to meet the full A/G requirements.
5. Improve retention rates for students: There has been an increase in opportunities for student support through increased tutoring (both onsite and virtual), teacher office hours, virtual courses. There has been an increase in parent meetings to support struggling students. More bilingual staff have been used to help engage Spanish speaking families. The school is currently revising its system for tracking student retention through an Exit Survey. Results from this survey will be analyzed at the end of each semester. The process for a student to be disenrolled has been revised, all students are given the five day notice that is now required by law. A disenrollment letter was revised to align with applicable laws. The school works with families to review alternative educational options when all other interventions and services have been offered.

**Goal 4:** Students will have equitable access to rigorous, well-rounded, Common Core aligned curricula in a safe facility, taught by California credentialed teachers, that assures readiness for a full-range of post-graduation options.

The fourth goal was determined by the need to develop a schoolwide strategic growth plan for the charter school that includes K-8 and Moreno Valley, that establishes a college bound culture.

***The following actions have been implemented in order assist in the accomplishment of Goal 4:***

- Hire only California credentialed teachers for core subjects.
- Send school counselor to training on college admissions and financial aid for students. School counselor attended UC Conference, Cal State Conference, Community College Conferences in MV and San Diego, and the California Commission on Student Aid Conference.
- Continue to conduct financial aid workshops for families and individual counseling by appointment.
- Conduct resume writing and interview workshops for students.
- Increase the number of Math 3 courses offered each year.
- Change reading intervention programs for students grades 6-12 to personalize learning. High school reading intervention was revised to include STEM projects and college and career readiness.

- Increase math intervention services through additional tutoring.

***These actions have resulted in the following school and student outcomes:***

1. Students will be taught by qualified California credentialed teachers: All students were taught by credentialed teachers for all core subjects.
2. More students will take Math 3: The number of students taking higher level math courses increases each year.

Year	Number of Students Enrolled in Math 3
2018-2019	52
2019-2020	73
2020-2021	103

3. Students will have increased instructional support in math and reading for grades 6-12: Focused study groups were added for math in high school. Individual tutoring sessions were offered virtual during distance learning. Home study tutoring was added in Spring 2021. However, the reading intervention courses were suspended during the 20/21 school year due to distance learning and covid restrictions, but were expanded to include STEM Literacy and ELD in the 2021-22 school year. Performance Data will be analyzed each semester.
4. Maintain a clean and safe facility: School safety plans are updated annually to ensure that there are no facility problems that would pose a safety hazard to staff and students. The safety committee meets quarterly to address ongoing safety issues. PVCS developed a comprehensive Covid Safety Plan to address all Covid safety requirements and cleanliness and has followed all guidelines set forth by the California Department of Health.
5. All graduating students have exposure to a full range of post-secondary options: The school counselor meets with all seniors to discuss post-secondary options. The student learning planner was revised so that students have an awareness of credits earned and post-secondary options. College and career presentations are conducted each year.

**5. Growth Areas for continuous improvement not currently in the Schoolwide Action Plan/SPSA:**

Of the Critical Areas for Follow Up that were identified at the 2015 visit, only two were not incorporated into the Schoolwide Action Plan:

1. Develop a schoolwide strategic growth plan for the charter school that includes K-8 and Moreno Valley.
2. Develop a regular, planned review and revision of accountability and action plans that involves all stakeholder groups.

1. Instead of a strategic growth plan, the school has developed a Marketing Committee that meets monthly to analyze the needs of the school in terms of school growth and develops marketing plans accordingly. The marketing committee has implemented a variety of marketing initiatives and school enrollment has continued to increase each year (with the exception of the 2020-21 school year when enrollment was capped by the state). Moreno Valley has grown to its full potential of approximately 200 students each year.

**Marketing Initiatives:**

- Update website for positive impression for existing families and potential new families
- Google Adword Leads
- Build a community on Facebook for creating leads
- Instagram posting
- Twitter posting
- Billboard Ads in Moreno Valley
- Movie Theater Ads in Moreno Valley
- School visits in the local districts to partner
- Improved search visibility with SEOs.
- Mailers in Oceanside
- Peachjar in Oceanside
- Bus Backs in Oceanside
- Partnerships with community organizations: OPD, Reach, Lifeline, Vista Community Clinic, Palomar Family Counseling, Oceanside Boys and Girls Club.

2. The school feels that the requirements of the LCAP process and the increase in data-driven decision making has allowed the school to incorporate this area of focus into the regular functions of the school and has removed this goal from the LCAP/SAP. As mentioned previously, the school has a robust meeting system for review of data and revision of the LCAP/SAP and seeks stakeholder input through these meetings, surveys and weekly meetings with parents and students.

## **Chapter II: Student/Community Profile and Supporting Data and Findings**

### **A. General Background and History**

#### **1. Community**

Pacific View Charter School (PVCS) is a direct-funded K-12 WASC-accredited charter school situated in Oceanside serving approximately 1500 students each year. PVCS offers the flexibility of multiple learning models. Students have access to an independent study – homeschool format using a blended personalized learning model, which combines classroom time with independent learning. The school opened its doors to the community in August 1999 serving grades K-12 and is authorized through the Oceanside Unified School District (OUSD). In 2008, PVCS moved to its current facility, which was then purchased in 2010 and is situated in Oceanside, California. In August 2015, PVCS opened an additional site in Moreno Valley, with the capacity of serving a total of 250 students in grades K-12, through a non-classroom based Learning Center and a blended learning model combining classroom time with independent learning.

The students who come to Pacific View are those seeking an alternative to the traditional school setting. High school students choose PVCS predominantly in their 3rd and 4th year of high school and are often credit deficient in need of a more personalized approach and attention to their specific learning needs. High school students are able to earn extra credits through the year by utilizing a two track calendar where they are able to start school in July (Track 1) or August (Track 2) and by enrolling in courses at the local community colleges. In addition, PVCS serves the community by giving at-risk students an educational program that meets their social, emotional and academic needs and allows them to remain in school until graduation, which may go beyond four years. Families in the K-8 program choose PVCS for the smaller school environment, blended personalized learning model, or homeschool format, and the flexibility provided by the programs. PVCS supports its K-8 students by providing a robust educational program through a variety of approaches including extra intervention periods during the school day as well as the introduction of a character building and growth mindset initiatives to build school connectedness and willingness to persevere through both social and academic difficulties.

The ethnic make-up at Pacific View Charter School mirrors that of the surrounding districts for both Oceanside and Moreno Valley. With respect to the cultural diversity of the student population, Pacific View attempts to incorporate student backgrounds and culture when designing curriculum. Through the conscientious selection of texts and materials PVCS pushes students to examine the issues of the past and apply critical thinking to how these issues have been echoed in their own lives and in the world they live in today. The staff at Pacific View Charter School cares deeply about children and the way they learn. The Learning Team, which consists of the Supervisory Teacher, the parent/guardian, and the student, work in an atmosphere of collaboration and mutual understanding as they strive to help the student meet their academic goals. In addition to the pursuit of high academic skills, staff and students work together to create rich opportunities for learning and service outside of PVCS' environment.

To help students achieve their full potential, curriculum has been developed that takes learning styles into consideration and meets the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), the Social Science/History Framework, and English Language Development Standards (ELD); sensitive and thorough monitoring of student progress is an ongoing process; personalized learning plans are generated to help each student develop and reach their full academic potential; students are provided the opportunity to work independently as well as in small group settings; and parent/guardians, students and teachers collaboratively develop and monitor the student's yearly goals and objectives. Opportunities to enrich the curriculum and student activities are actively researched and pursued in order to offer Pacific View students a full and rich environment for learning. High school students are also provided with extensive post-high school planning that begins in 9th grade and continues throughout their high school careers.

The parent/guardian and staff are accountable for meeting the academic needs of all students attending PVCS. Parents attend the weekly (or bi-weekly) meetings with their student and supervisory teacher to track student progress through courses and towards graduation. This is also a time for parents and students to share input on the activities and services in place at the school and teachers are directed to seek parent input in the functions of the school when parents do not voice them directly. Parents are also encouraged to assist in school activities and serve on school committees including the school board. There is currently one parent serving as a PVCS board member. In addition, PVCS communicates with current and prospective students and families through its website, which is updated on a weekly basis and social media including Facebook, Instagram, Twitter, YouTube, Google+, Google Adwords, and Yelp.

In alignment with charter law, PVCS enrolls any student living in San Diego or the surrounding counties who would like to attend the school. PVCS markets in the local community to ensure that the demographics of the school mirror that of the Oceanside and Moreno Valley communities and is proud to educate a diverse population of students. In addition to serving a diverse and community aligned student population, the school also services a high percentage of students from a variety of significant subgroups including students with exceptional needs, low income students, and students who are credit deficient and needing remediation to be successful. This is reflected in the schools approval for Dashboard Alternative School Status (DASS status). The following are ways employed by the marketing committee to get information about the school out to the community:

- Updated website for positive impression for existing families and potential new families
- Google Adword Leads
- Building a community on Facebook
- Social Media posting: Instagram, Facebook, Twitter
- Billboard Ads in Moreno Valley
- Movie Theater Ads in Moreno Valley
- Visiting Schools in the local districts
- Improved search visibility with SEOs.
- Mailers in Oceanside
- Peachjar in Oceanside
- Bus Backs in Oceanside, Carlsbad, Vista

- iHeartRadio
- Schola (School Leads Service)

The school partners with local community organizations to increase support for students and to ensure that the community has access to information about the school programs from a variety of sources. These organizations include: Oceanside Police Department, Reach, Lifeline, Vista Community Clinic, Palomar Family Counseling, Oceanside Boys and Girls Club.

## **2. Staff Descriptions**

Pacific View works hard to ensure a diverse and qualified staff through a robust vetting process for hiring including posting to edjoin, social media and the school's website for open positions, hiring of only California credentialed teachers, DOJ/FBI background checks and extensive training programs for new staff members. The school is proud to report very little staff turnover with many staff members staying employed at the school for decades. As will be further detailed in the results of staff surveys, both certificated and credentialed staff members report satisfaction with their positions at rates of 85% or above year after year.

### **Certificated Staff Information**

<b>Credentialed Staff</b>	<b>Number</b>	<b>Percent of Total</b>
Credentialed	49	88%
Psychologist	1	2%
Pupil Personnel Services	1	2%
Speech Pathologist	2	3%
Administrators	3	5%

### **Certificated Staff Ethnicity**

<b>Credentialed by Ethnicity</b>	<b>Number</b>	<b>Percent of Total</b>
Asian	4	7%
Filipino	1	2%
Hispanic/Latin X	10	18%
African American	1	2%
White	40	71%

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**Credential Status**

Clear Credential	77
Preliminary Credential	13
Level 1	1
Level 2	2
Teachers with EL Standing	55
BTSA Enrolled Teachers	9

**Staff Credential Types**

<b>Staff Credentials</b>	<b>17/18</b>	<b>18/19</b>	<b>19/20</b>	<b>20/21</b>
Administrative Services	3	3	2	2
English	7	9	13	16
Business (Intro)	0	1	1	1
Computer Concepts & Applications	0	1	1	1
CTE - Business / Construction Trade	0	0	1	1
Health Science	0	1	2	1
Math (Mathematics & Foundational Math)	7	8	8	9
Multiple / General Subject	11	13	11	16
Music	1	1	1	1
Physical Education	1	1	1	0
Pupil Services - Psychology	0	1	1	1
Pupil Services - Counseling	1	2	2	2
Social Science (Social Science, History)	14	17	17	23
Speech Language Pathologist	0	0	1	1
Special Education - AAAS	0	2	2	3

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Special Education - Mild/Moderate	0	3	6	7
Special Education - Moderate/Severe	0	1	1	1
Learning Handicap	0	0	0	1
Science ( Biology, Geo Sci, Physics, Chem)	8	7	8	6
<b>TOTAL CREDENTIALS</b>	<b>53</b>	<b>71</b>	<b>79</b>	<b>93</b>

**Credentialed Staff Education Levels**

	<b>Number</b>	<b>Percentage of Total</b>
Bachelor's Degrees	56	100%
Master's Degrees	38	68%

**Certificated Salaries**

<b>Year</b>	<b>Teacher Salaries</b>	<b>Administrative Salaries</b>
2020-2021	\$2,709,469.92	\$735,295.03
2019-2020	\$3,171,532.47	\$702,476.42
2018-2019	\$2,183,830.84	\$683,557.03
2017-2018	\$1,896,624.79	\$757,356.35

**Note:** In the 18/19 school year, a leadership position became vacant and was not filled until the 19/20 school year. This accounts for the lowered administrative salary amount in 2018-2019. In the 20/21 school year, three Special Education Certificated positions were serviced by contract workers and a Lead Teacher position has been filled as an interim position with an existing teacher, accounting for the lower salary amount for teachers in 20/21 vs 19/10.

**Classified Staff Information**

	<b>Number</b>
Office/Paraprofessionals	33



**Classified Staff Ethnicity**

<b>Classified by Ethnicity</b>	<b>Number</b>	<b>Percentage of Total</b>
Hispanic/Latin X	11	33%
African American	1	3%
Pacific Islander	1	3%
Non-Specify	1	3%
White	19	58%

**3. School Purpose and ACS WASC Accreditation History****MISSION:**

The Pacific View Charter School community is focused on the success of each student and partners with parents/guardians in the education of their children.

The school is committed to providing a safe and inclusive educational environment for all students. Highly skilled credentialed teachers guide the learning process using personalized learning, resources and curriculum to prepare students for college and career.

**VISION:**

Students at Pacific View Charter School use technological tools and research based curriculum to achieve personal and academic success. In a Personalized Learning environment, the students develop the skills they need to be prepared for college and the workforce. Pacific View Charter School students learn to collaborate, work effectively and manage interpersonal relationships with diverse groups and settings.

**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 workforce.

**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.

**Students Succeeding 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.

**EDUCATIONAL PHILOSOPHY:**

Pacific View Charter School provides a personalized learning program that is designed to meet the needs of each individual student. Through the collaborative efforts of the Supervisory Teacher, the parent/guardian, and the student, a personalized learning plan is developed to address the academic needs of the student while providing a safe and nurturing learning environment for each student.

**SCHOOLWIDE LEARNER OUTCOMES:**

Schoolwide Learner Outcomes (SLOs) are the critical elements that every PVCS graduate will possess. The school periodically reviews the SLOs in conjunction with the mission and vision statements in both leadership meetings and with staff and families. Most recently, PVCS updated the SLOs to align to the schoolwide Code of Conduct to ensure that skills are taught through academic lessons and social interactions. PVCS has adopted and implements the following measurable Schoolwide Learner Outcomes.

**Critical Thinkers who:**

- Apply, analyze, identify, synthesize and evaluate information and experiences
- Connect the skills and content learned across the curriculum and evaluate multiple points of view
- Use the claim-evidence-reasoning process to investigate an issue/problem and formulate a solution
- Utilize problem-solving techniques during conflict resolution and to make compromises

**Effective Communicators who:**

- Demonstrate effective oral and written communication skills through the use of academic language at school, with peers, and in the community
- Listen with empathy and understanding and interpret effectively
- Collaborate, produce, and manage interpersonal relationships within diverse groups and settings
- Advocate for their education in pursuit of their goals

**Innovative Scholars who:**

- Use technology effectively to access, organize, research and present information
- Cultivate a growth mindset to overcome challenges in the learning process
- Develop graduation plans with goals to guide them in their pursuit towards a college degree and/or career choices

- Have access to the UC A-G course requirements and the pathways to meet college eligibility requirements

**Socially Responsible Citizens who:**

- Problem solve through discussion
- Make a commitment to protecting school and community through non-violence
- Participate in decision making and conflict resolution
- Embrace and respect cultural diversity
- Demonstrate knowledge of social, emotional, mental and physical health

As a confirmation of the quality of PVCS's program, the school voluntarily sought accreditation from the Western Association of Schools and Colleges of its K-12 program to affirm the vision, goals, and accomplishments of the school program. PVCS received an excellent oral report and was granted a six year accreditation in 2003. In 2009 PVCS received an additional six year accreditation. PVCS was granted a further six year accreditation in 2015. In 2018, WASC visited for a mid cycle review, and made no further recommendations to the Schoolwide Action Plan.

**4. LCAP identified needs and description of goals, actions, and services that apply to the School:**

As its own LEA, Pacific View Charter School's LCAP applies to the school in its entirety. PVCS has developed three goals for the 2021-2024 school years.

Goal 1 states: *All students will graduate from Pacific View with a post-graduation plan for entrance into colleges, universities, trade schools or the workforce, depending on their individual goals.* This goal was developed because Pacific View predominantly serves a high risk population of students who have had significant barriers to graduation. Specific actions and services need to be implemented in order to prepare students for life beyond high school.

Goal 1 will be measured through the following metrics and expected outcomes:

1. Increase percentage of students entering community college, with a desired outcome of 60% of graduates will enroll in community college by 2023-24.
2. Credit deficient students will increase the number of credits completed each semester with a desired outcome of 75% of credit deficient students will earn a year's worth of credits during a year's worth of instruction at PVCS by 2023-24.
3. Decrease number of cohorted high school students who become credit deficient
4. Graduates will develop a clear post-graduation plan, with a desired outcome of 100% of students graduating with a plan.
5. Increase graduation rate as measured through the Dashboard Graduation Rate indicator with a desired outcome of 75%.
6. English Learners will be appropriately placed in ELD with a desired outcome of 95% of all EL students appropriately placed in ELD.
7. Increase in Reclassification Rates for continuously enrolled students ( 2 or more years in the school)

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8. FAFSA completion rates will increase, with a desired outcome of 50% of graduating students completing the FAFSA.
9. Maintain student access to a broad course of study including the full A-G required suite of courses, with the desired outcome of 100% of students doing so.

Goal 2 states: *Increase student achievement in Math and ELA for students receiving intervention to build deficient skills.* The goal was developed because students often arrive at Pacific View after being unsuccessful at another school, especially in high school. Students need additional support to remediate deficiencies in math and ELA in order to master content and to be able to graduate college and career ready.

Goal 2 will be measured through the following metrics and expected outcomes:

1. Students will be placed in appropriate interventions for ELA and Math, with a desired outcome of 95% of students being appropriately placed.
2. Metric for Local Assessment (this will be developed winter 2021 once initial testing with NWEA has occurred and data has been reviewed)
3. Continue to increase the number of high school students taking Math 3 and above prior to graduation, with a desired outcome of 150 students taking at least one semester of math 3 during the school year.
4. Students in grades 6-8 who are continuously enrolled will increase in SBAC scaled scores
5. Scaled Score increase on Math SBAC for grade 11 students, with a desired outcome of increased scores by 100 points.
6. Scaled Score increase on ELA SBAC for grade 11 students, with a desired outcome of increased scores by 100 points.

Goal 3 states: *Expand and improve resources and services to students and parents to provide a sense of safety, school connectedness, and to support students' social emotional wellness.*

Pacific View Charter School students have experienced an increase in academic challenges due to Covid, campus closure, and a distance learning-only model of instruction. Additional support is needed to support students' social and emotional health in order for them to be successful academically.

Goal 3 will be measured through the following metrics and expected outcomes:

1. Maintain low suspension rate, with a desired outcome of suspensions remaining at or below 3%.
2. Maintain 97% attendance rate.
3. Students report of safety as measured through school surveys.
4. All Students will have access to schoolwide SEL Support Program, with a desired outcome of 100% of students having access to SEL programs including staff development, student participation and SEL-based curriculum and lessons.

Parents, students and staff plan an active role in the daily activities at Pacific View Charter School. Parents attend the weekly (or bi-weekly) meetings with their student and supervisory teacher to track student progress through courses and towards graduation. This is

also a time for parents and students to share input on the activities and services in place at the school and teachers are directed to seek parent input in the functions of the school when parents do not voice them directly. During the 20-21 school year, PVCS also solicited feedback on decisions related to school closures and reopening to gauge stakeholder comfort with safety measures in place and comfortability with returning to campus. Families participate in surveys as well as phone calls from staff to share feedback on options. The school also seeks information from stakeholders regarding the goals, actions and services listed in the LCAP through a surveys and a public hearing, the most recent of which was held on May 18, 2021. This is an opportunity to solicit further feedback on the draft LCAP. Results from the spring survey are as follows:

**Parents:** Survey results indicated that parents of PVCS students continue to be satisfied with the education that their child is receiving. 93% of parents rated themselves as satisfied and very satisfied with the school in general and 95% rated their child's experience with their Supervisory Teacher as Good or Great. 93% believe that their students are receiving appropriate instructional support at PVCS. 93% of families believe that PVCS is preparing their students for life beyond high school, a 20 point increase from the previous year, indicating that PVCS has shown success in sustaining and growing efforts to implement a college and career going culture on campus. In relation to Covid and the resulting school impacts, parents were split for most of the year on whether or not they wanted students onsite for services and classes, with 49% requesting onsite classes in the winter, which increased only to 55% in the spring. The school continued to offer a home study program for all students for the entire school year to service students unable to return to campus. PVCS also solicited specific feedback from parents in regards to the goals outlined in the 2021-24 LCAP. Parents requested more careers courses, information on college and financial aid applications and to bring back the college field trips in relation to Goal #1. For Goal #2, parents suggested continued tutoring both virtual and onsite, as the primary suggestion to help meet the goal. For Goal #3, parents suggested an increase in clubs to support students.

**Students:** Students responding to the surveys continue to report a high level of satisfaction, 94% reported overall satisfaction with the school and 95% of respondents were satisfied with their Supervisory Teachers. 91% of students stated that they receive sufficient help with their school work. However only 50% reported that they have created a plan for graduation. When targeting 12th grade students however, 93% reported that they had met with the school counselor to plan for graduation and to complete applications. 96% of students indicate that they feel supported by the school in overcoming difficulties, a 6% increase from the previous year, which seems exceptional considering the influx of difficulties faced by students this year due to the pandemic. 76% believe the school takes bullying seriously, also a 6% increase and only 4% of students reported not feeling safe at school. In reference to the LCAP Goals, students overwhelmingly expressed a desire to return to in person classes, a return of field trips, college visits, and onsite clubs, an increase in tutoring and additional support in math. In reference to goal #3, many students requested services related to safety including a return of the safety officer, keeping danger away from school, safe sidewalks, and continued counseling for those in need.

**Staff:** Throughout the school year, the majority of staff feedback was solicited regarding implementation of safety protocols and gauging staff feelings regarding the pandemic. Staff was able to adapt extremely well to the virtual teaching environment and reported overwhelmingly that they felt comfortable teaching virtually as long as they were given the right training and support. 92% of staff feels that their workplace is safe, clean and in good working order for student success. 88% reported satisfaction with their position at the school. In relation to the LCAP goals, staff recommended a revision of the Exit Course, more career based elective courses, and more frequent discussions with students regarding career planning as recommendations for Goal 1. They also recommended increasing the number of students completing the FAFSA as a way of measuring success in this goal. Staff suggested tutoring with trained ELD tutors, test prep for SBAC, and the creation of a K8 reading group as suggestions for Goal 2. For Goal 3, staff suggested bringing back school spirit and college spirit days, continuing counseling services, school wide events that focus on SEL, student PVCS shirts to promote school spirit, a return of the safety officer, curriculum for social/emotional awareness and annual training in restorative

## **B. School Program Data — Description of Programs**

### **1. School Programs**

Pacific View Charter School offers a pathway to academic success for each student. PVCS' educational program is based upon a highly effective, multi-tiered Response to Intervention Model. Upon enrollment, Supervisory Teachers examine the academic history and state assessments of all students and assess levels of math and reading development through a local assessment tool. A Personalized Learning Plan is developed for each student, which adheres to State Standards, Curriculum Frameworks, and Pacific View Charter School's graduation requirements. Student progress towards these goals is carefully monitored throughout the school year by frequent and diverse assessments. High school students are enrolled in a Graduation Pathways course upon enrollment which requires them to create a plan for graduation, meet with the school's academic counselor and develop a graduation planner that is discussed at each weekly meeting and tracks credits towards graduation. Certificated staff and instructional assistants work in collaboration to ensure that all students are progressing towards their goals, and often adjust the curriculum and instructional support students receive throughout the year to meet academic needs.

Pacific View Charter School's Personalized Learning Model 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 parent/guardians and the student at regularly scheduled conferences to review assigned work completed by students, check for mastery, provide targeted instruction and adjust curriculum to meet each student's learning needs.

2. A variety of instructional strategies are utilized to meet the learning needs of students at all levels. K-5th grade students are educated in collaboration with a learning coach and a certificated teacher. Students utilize an online curriculum which includes supplemental math and reading programs. Middle school students can choose from either a home study or blended learning model of instruction. In home study, students and their learning coach meet at a minimum every 20 days with a credentialed teacher to track progress, check for mastery and provide instruction. Students may also attend a blended learning program which includes direct instruction and independent study. Students grades 9-12 are able to take courses through independent study or a combination of direct instruction and independent study.
3. Students who struggle at all levels are provided with interventions to help build skills and attain mastery of content.
4. Curriculum is aligned to the state standards. Specialized small group instruction and synchronous learning sessions are offered to elementary, middle school, and high school students in various academic subjects. Extra-curricular activities provide support and promote social interaction among students.
5. High school students are encouraged to take community college classes to assist them in furthering their educational goals and path towards graduation.
6. 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 to maximize the number of courses a student can complete in a year. The elementary school program is closely aligned to a traditional school year and also uses a 175-day school year calendar.
7. A completely virtual program is available to students who choose to utilize the services of PVCS in a virtual environment. Students in the virtual program access all courses, weekly meetings and tutoring through the school's learning management system. Additional supports including specialized educational services, counseling and synchronous instruction are also provided virtually.

### **Grades K-5**

In grades K-5, a Credentialed Supervisory teacher meets with the parent/guardian and students once every 2 weeks for approximately an hour. During this meeting, teachers conduct a progress check, administer assessments, and monitor student progress. [Calvert Learning Online Curriculum](#) offers a combination of interactive online lessons with offline materials that supports the diverse learning styles of students. In addition, grades K-5 may participate in synchronous learning opportunities delivered virtually by their supervisory teacher as well as optional enrichment classes and field trips. PVCS offers the following student academic support and enrichment for elementary students: [IXL](#): a supplemental math and reading tool that allows students to build reading and math skills at their own pace, virtual tutoring services are provided through the school's learning management system by qualified instructional

assistants, and specialized services including special education, EL supports and counseling are provided as dictated by students' IEPs and personalized learning plans.

### **Grades 6-8**

Students in grades 6-8 may choose from a homeschool program or a 4-day a week onsite program. Students who are homeschooled meet twice a month with their Supervisory teacher. During this meeting, teachers conduct a progress check, administer quiz(es), and/or oral/writing assessments, and monitor student progress. [Edgenuity](#) online curriculum is utilized and offers students a robust online educational program. Students who choose the classroom option are provided direct instruction from credentialed teachers and afforded the opportunity to work on coursework, receive academic support from peer tutors, and work in collaborative learning groups. In addition, PVCS offers the following student academic support and enrichment for middle school students:

- 1:1 Chromebooks – all students in grades 6-8 are issued a Chromebook and bag, which allows them to access their coursework, digital textbooks and complete assignments.
- College and career planning and lessons taught through the Exploratory elective and presentations from area colleges and career programs.
- Reading and math intervention and extension classes are built into the master schedule.
- Student Enrichment: PVCS offers student activities within the community which may include Sea World, San Diego Natural History Museum, Surf Museum, San Diego Zoo, and others.
- After School Tutoring: Students have access one hour a day with their credentialed teacher for extra support.
- Specialized services including special education, EL supports and counseling are provided as dictated by students' IEPs and personalized learning plans.

### **Grades 9-12**

PVCS offers an independent study/personalized-learning environment for high school students. A Credentialed Supervisory teacher meets with the parent/guardian and the student on a weekly basis for approximately an hour. During this meeting, teachers conduct a progress check, administer quizzes, and/or oral/writing assessments, and provide synchronous instruction in the students' individual courses. There are several courses that may require weekly attendance in addition to the meeting with the Supervisory Teacher. They include Math courses, Literacy Prep, STEM Literacy, ELD, English, Biology Lab, and Study Skills. PVCS offers various curricular options for students, which include:

- Traditional textbook-based curriculum that is Common Core aligned and UC A-G and NCAA approved
- Workshop classes, where students receive onsite instruction with a reduced student to teacher ratio of 25:1
- Edgenuity Online Courses which are UC A-G and NCAA approved
- Specialized services including special education, EL supports and counseling are provided as dictated by students' IEPs and personalized learning plans.

Students may also access the following academic and social enrichment programs:



- Tutoring and workshops – by teachers and instructional aides for all core subjects
- Weekly office hours with the Supervisory Teacher and PLC Leads
- Student clubs
- Club Sports including: Flag Football, Soccer and Basketball
- College and career planning
- College & Career field trips, workshops and events
- Both academic and social/emotional counseling services

## **2. College and Career Readiness**

Pacific View Charter School has prioritized the development of college and career readiness activities and strives to create an environment where students graduate with a clear plan for life after high school. Every high school student that enrolls at Pacific View has a graduation planner that is tailored to them. The school's goal is to provide graduates with a roadmap to not only graduation, but also life after high school. Through the variety of course offerings, students are provided with a foundation that will enable them to be successful in their post-secondary endeavors. Pacific View Charter's graduation requirements also include the following college and career readiness courses: Careers- helps to guide students in determining a career path tailored towards their skills and interests. Personal finance - teaches students financial literacy. Exit course: includes a final meeting with the school counselor to review graduation requirements and post-high school plans, and create a portfolio of work including a resume. College-bound students can choose from NCAA-approved and A-G courses to be eligible for the UC/CSU entrance requirements. The School Counselor is also available to help students concurrently enroll at the local community college to take college classes that work best for their goals. Approximately 25 students concurrently enroll each academic year. Similarly, students who are deficient in credits are able to concurrently enroll in MiraCosta's Adult High School program. Approximately 30 students per year take a course through this program while also completing their PVCS courses. The collaboration with MiraCosta's Adult High School program has provided a smooth transition for many graduates. All graduates meet with the school counselor to receive assistance applying for college and financial aid through FAFSA or the California Dream Act. The school has found that providing one-on-one support for this has helped to increase FAFSA completion rates from 36 to 48 this past year. Each high school student is also enrolled in a Graduation Pathway course where they have access to college and career prep documents and training and where they meet virtually with teachers, counselors and support staff. College and career presentations are offered throughout the year for both high school and middle school students. These presentations are designed to expose students to various careers and college pathways that may spark and interest in them. Middle school students receive college & career curriculum through their Exploratory course. Annually, 8th grade students are taken on field trips to visit their local University of California (either UC San Diego, or UC Riverside). Our Oceanside middle school students also participate in Junior Achievement's Biztown, where they participate in a mock town simulation, working jobs, buying and selling goods, and participating in civil service.

## **3. Online Instruction and Programs**

Pacific View Charter school is in the process of building an entirely virtual program for

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students who are unable to access campus, born out of the identified community need as a result of the Covid-19 pandemic. As previously stated, the school uses Calvert online curriculum for virtual home study students in grades K-5. This standards aligned digital curriculum provides a robust platform for students to engage in learning of the four core subjects and provide additional support for learning coaches who assist their children in the mastery of the standards. Students in grades 6-12 use the Edgenuity Online Curriculum which supports the students through instructional videos and assignments. Daily synchronous instruction and/or live interaction with credentialed teaching staff and instructional aides supports students in the virtual classroom in grades K-8 and through the weekly meetings for high school students. The current schedule of virtual sessions is below, note that each high school teacher sets an individual weekly meeting with each student which can be viewed on each virtual teacher's individual google calendar.

KEY		Monday	Tuesday	Wednesday	Thursday	Friday
	K	8:30-9:15 K Math	8:30-9:15 2nd Math	8:30-9:15 K Math	8:30-9:15 2nd Math	9-10 Fun Friday K/1
	1	9:30-10:15 1st Math	9:30-10:15 3rd Math	9:30-10:15 1st Math	9:30-10:15 3rd Math	10:30-11:30 Fun Friday 2/3
	2					
	3	10:30-11:30 2/3 Reading Support	10:30-11:30 K/1 Reading Support	10:30-11:30 2/3 Reading Support	10:30-11:30 K/1 Reading Support	
	4					
	K-3 Combos	8:30-9:15 5th Check In	8:15-9:15 7/8 math Support	8:15-9:15 7/8 Science Support	8:15-9:15 7/8 math Support	8:15-9:15 7/8 Science Support
	5	10:30-11:30 7th Check In	10:00-11:00 4-6 Math Support	10:00-11:00 4-6 Science Support	10:00-11:00 4-6 Math Support	10:00-11:00 4-6 Science Support
	6	9:30-10:15 6th Check In				
	7					
	8	11:00-12:00 4th Grade Synchronous	9:00- 10:00 4-6 Reading Support	9:15- 10:15 7/8 Reading Support	9:00- 10:00 4-6 Reading Support	9:15- 10:15 7/8 Reading Support
	7/8 Combos					
	4-6 Combos	12:00-12:45 8th Check In				

### 4. Programs and Services for Unduplicated Students

PVCS provides a quality education for any student wishing to attend the school. Although the school does not take federal funding, state supplemental and concentration grant funding is allocated to provide the appropriate services for unduplicated student counts including English Learners, low income students and foster youth. The following actions and services from the school's current LCAP goals are targeted for the unduplicated student counts:

### Goal 1: Plan For Graduation

A review of the schoolwide data on credit deficient students shows that Low Income students make up 62% of the total. In addition, 30% of foster and homeless students are arriving at the school credit deficient as well. In order to address this condition for low income, foster and homeless students, the school will implement the following strategies: changing the way grade levels are determined to be based on credits instead of age, monitoring how the school's DASS status affects graduation rates, tagging all students who enroll as credit deficient students and training staff to track these tags and intervene early to provide opportunities for students to catch up on credits. Although these actions are being provided on a schoolwide basis, because the data shows that credit deficient students are disproportionately also unduplicated students, the school expects that these actions and services will increase the opportunities to earn credits and progress towards graduation primarily for low income, foster and homeless students.

Plans for college visits, career fairs, presentations and financial aid workshops are targeted at low income students as these students report not having resources to access these services on their own (through the school's annual survey), however any students who are interested, can access the services. In addition, all seniors are counseled to complete the FAFSA with the school counselor regardless of their NSLP status.

### Goal 2: Reading and Math Intervention

The plans for revamping reading intervention supports are in addition to the creation of the designated ELD course and the hiring of an ELD teacher and these courses will be available for all students, but when redesigning the courses, the needs of Long Term English Learners (LTELs) and more advanced language learners were considered first as this will be the appropriate intervention for these students who still need reading support but not to the level of designated ELD. The purchase of additional Chromebooks and 100 hotspots is targeted at low income students and those students who are experiencing homelessness, but will be provided to any students who need them as the school's population of students experiencing homelessness or loss of income resulting in needing technology services changes quickly, especially since the onset of the Covid-19 crisis.

### Goal 3: Student Services and School Culture

Services to support the social and emotional well being of students including access to counseling, SEL support, teacher training and schoolwide implementation as well as alternative discipline procedures and behavior interventions are targeted at low income, foster and homeless youth because so many of these students do not have access to such services outside of the school and will be instrumental in the school reaching Goal 3.

In addition to the actions and services mentioned above, the following services are targeted exclusively to unduplicated students and are increases from those services offered schoolwide:

- Translation services for college/career planning as well as all parent contacts
- Teacher training on ELD instructional strategies
- Purchase of ELD curriculum materials
- Creation and implementation of Designated ELD high school course

- Hiring of ELD teacher
- Increased counseling services

#### **a. English Learners**

The following interventions and supports are targeted for English Language Learners:

- Tutoring assigned specifically to EL students by a specially trained instructional aide
- Translation services for family members to discuss student support, progress and needs
- Language supports in the curriculum including: videos, audio support, closed captioning, embedded translations and translation dictionaries
- Development of a designated ELD course. For EL's grades 9-12
- Targeted intervention for ELs grades 6-8
- Identification of incoming ELs each fall and appropriate placement in curriculum and intervention courses
- ELPAC preparation embedded in new designated ELD course for the 2021/2022 school year for high school students grades 9-12
- Integrated ELD instruction for all ELL students grades 9-12 with a recently hired ELL teacher.
- ELPAC preparation in middle school reading intervention courses for the 2021/2022 school year
- Title III funding was researched and the school's leadership team determined that appropriate support for ELs would be allocated to English Language Learners without the use of Title III funding.

#### **b. Low Income/Socio-economically Disadvantaged Students**

In addition to the supports listed in the current LCAP (see above), low income students are equipped with all supplies needed to complete their schoolwork. These may include chromebooks, hot spots, backpacks, and any and all general school supplies. Low income and socioeconomically disadvantaged families in need of community resources can receive referrals and support from the Director of Student Services.

#### **c. Foster Youth**

The Director of Student Services is a designated Foster Youth liaison who receives annual training and collaborates with the County Office of Education to ensure that the needs of foster youth are being met. The Foster Youth liaison attends incoming registration meetings to assess the needs of incoming students. Resources are provided to foster youth based on needs assessment such as tutoring, health and medical referrals, counseling services, school supplies, and transportation services. Team meetings are held (SST, 504, IEP) to monitor progress of foster youth and to make adjustments to the supports and services that are provided.

#### **d. Other Support Programs**

The Director of Student Services is also the designated homeless youth liaison who receives annual training and collaborates with the county office of education to ensure the needs of homeless youth are being met. The Director of Student Services also collaborates with

SDCOE to identify and support students in the Migrant Education program. Resources are provided to migrant youth and families based on a needs assessment such as tutoring, health and medical referrals, counseling services, and school supplies.

##### **5. Programs and Services for Students with Exceptional Needs.**

In 2018, Pacific View Charter schools developed an internal special education department. Previously the school contracted with OUSD for SPED services. This was done to support an increasing population of sped students. The school averages approximately 20% special education students each year, double the state average for districts. Qualitative data gathered from families at enrollment shows that many families with students who have exceptional needs feel that their child's needs are more able to be met in the small school environment that PVCS provides and feel that the personalized learning model and relationships that develop between the Supervisory Teacher and student during the weekly meetings and SAI time provide more support that the student received in the traditional classroom setting.

<b>Special Education Students</b>		
<b>Year</b>	<b>Number of Students</b>	<b>% of Student Enrollment</b>
2020-2021	132	21%
2019-2020	128	21%
2018-2019	111	19%
2017-2018	95	18%

PVCS complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act ("ADA"). Pacific View is its own local educational agency ("LEA") and is a member of The El Dorado Charter Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). As an LEA member of the SELPA, Pacific View receives state and federal revenues directly, in accordance with the SELPA's allocation plan.

Pacific View School provides special education and related services by hiring credentialed providers directly as well as by hiring credentialed or licensed providers through private agencies or independent contractors. School facilities are accessible for all students with disabilities. Middle and high school students have the opportunity to attend on-site learning and classes during the school day. Students with special needs are supported in the classroom and, if needed, provided separate setting SAI services along with all other needed services and supports. K-5 students are enrolled in the home study program where students learn at home with a learning coach and are provided an online curriculum. All special education services and support are provided while learning at home. Students and parents come to campus to work with both the general education, special education teachers, and other service providers. If

agreed upon, other services can be serviced virtually or in the student's home. Currently students are provided the following services via vendor support: Speech language pathologist, Nursing plans, Vision/Hearing screenings, physical therapy, occupational therapy, adaptive physical ed, deaf hard of hearing, translation services, Audiologists, education related mental health services for both students and parents, and also non public school and "wrapped around" services.

### **C. Schoolwide Learner Outcomes/Graduate Profile**

Pacific View Charter School aligned the Schoolwide Learner Outcomes with the school's Code of Conduct to ensure that skills are taught through academic lessons and social interactions. The following details the ways in which students are achieving the learning outcomes using both qualitative and quantitative data.

Pacific View Charter School's students are expected to be:

#### ***Critical Thinkers who:***

- Apply, analyze, identify, synthesize and evaluate information and experiences
- Connect the skills and content learned across the curriculum and evaluate multiple points of view
- Use the claim evidence reasoning process to investigate an issue/problem and formulate a solution
- Utilize problem-solving techniques during conflict resolution and to make compromises

Efforts to achieve this outcome are demonstrated by:

- The implementation of the Claim-Evidence-Reasoning process in all science classes from grades 6-12. Grade report data shows that students continue to improve in their science scores as measured by semester grades: Students show an increase in Bs and Cs in 2020 compared to previous school years.
- PLC meeting notes demonstrate cross collaboration and assignments have been updated to include cross curricular projects for students in all grade levels.
- Students are taught to resolve conflicts peacefully.
- The majority of suspensions that are non-substance related are less than 1% each school year.

#### ***Effective Communicators who:***

- Demonstrate effective oral and written communication skills through the use of academic language at school, with peers, and in the community
- Listen with empathy and understanding and interpret effectively
- Collaborate, produce, and manage interpersonal relationships within diverse groups and settings
- Advocate for their education in pursuit of their goals

Efforts to achieve this outcome are demonstrated by:

- Independent study assignments have embedded vocabulary lessons to build academic language skills.
- Teachers have attended professional development on collaborative learning opportunities and are required to include them in lesson plans.
- Students continue to make gains in reading intervention courses.

- ELPAC Results show that 56% of EL students are making progress towards proficiency as measured by the 18/19 dashboard (the last time this data was available)
- Students participate in both restorative and academic-based circles in classrooms.
- Staff guides students through restorative practices and each year the school conducts approximately 20-30 mediation sessions to assist students to resolve conflicts peacefully.
- Students advocate for their education during their weekly meetings, in meetings with counselors and in choosing courses and 77% feel that they have a plan for graduation which they monitor frequently as measured by the most recent student survey (spring 2021).

***Innovative Scholars who:***

- Use technology effectively to access, organize, research and present information
- Cultivate a growth mindset to overcome challenges in the learning process
- Develop graduation plans with goals to guide them in their pursuit towards a college degree and/or career choices
- Have access to the UC A-G Course Requirements and understand the pathways to meet college eligibility requirements

Efforts to achieve this outcome are demonstrated by:

- 100% of students use technology to complete coursework and present information
- Growth mindset activities are embedded in the courses and taught in classes
- 100% of high school students have a graduation plan that is reviewed by teachers at the weekly meetings
- 100% of graduating seniors meet with the school counselor to review their post-graduation plans. The number of students completing the FAFSA increases each school year
- Graduation pathways including the A/G path are embedded in the Graduation Pathways course and are discussed with each high school student.
- Students have the opportunity to visit local colleges and presentations are conducted at the school campuses

***Socially Responsible Citizens who:***

- Problem solve through discussion
- Make a commitment to protecting school and community through non-violence
- Participate in decision making and conflict resolution
- Embrace and respect cultural diversity
- Demonstrate knowledge of social, emotional, mental and physical health

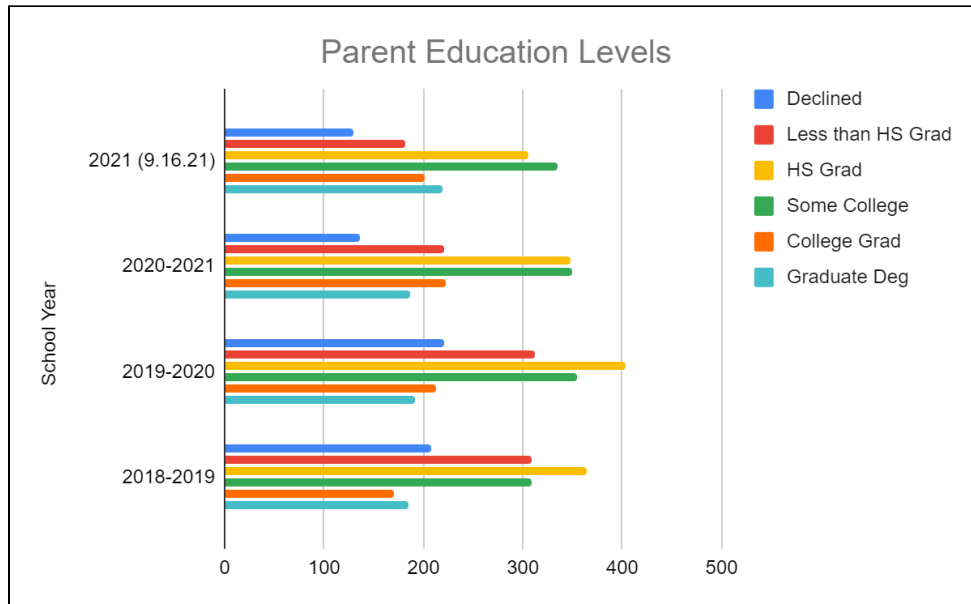
Efforts to achieve this outcome are demonstrated by:

- Students are taught appropriate discussion techniques in classes
- Suspension rates remain low (3.3% in 19/20 and 0.31% in 20/21)
- Students participate in Cultural Diversity week and learn about the many different cultures and backgrounds of the student population at Pacific View.
- 83% of students feel that the school promotes a culture of acceptance among all diverse groups of students as measured by the most recent student survey.
- Students are taught the importance of social, emotional and physical health in health and science courses required for graduation
- Students have access to an academic counselor and social/emotional counselor

## D. Demographic Data

### 1. Socioeconomic Status

#### a. Parent Education Level



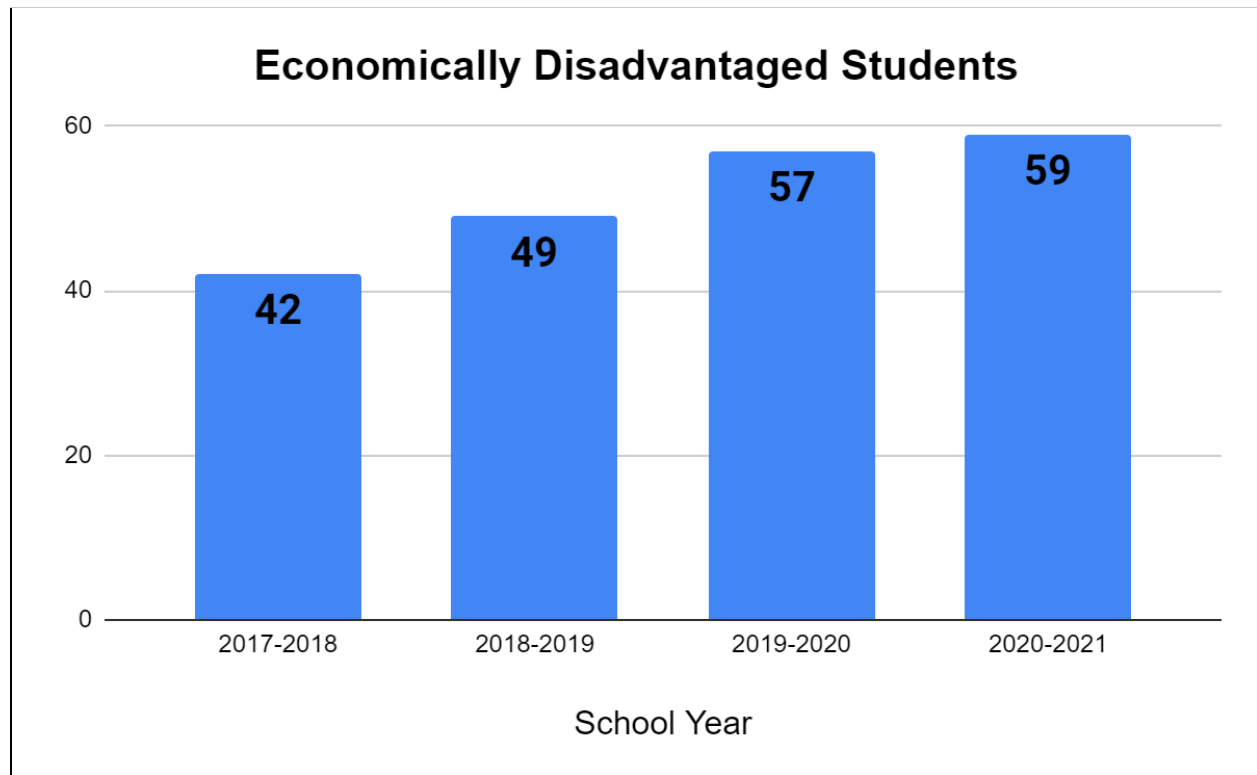
Parent education levels remain fairly constant year over year. The majority of families report education levels at the high school graduate or some college level. Since there are fewer families who report a completion of college, this indicates that there is a need to support students' plans for college readiness and the ability to stay enrolled in college through graduation. And although it is declining each year, there are still a significant number of parents who report not graduating from high school, indicating that there is a need to support students who will be the first generation of high school graduates to see their goals through to graduation.

#### b. Free and Reduced Lunch

Pacific View services a large and increasing number of economically disadvantaged students. Supports and services are in place to ensure that these students are able to access their education. Data, including SBAC and semester grade reports, continue to show that these students are performing as well as or better than those students who are not identified as economically disadvantaged. There are many factors that may account for the increasing number of FRPM eligible students, primarily may be the changing demographics of the city of Oceanside as well as the entire state of California.



Socioeconomic Status Students		
Year	FRPM Eligible Students	% of Enrolled Students
2020-2021	376	59%
2019-2020	360	57%
2018-2019	305	49%
2017-2018	225	42%



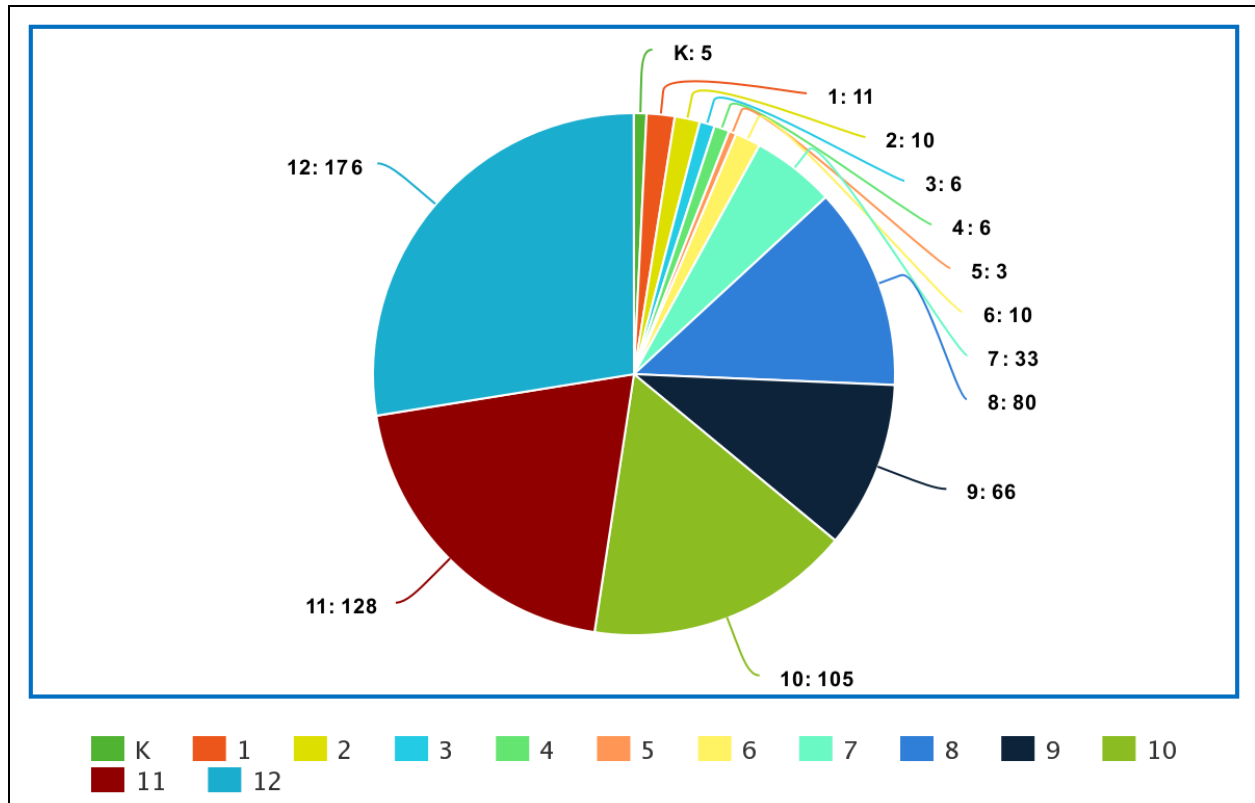
## **2. Student Enrollment**

Upon enrollment, a Supervisory Teacher is assigned to each student. The student is administered diagnostic assessments in Reading and Mathematics using the NWEA MAP assessments, followed by a transcript review (for high school students). A Personalized Learning Plan (PLP) is then developed based on an analysis of the following: diagnostic assessment results, transcript review, and goals identified by the student and parent. For students with IEPs, the Education Specialist conducts the change of placement IEP within 30 days of enrollment to ensure that IEP goals and student needs/modifications are addressed. For students identified as English Learners, a home language survey is also administered.

**Student Enrollment by Grade Level**

	2018-2019	2019-2020	2020-2021
Kindergarten	2	7	5
First	3	5	11
Second	2	3	10
Third	6	3	6
Fourth	2	2	6
Fifth	7	2	3
Sixth	36	26	10
Seventh	47	59	33
Eighth	49	49	80
Ninth	59	57	66
Tenth	76	102	105
Eleventh	147	120	128
Twelfth	154	184	176
Total	590	619	639

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### Enrollment by Gender

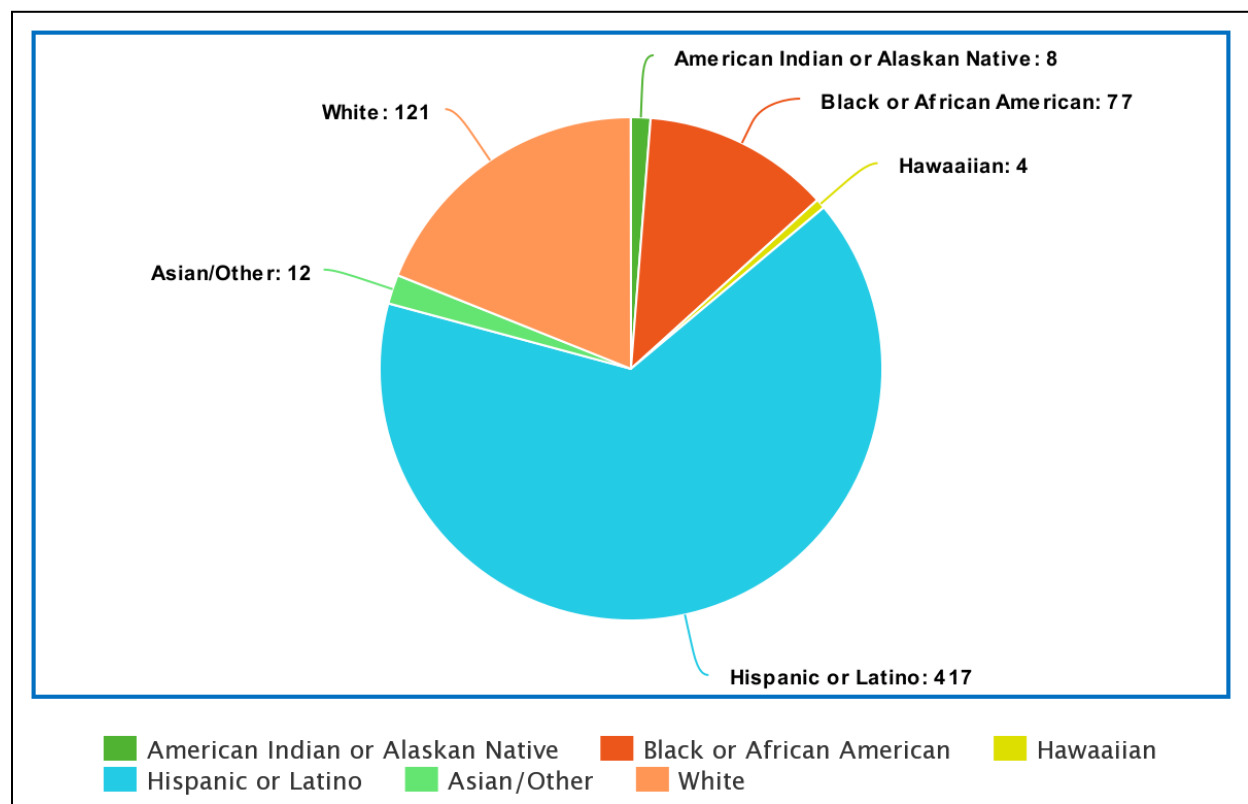
Year	Male	Female	Ratio	Non Binary	Total
2020-2021	296	342	46/54%	1	639
2019-2020	294	324	48/52%	1	619
2018-2019	294	296	49/51%	0	590
2017-2018	248	264	48/52%	0	512

### Enrollment by Ethnicity

	2018-2019	2019-2020	2020-2021
American Indian or Alaskan Native	8	7	8
Black or African American	72	71	77
Hawaaiian	3	7	4

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Hispanic or Latino	383	412	417
Asian/Other	5	5	12
Declined to State	9	6	0
White	110	111	121
<b>Total</b>	<b>590</b>	<b>619</b>	<b>639</b>

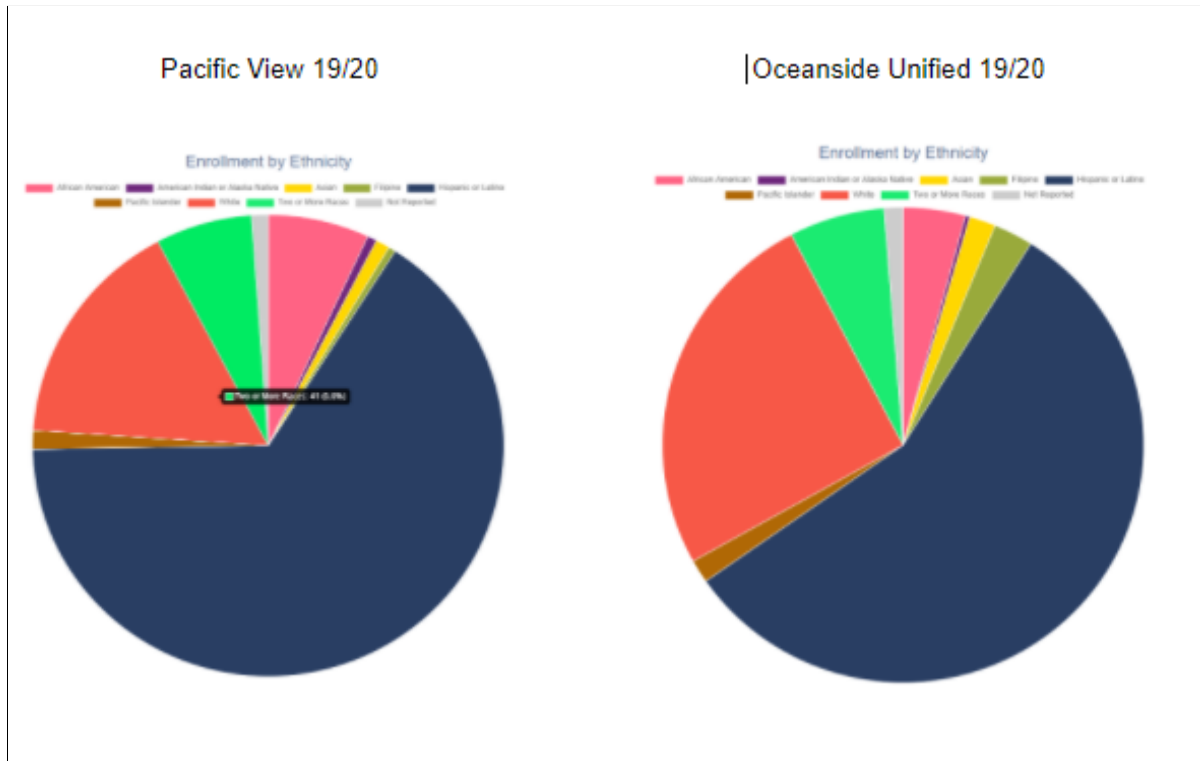


Student enrollment by ethnicity continues to mirror that of the authorizing district, confirming that the school is meeting its requirements to ensure that marketing efforts support the enrollment of students in the surrounding communities. This graph illustrates enrollment for PVCS and for the Oceanside Unified School District during the 19/20 school year, the last year for which this data is currently available.

PVCS has not applied for, nor receives, any funding from Title 1. However, the school has at least 55% of students who qualify for free or reduced lunch each school year (see page 23 for graph on FRMP statistics). These students are serviced through the supplemental and concentration grant funding provided through the LCFF state funds.

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In terms of special needs, the school focuses on supporting students who have traditionally been unsuccessful at other schools. There is an emphasis on providing high school students with targeted plans for graduation as was detailed on page 11. There is also an emphasis on the development and sustaining of a completely virtual program that will allow students not able or willing to attend onsite school to continue to be serviced at PVCS.



### 3. Language Proficiency Numbers

#### Language Fluency

Year	ELL	% of ELL	IFEP	RFEP
2020-2021	60	9.4%	10	137
2019-2020	57	9%	11	158
2018-2019	59	10%	13	150

#### ELPAC Performance

##### Percentage of students in each grade scoring in each Level of the ELPAC

Note that only statistically significant grade levels are listed, accounting for the change in grade levels each year.

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<b>2018/2019</b>				
<b>Grade Level</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
6	11%	22%	33%	33%
7	0%	0%	100%	0%
8	0%	28%	42%	28%
9	12%	50%	12%	25%
10	0%	16%	66%	16%
11	25%	50%	25%	0%
12	0%	12%	62%	25%
<b>2019/2020</b>				
<b>Grade Level</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
9	37%	25%	37%	0%
10	70%	0%	20%	10%
11	36%	18%	45%	0%
12	14%	57%	28%	0%
<b>2020/2021</b>				
<b>Grade Level</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
7	33%	33%	33%	0%
8	0%	37%	50%	12%
9	0%	57%	42%	0%
10	7%	50%	42%	0%
11	0%	55%	33%	11%
12	0%	37%	62%	0%

When a student is identified as an English Language Learner, the student is provided with appropriate curriculum and instruction, and is given an annual ELPAC assessment. Performance data is reviewed each year and students reclassify when they meet the state requirements for reclassification.

The following interventions and supports are targeted for English Language Learners:

- Development of a designated ELD course. For EL's grades 9-12.
- Targeted intervention for ELs grades 6-8
- Placement in virtual reading intervention courses

- Identification of incoming ELLs each fall and appropriate placement in curriculum and intervention courses
- ELPAC preparation embedded in new designated ELD course for the 2021/2022 school year for high school students grades 9-12
- Integrated ELD instruction for all ELL students grades 9-12 with a recently hired ELL teacher.
- ELPAC preparation in middle school reading intervention courses for the 2021/2022 school year
- Title III funding was researched and the school's leadership team determined that appropriate support for ELLs would be allocated to English Language Learners without the use of Title III.

The performance of English Language Learners in courses and state testing is an area of concern for Pacific View Charter School. Additional actions and services have been identified and will be detailed in the Schoolwide Action Plan/LCAP.

#### **E. Data on Addressing the Eight State Priorities:**

##### **1. LCFF Priority 1 – Basics (Teachers, Instructional Materials, Facilities)**

All teachers at Pacific View Charter are appropriately placed and all teaching positions are filled for the 2021/22 school year. All teachers hold a California Credential and 68% of the teaching staff have advanced degrees. Professional Development is at the core of the school's success and data-driven culture. Focus for professional development in the last three years includes the implementation of a schoolwide Instructional Framework, a focus on Restorative Practices and using data to drive instruction. During the 2019-20 school year, Pacific View continued to implement a schoolwide Instructional Framework to guide all staff in teaching and learning. Individualized coaching for all instructional staff was implemented around identified areas of growth and in alignment with the Framework. In addition, when, in the spring of 2020, PVCS pivoted to distance learning, professional development was provided to staff on teaching and learning in the remote environment, how to provide emotional support to students during crisis and other instructional resources directed at supporting students in the digital environment. The beginning of the 2021/22 school year brought a renewed focus on Restorative Practices and social/emotional learning to support both staff and students transitioning back into the classrooms. In addition, additional training was conducted to support the switch to a new diagnostic assessment (NWEA Map from STAR Enterprise) and the use of the data provided. There are plans to also continue with training on the support for English Language Learners, and Co-teaching for special education and general education teachers.

##### **Instructional Materials**

Pacific View Charter is committed to implementing the state academic standards in a way that makes content comprehensible for all students in all grade levels and all students have access to standards aligned instructional materials. To ensure this, PVCS employs a Director of

Curriculum who supervises the implementation and standards alignment for all PVCS curriculum as well as provides instructional support for teachers to best deliver curriculum to students. In addition, the Director of Curriculum supervises a Curriculum Committee tasked with reviewing curriculum, aligning curriculum to standards and assessing student understanding mastery of the content standards. All instructional materials are inventoried annually and replaced as needed to ensure that each student has access to individual textbooks and materials.

#### High School Instructional Materials

<b>English/Language Arts</b>	Edgenuity®, Holt, <i>Literature &amp; Language</i>
<b>Math</b>	Edgenuity®, Prentice Hall
<b>World History</b>	Edgenuity®, McGraw Hill, <i>World History, Cultures &amp; Geography</i>
<b>US History</b>	Edgenuity®, Boorstein Killey, <i>History of the U.S.</i>
<b>American Government</b>	Edgenuity® Prentice Hall, MacGruder's <i>American Government</i>
<b>Economics</b>	Edgenuity®, Prentice Hall, <i>Economics and Principles in Action</i>
<b>Science</b>	Edgenuity®, Holt, <i>Ca Education &amp; the Environment Initiative</i>
<b>Spanish</b>	Edgenuity®
<b>World Cultures</b>	Prentice Hall
<b>Health</b>	Edgenuity®, Prentice Hall, <i>Rights, Respect &amp; Responsibility</i>

#### Middle School Instructional Materials

<b>Language Arts, 6-8</b>	CA Journeys, HMH Ca Collections, Calvert
<b>Math, 6</b>	Math Expressions, Calvert
<b>Math, 7-8</b>	Pearson enVision Math, Calvert



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<b>History/Social Studies, 6</b>	Teacher Curriculum Institute, <i>The Ancient World</i> , Calvert, Edgenuity
<b>History/Social Studies, 7</b>	Teacher Curriculum Institute, <i>The Medieval World</i> , Calvert, Edgenuity
<b>History/Social Studies, 8</b>	Teacher Curriculum Institute, <i>The United States Through Modern Times</i> , Calvert
<b>Science, 6-8</b>	Edgenuity®, Amplify Science

### Elementary School Instructional Materials

<b>Language Arts, K-5</b>	Calvert
<b>Language Arts, 5</b>	CA Journeys, Calvert
<b>Math, K-5</b>	Calvert
<b>Math, 5</b>	Calvert

### School Facilities

PVCS has a Safety Committee that monitors the safety and security of the campus including all facilities and ensures any needed repairs are made in a timely and safe fashion. The school also maintains a deferred maintenance account to ensure facilities are adequate and well maintained.

## 2. LCFF Priority 2 – Implementation of Academic Standards

Pacific View Charter is committed to implementing the state academic standards in a way that makes content comprehensible for all students in all grade levels. To ensure this, PVCS employs a Director of Curriculum who supervises the implementation and standards alignment for all PVCS curriculum as well as provides instructional support for teachers to best deliver curriculum to students. In addition, the Director of Curriculum supervises a Curriculum Committee tasked with reviewing curriculum, aligning curriculum to standards and assessing student understanding mastery of the content standards. The Curriculum Committee is composed of PLC Lead Teachers who work directly with each department staff to make sure that all teachers understand and align the content they are teaching to the appropriate state standards. In addition, PVCS has implemented an Instructional Framework to support teachers in maximizing student learning and unifying instructional best practices schoolwide. The focus for the 2021-22 school year will be to fully implement the Instructional Framework, aligned to the EL Roadmap and Restorative Practices as well as exploring a schoolwide alignment to SEL. The school will continue to provide targeted instructional coaching based on teachers' identified

areas of growth within the domains of the framework.

### **3. LCFF Priority 3 – Parent Engagement**

Relationship building is a key to success at Pacific View Charter School. The weekly meetings between student, parent and teacher provide a designated time for families to engage with the school directly and build a strong partnership to ensure student progress through the curriculum. Each year, survey results indicate that parents of PVCS students continue to be satisfied with the education that their child is receiving. 93% of parents rated themselves as satisfied and very satisfied with the school in general and 95% rated their child's experience with their Supervisory Teacher as Good or Great. 93% believe that their students are receiving appropriate instructional support at PVCS and 93% of families believe that PVCS is preparing their students for life beyond high school.

The personalized learning model at Pacific View requires that teachers meet weekly or biweekly with parents and students to track progress, review grades and conduct assessments. Families are supported in aiding their child's progress through courses during these meetings and this is also an opportunity for families to voice suggestions and concerns with the program. Parents are also encouraged to review student grades and assignments in real time through their parent accounts in the school's learning management system, Schoology. Families are supported in the understanding of their legal rights through the IEP and 504 processes. Further, all families are informed of their due process rights at enrollment. In addition, the school has a multi-tiered set of interventions when students struggle, including an SST process that requires meetings between administration, teachers, parents and students to help students get back on track. The school is also open for any and all students who choose to enroll and no family is discouraged from enrollment or turned away.

Parent input is sought in a variety of ways. Parents are encouraged to serve as school board members, bi-annual surveys for families are conducted and a variety of social activities are offered to encourage family participation including: Winter festival, Back to School Night and Open House. Parents have also been essential in helping to get the school club sports teams operational. In the spring 2021 survey, parents requested more information on college and financial aid applications and to bring back the college field trips, these items are addressed in Goal 1 of the 2021-2024 LCAP.

Although parents have many avenues for input in school activities, the school has struggled to create and maintain parent committees in the past. One of the goals for the next school year is to increase the number of parent volunteers on campus if and when Covid restrictions are lifted.

A focus for improvement in building partnerships with parents and Spanish speaking families is the need for additional translation services. The school is also working on creating a designated ELD course to provide additional language support to students. There is also a need to develop the District English Learner Advisory Committee (DELAC) parent committee. All of these items are addressed in 2021-2024 LCAP.

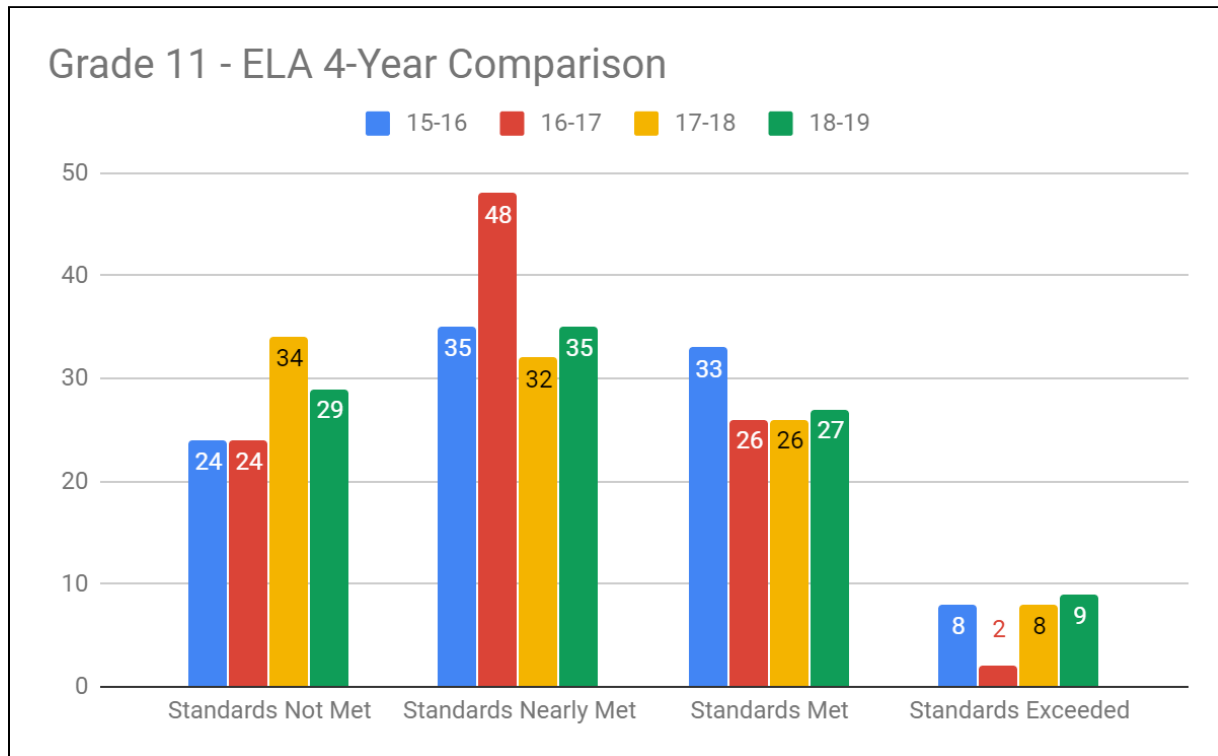
**4. LCFF Priority 4 – Performance on Standardized Tests****Smarter Balanced Performance for Language Arts and Math**

SBAC data includes rates through the 18/19 school year. Students at PVCS were unable to test in the spring of 2020 and 2021 due to Covid test cancellations.

<b>Demographic Schoolwide Chart Distance from Standards</b>						
<b>Demographic</b>	<b>Assessment</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>Overall Change</b>
Schoolwide	ELA	-41.2	-33.7	N/A	N/A	Increased
	Math	-101	-119	N/A	N/A	Decreased
Hispanic or Latino	ELA	-42.5	-36	N/A	N/A	Increased
	Math	-113	-124	N/A	N/A	Decreased
Economically Disadvantaged	ELA	-55.9	-46.2	N/A	N/A	Increased
	Math	-120	-133	N/A	N/A	Decreased
English Learners	ELA	-88.7	-90.6	N/A	N/A	Maintained
	Math	-142.1	-168	N/A	N/A	Decreased
Students with Disabilities	ELA	-107	-113	N/A	N/A	Decreased
	Math	-161.3	-187.1	N/A	N/A	Decreased

As mentioned previously, Pacific View serves a very specific group of students, the majority of whom are considered 'high risk'. The metrics for meeting standards on the state SBAC test do not accurately reflect what students at Pacific View are able to accomplish. Reviewing information related to student grades, recovery from credit deficiencies, and graduation from high school are all more relevant factors of student success and will be highlighted in further sections below.

**English/Language Arts Performance  
ELA SBAC Performance - 4 Year Comparison - Grade 11**



Pacific View Charter is open to any students in San Diego, Riverside, Imperial and Orange counties that wish to attend. The majority of students who attend at the high school level come to PVCS after being unsuccessful at a traditional high school. Many high school students enter PVCS with reading skills below to far below grade level. The personalized learning model at PVCS allows students to continue in grade level courses, while also enrolling in intervention courses to build deficient skills. The following chart shows high school students by grade level who require reading intervention courses and/or Foundational level curriculum (curriculum written at a 5-6 grade reading level). PVCS feels that students in the 11th grade who require reading intervention and foundational curriculum cannot be expected to perform at standard on the CAASPP Smarter Balanced Assessments and this explains the reason for lower performance on the state exam than the statewide averages.

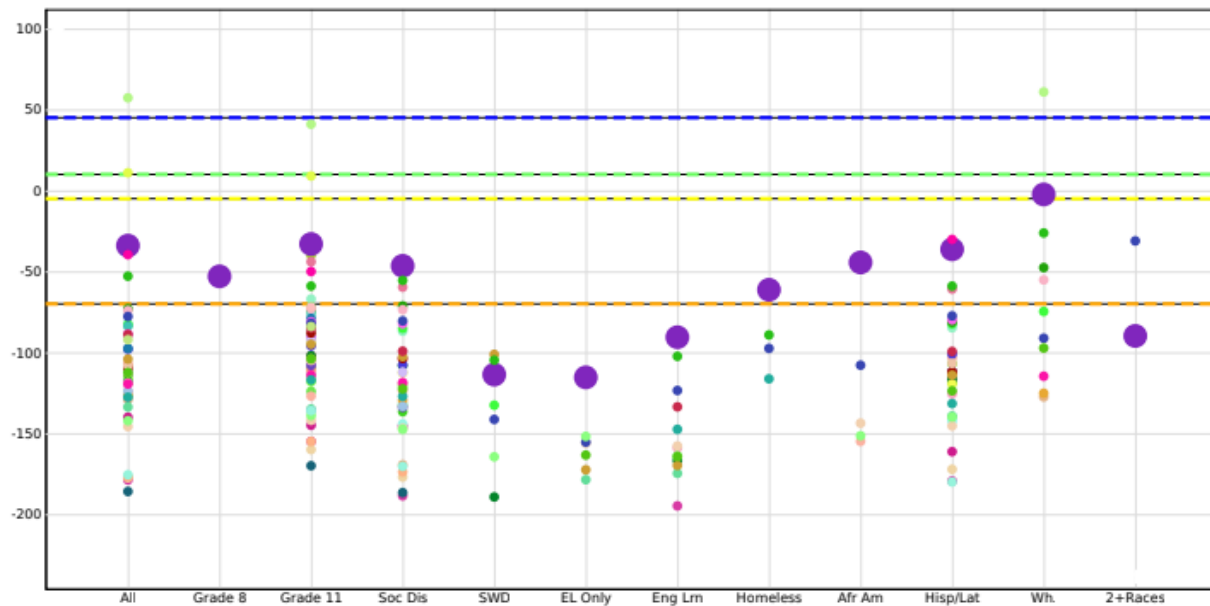
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<b>2017-2018</b>		
	Number of students in Foundations ELA	Number of students in Reading Intervention
Grade 11	30	24
Grade 12	9	77
<b>2018-2019</b>		
	Number of students in Foundations ELA	Number of students in Reading Intervention
Grade 11	50	30
Grade 12	18	11
<b>2019-2020</b>		
	Number of students in Foundations ELA	Number of students in Reading Intervention
Grade 11	60	26
Grade 12	44	9
<b>2020-2021</b>		
	Number of students in Foundations ELA	Number of students in Reading Intervention
Grade 11	57	n/a*
Grade 12	53	n/a*
* Reading intervention was not offered in the 20/21 school year due to distance learning and the decision to focus on supporting students through core academics during the pandemic.		

PVCS also compared 2019 ELA SBAC Scores to the other DASS qualified schools in the state of California. When compared to these schools, PVCS ranks 4th in ELA performance, indicating that the interventions and support for students is superior to that which they would receive at the majority of other schools they would otherwise attend. The following chart shows SBAC ELA Performance as Distance from Standard for all students as well as significant subgroups. PVCS is identified as the large Purple dot, with the other DASS schools as the other colored markers.

## Pacific View Charter School ACS WASC/CDE Self-Study Report

### English Language Arts: Pacific View Charter

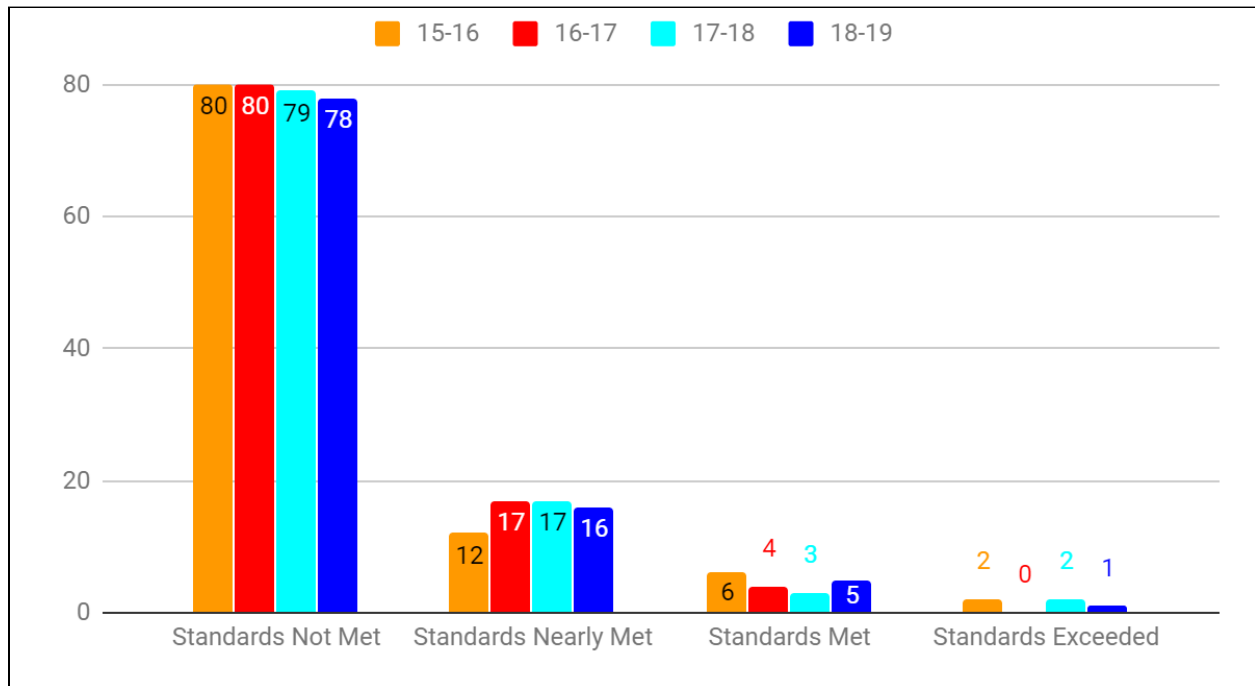


### English Language Arts: Status 2019 of Comparison Schools

N	School	All	Grade 8	Grade 11	Soc Dis	SWD	EL Only	Eng Lrn	Home less	Afr Am	Hisp/ Lat	Wh.	2+ Races
1	North Point Academy	57		41								61	
2	Independence High (Alternative)	11		9									
3	Montecito High (Continuation)	-33		-44	-60						-61	0	
4	<b>Pacific View Charter</b>	<b>-34</b>	<b>-53</b>	<b>-33</b>	<b>-47</b>	<b>-114</b>	<b>-115</b>	<b>-91</b>	<b>-61</b>	<b>-44</b>	<b>-36</b>	<b>-2</b>	<b>-90</b>
5	Whitcomb Continuation High	-40		-50							-30		
6	Vista Real Charter High	-53		-59	-56	-105		-102	-89		-59	-26	
7	Chaparral High	-73		-75	-71						-81	-48	
8	Discovery High	-74		-73	-74							-55	
9	San Diego Workforce Innovation High	-78		-82	-81	-141	-155	-124	-98	-108	-77	-91	-31
10	Bidwell Continuation High	-82		-67	-87						-85		
11	Bowman (Jereann) High (Continuation)	-83		-72	-85	-133		-93			-82	-75	
12	New Vision High	-84		-84									
13	San Antonio High (Continuation)	-89		-81	-82						-80		
14	Twin Oaks High	-89		-85	-99			-134			-99		

For brevity, this chart only shows the top 14 performing DASS schools, and not the full list of 65.

**Math Performance**  
**Math SBAC - 4 Year Comparison Grade 11**



PVCS serves those students who have been unable to mold themselves into the box of traditional education and require a different approach and mindset than a typical school. Students arrive at PVCS after having been unsuccessful specifically in math, and often need remediation in order to be successful in grade level math courses. The school program allows students at any grade level to go back and take the appropriate courses to build mathematical skills in order to be successful in grade level math courses, even at the 11th and 12th grade years. Students are also not allowed to advance in math courses until they have demonstrated proficiency in their current course through a passing grade.

Because so many students need remediation in math, PVCS feels that while the CAASPP test for math may assess where students are, it does not take into account the progress they have made, nor the fact that the majority of 11th grade students are not enrolled in 11th grade math courses (Math 3 or Higher). For example, in the latest year of testing (2019) only 11% of 11th grade students were taking Math 3, meaning that 89% of students had not yet been exposed to the content tested in the SBAC test.

The following charts show the number of students enrolled in each math course offered by PVCS by grade level. Through the offering of higher quality instruction and training in appropriate class placement, PVCS each year continues to increase the number of students enrolling in Math 3 or above, while still serving the students with deficient skills in math through remediation courses.

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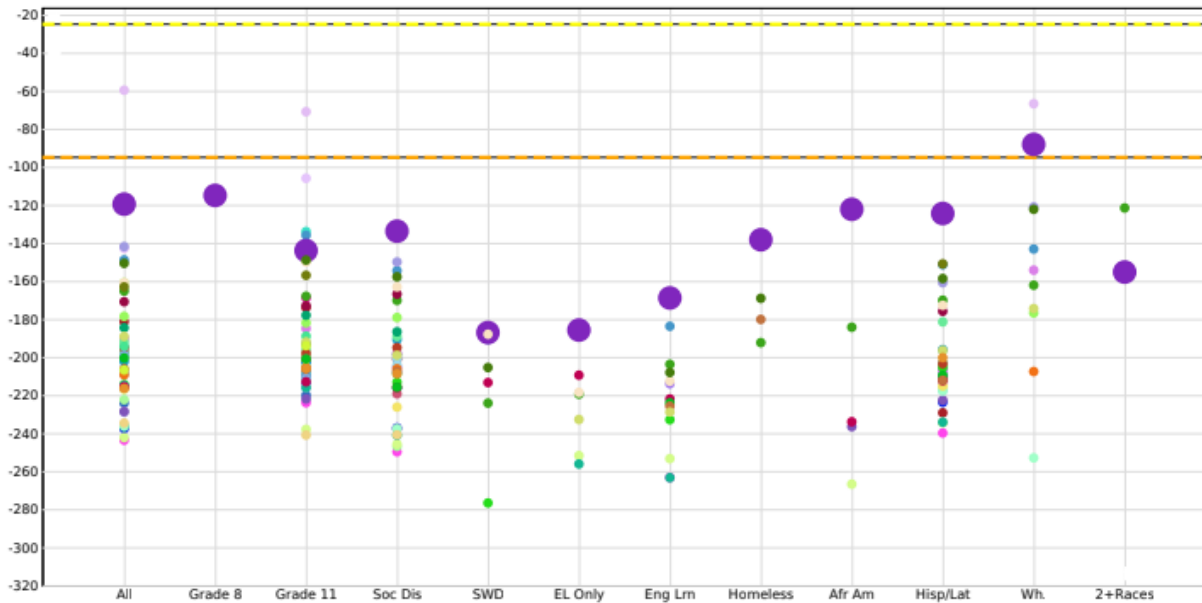
<b>2017-2018</b>				
	<b>Math 1 Readiness A/B (remediation)</b>	<b>Math 1</b>	<b>Math 2</b>	<b>Math 3</b>
Grade 11	45	80	69	31
Grade 12	12	33	75	28
Only 14% of students in grade 11 are enrolled in grade level math at time of SBAC				
<b>2018-2019</b>				
	<b>Math 1 Readiness A/B (remediation)</b>	<b>Math 1</b>	<b>Math 2</b>	<b>Math 3</b>
Grade 11	36	71	82	34
Grade 12	22	37	48	18
Only 11% of students in grade 11 are enrolled in grade level math at time of SBAC				
<b>2019-2020</b>				
	<b>Math 1 Readiness A/B (remediation)</b>	<b>Math 1</b>	<b>Math 2</b>	<b>Math 3</b>
Grade 11	34	43	57	37
Grade 12	20	64	72	32
Note - the last session of math was cancelled due to stay at home order. Only independent study math was offered, limiting the number of students taking math in the spring.				
<b>2020-2021</b>				
	<b>Math 1 Readiness A/B (remediation)</b>	<b>Math 1</b>	<b>Math 2</b>	<b>Math 3</b>
Grade 11	35	67	66	22
Grade 12	16	82	123	86

PVCS compared 2019 Math SBAC Scores to the other DASS qualified schools in the State of California. When compared to these schools, PVCS ranks 2nd in Math performance, indicating that the interventions and support for students is superior to that which they would receive at the majority of other schools they would otherwise attend. The following chart shows SBAC Math



Performance as Distance from Standard for All students as well as significant subgroups. PVCS is identified as the large Purple dot, with the other DASS schools as the other colored markers.

Mathematics: Pacific View Charter



Mathematics: Status 2019 of Comparison Schools

N	School	All	Grade 8	Grade 11	Soc Dis	SWD	EL Only	Eng Lrn	Home less	Afr Am	Hisp/ Lat	Wh.	2+ Races
1	North Point Academy	-60		-71								-67	
2	Pacific View Charter	-120	-115	-144	-134	-187	-186	-169	-138	-122	-125	-88	-155
3	Montecito High (Continuation)	-142		-145	-150						-161	-121	
4	Independence High (Alternative)	-143		-106									
5	Bowman (Jereann) High (Continuation)	-149		-136	-155	-191		-184			-151	-143	
6	Vista Real Charter High	-151		-149	-158	-206		-208	-169		-159	-122	
7	Tracy (Wilbur) High (Continuation)	-161		-150	-163	-188	-219	-213			-173		
8	Pacific Beach High	-161		-146									
9	Whitcomb Continuation High	-163		-157							-151		
10	San Diego Workforce Innovation High	-165		-168	-170	-224	-220	-204	-192	-184	-170	-162	-122
11	Shery (Kurt T.) High (Continuation)	-171		-173	-167						-176		
12	Discovery High	-179		-182	-179							-177	
13	Calaveras Hills	-181		-174	-201						-229		
14	Paloma Creek High	-185		-178	-187								

For brevity, this chart only shows the top 14 performing DASS schools, and not the full list of 65.

**Grades 3-8 Longitudinal SBAC Data**  
**Percentage of students meeting or exceeding standards grades 3-8: Language Arts**  
**2017-2019.**

\*n/a = student groups less than 15 students.

	<b>2017</b>	<b>2018</b>	<b>2019</b>
Grade 3	n/a	n/a	n/a
Grade 4	n/a	n/a	n/a
Grade 5	32	27	n/a
Grade 6	30	30	30
Grade 7	31	31	28
Grade 8	30	30	34

**Percentage of students meeting or exceeding standards grades 3-8: Math 2017-2019**

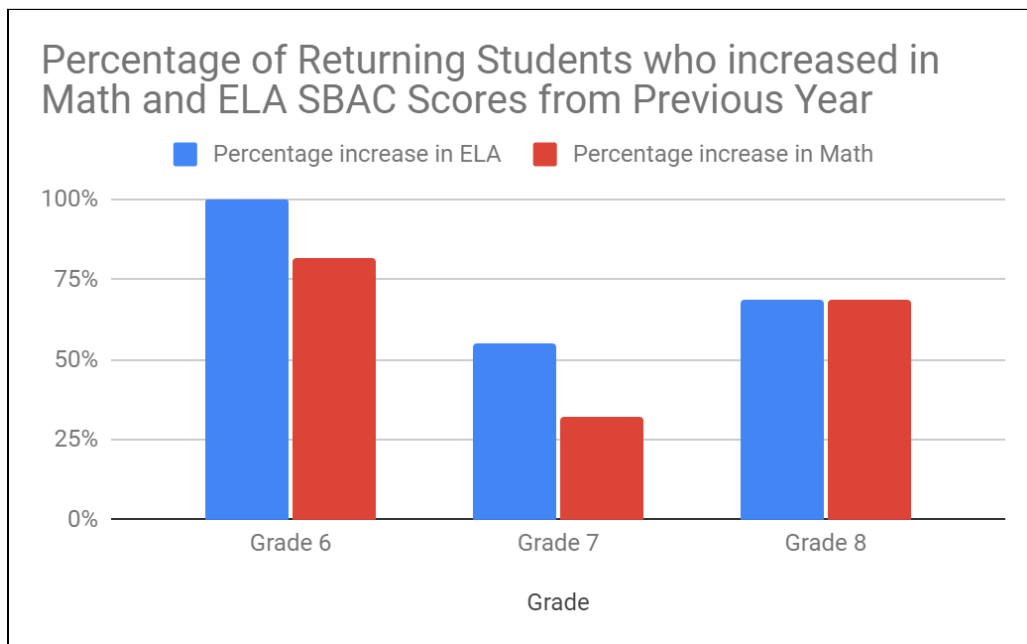
\*n/a = student groups less than 15 students.

	<b>2017</b>	<b>2018</b>	<b>2019</b>
Grade 3	n/a	n/a	n/a
Grade 4	n/a	n/a	n/a
Grade 5	21	27	n/a
Grade 6	35	18	12
Grade 7	19	18	2
Grade 8	3	16	12

The transitional nature of students enrolling at the elementary and middle school levels means that PVCS has an extremely small cohort of students who are educated by PVCS from year to year. This makes it difficult to assess the efficacy of programs, interventions and teaching practices put in place to support student learning. In order to better track student success, the following data chart shows student improvement in both math and ELA for students in grades 6-8 who have attended PVCS for two or more years as measured on the CAASPP Smarter Balanced Assessments in the 2018-19 school year. There were less than 10 students tested in grades 3-5, so that data is not listed below to maintain student privacy.

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	# of Students	# of Returning Students	Increased in ELA	%	Increased by Level in ELA	Increased in Math	%	Increased by Level in Math
Grade 6	47	11	11	100	4	9	82%	0
Grade 7	47	22	12	55%	1	7	32%	1
Grade 8	53	29	20	69%	9	20	69%	5



As demonstrated by the charts above, students who are enrolled in PVCS for more than one year, show better performance on the SBAC than students who were only enrolled in the school year tested. The continuity in programs and interventions can only be experienced by students who maintain enrollment for multiple years.

### SAT/ACT Results

Because the vast majority of the student population goes on to attend community college or the workforce, SAT and ACT assessments are not taken at the school. On the same note, Advanced Placement and International Baccalaureate classes are not offered based on student needs and goals. Many students do concurrently enroll with local community colleges (MiraCosta, Moreno Valley College and Palomar). Classes taken there are able to be applied to the student's transcript for additional credits for both high school and college.

**Concurrent Enrollment In Local Community Colleges**

<b>Year</b>	<b>Palomar/ MCC</b>	<b>Mira Costa Adult Ed</b>	<b>Total</b>
2020/21	27	19	46
2019/20	27	39	66
2018/19	18	42	60

Note: There were less students concurrently enrolled during the 20/21 school year than in previous years. The school attributes this to the Covid-19 pandemic and the focus the school placed on supporting students during this difficult time with their PVCS course work.

**English Language Proficiency**

When a student is identified as an English Language Learner, the student is provided with appropriate curriculum and instruction, and is given an annual ELPAC assessment. Performance data is reviewed each year and students reclassify when they meet the state requirements for reclassification. English Language development continues to be an area of growth for the students, especially for those students who arrive during the middle of the school year. The school has targeted EL Performance as an identified need in the Schoolwide Action Plan/LCAP

<b>Reclassification Rates for ELs</b>			
<b>Year</b>	<b>2018/2019</b>	<b>2019/2020</b>	<b>2020/2021</b>
<b>Students</b>	5/66	6/59	TBD
<b>Percentage</b>	7.60%	10%	TBD

**English Language Proficiency Assessments for California (ELPAC) Results**  
**Percentage of Students Performing at Level 4**

<b>ELPAC Performance</b>			
	<b>18/19</b>	<b>19/20</b>	<b>20/21</b>
Percentage	6%	17%	8%

**Local Assessments**  
**Star Enterprise**

PVCS used STAR Enterprise from Renaissance Learning as the local assessment tool for reading and math from 2007-2021. STAR Enterprise assessments are norm-referenced and use computer-adaptive testing to provide accurate data on student performance in reading and

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math. High school students are assessed at the beginning and end of each math and ELA course they take. Students in grades 2-8 are assessed three times per year (Fall, Winter and Spring). Results are used to place students in appropriate curriculum, provide intervention support and help track efficacy of instructional practices and programs.

The following charts show student progress for the last three years (2018-2020) in both reading and math at the high school level. It should be noted that STAR testing was eliminated for the Spring of 2020 due to the stay at home order. For the 2019-2020 school year only mid-year tests were held.

<b>Reading Growth 2017-2018</b>	<b>% of students who improved by one or more proficiency levels</b>
Urgent Intervention: 0-10 percentile	41 % (26 of 63 students) improved by one or more proficiency levels
Intervention: 11-24th percentile	56% (38/68 students) improved by one or more proficiency levels
On Watch: 25th-39th percentile	39% (12/31 students) improved by one or more proficiency levels
Benchmark: 40th percentile & above	91% (42/46 students) maintained benchmark performance

<b>Math Growth 2017-2018</b>	<b>% of students who improved by one or more proficiency levels</b>
Urgent Intervention: 0-10 percentile	69% (22/32 students) improved by one or more proficiency levels
Intervention: 11-24th percentile	67% (22/33 students) improved by one or more proficiency levels
On Watch: 25th-39th percentile	58% (19/33 students) improved by one or more proficiency levels

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<b>Benchmark: 40th percentile &amp; above</b>	92% (69/75 students) maintained benchmark performance
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<b>Reading Growth 2018-2019</b>	<b>% of students who improved by one or more proficiency levels</b>
<b>Urgent Intervention: 0-10 percentile</b>	30% (26/86 students) made gains of one + proficiency band
<b>Intervention: 11-24th percentile</b>	31% (23/75 students) made gains of one + proficiency band
<b>On Watch: 25th-39th percentile</b>	38% (13/34 students) made gains of one + proficiency band
<b>Benchmark: 40th percentile &amp; above</b>	72% (34/47 students) maintained benchmark performance

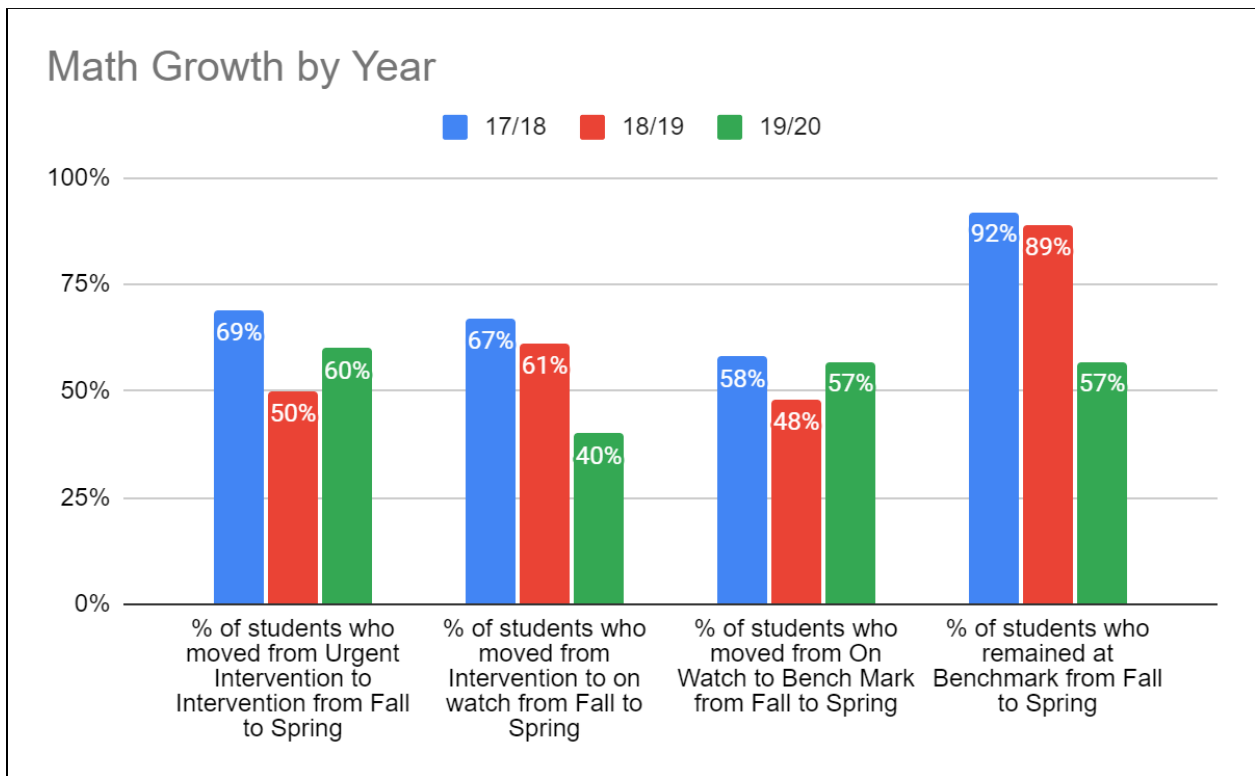
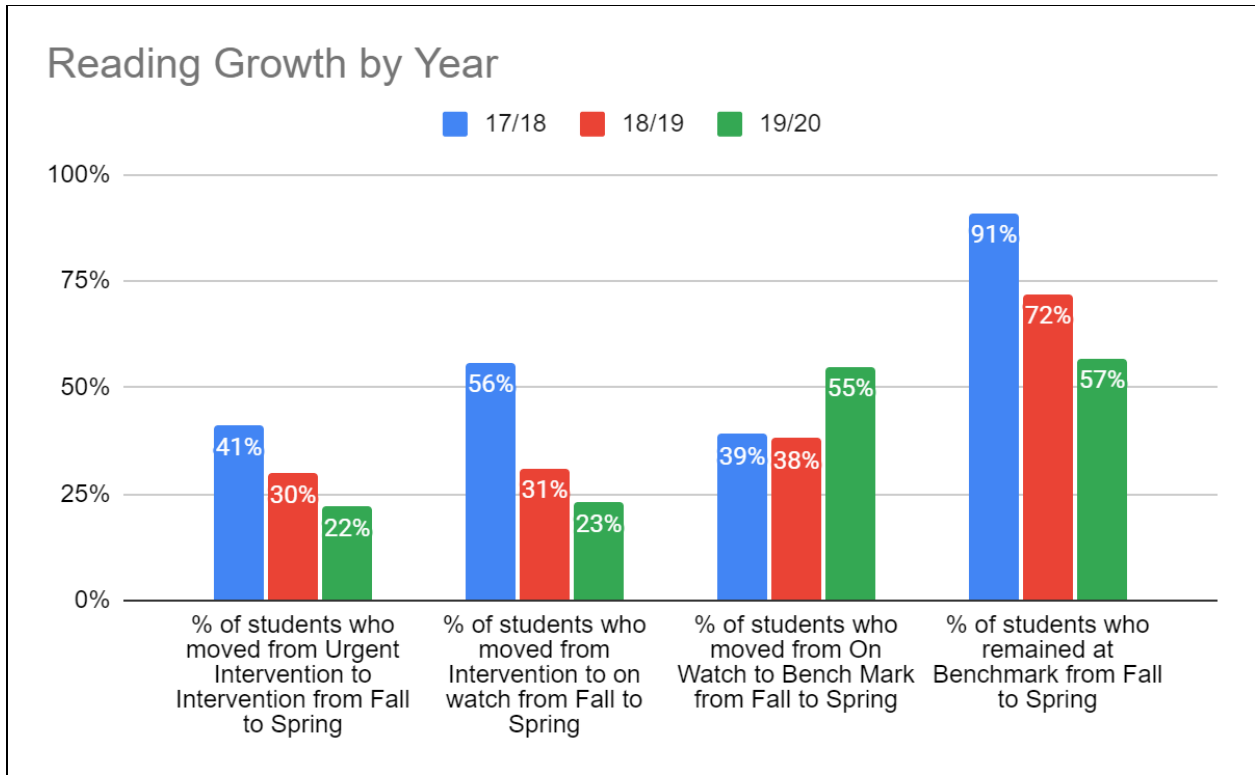
<b>Math Growth 2018-2019</b>	<b>% of students who improved by one or more proficiency levels</b>
<b>Urgent Intervention: 0-10 percentile</b>	50% (19/38 students) improved by one proficiency band
<b>Intervention: 11-24th percentile</b>	61% (28/46 students) grew by one proficiency level
<b>On Watch: 25th-39th percentile</b>	48% (15/31 students) grew by one + proficiency bands gains
<b>Benchmark: 40th percentile &amp; above</b>	89% (71/80 students maintained benchmark performance)

**19/20 Data is reported for the first semester only showing ½ a year's growth progress.**

<b>Reading Growth 2019-2020</b>	<b>% of students who demonstrated growth</b>
0-10 percentile	2/9 22%
11-24th percentile	3/13 23%
25th-39th percentile	6/11 55%
40th percentile & above	4/8 57%
Overall	15/41 37% demonstrated at least 1/2 year growth in reading

<b>Math Growth 2019-2020</b>	<b>% of students who demonstrated growth</b>
0-10 percentile	3/5 60%
11-24th percentile	4/10 40%
25th-39th percentile	4/7 57%
40th percentile & above	13/21 62%
Overall	24/43 56% demonstrated at least 1/2 year growth in Math

The charts below synthesize the information from the above tables. PVCS did not test in the Spring of 2020 due to Covid limitations, resulting in showing only a half year's growth.

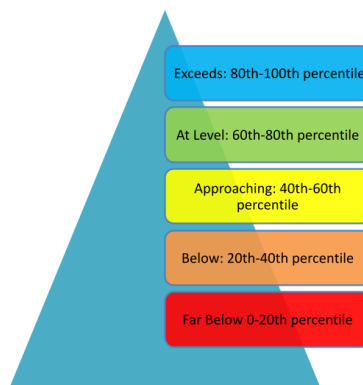




There are four tiers of classification in the PVCS RTI Model aligned to the STAR assessment: urgent invention (0-10 percentile), intervention(11-24th percentile), on watch(25-39th percentile, and benchmark (40th percentile and above). The above charts display percentages of students who are upgrading their tier placement by one tier or more. Students continue to make gains in math on the Star Enterprise test at all levels, but reading growth continues to be insufficient. Based on this and the state data, PVCS has identified reading growth as an area of need for the school and is actively working to create programs and interventions to address this need.

The school's Curriculum Committee reviewed the progress on the STAR assessments during the 2020-21 school year and determined that a switch to a new diagnostic testing system was needed. Starting in the 2021/22 school year, PVCS will be assessing students using the Northwest Evaluation Association(NWEA) Measure of academic progress (MAP) tests. This year will serve as a baseline to establish student score bands and set goals for future years. By switching to NWEA MAP assessments, a new tiered percentile chart will be applied, with five tiers of classification split evenly into fifths. The plan for administering the diagnostic assessments will be:

- In grades 2-8, students will be tested in ELA and Math at the beginning of the school year (or upon enrollment) to determine the need for intervention and instructional support. A mid-year assessment will be used to guide instruction and track student progress and an end of year assessment will be conducted to determine overall growth for the year.
- High school students will be tested at the beginning of the school year (or upon enrollment) to help guide decisions on course placement and intervention and at the end of the year to track growth. Students in reading and math intervention courses will also be tested mid-year to track progress through the interventions and guide spring instruction. Students will also continue to be tested using the Smarter Balanced Interim Assessments at the beginning and end of each math and ELA course to track progress on specific target standards and to prepare students for the SBAC tests. All teachers document the progress of every student in an RTI chart.



### **Middle School Reading Intervention**

PVCS implemented the [iLit Reading Intervention](#) program in the spring of the 2018 to help students struggling in reading build on deficient skills and to support student progress in English/Language Arts. The following charts represent growth in the program at mid-year for the 2019-2020 school year. Unfortunately, due to the stay at home order, the reading intervention class was discontinued in March so students could focus on core courses and an end of year assessment was not held. Reading intervention courses were also suspended for the 20/21 school year so that students could focus on the core academic subjects during the year. PVCS will implement new reading and math intervention courses in middle school and high school for the 21/22 school year based on identified student needs.

	<b>Total Number of Students</b>	<b>Number with two assessments</b>	<b>% of students with 2 tests who grew by 1 grade level</b>	<b>Class Average GLE Growth</b>
Grade 6 Osido	25	16	56%	5 --> 6.5
Grade 7 Osido	27	15	47%	4.4 --> 5.3
Grade 7 MV	11	6	67%	4.3 --> 5.4
Grade 8 Osido	23	16	56%	5.3 --> 6.3
Grade 8 MV	10	9	67%	5.7 --> 7.6

Each class averaged at least one year's growth in grade level equivalency (GLE) at the mid-year point, with more than half of each class growing by at least one grade level. It is inferred that students would have shown multiple year's growth had they been afforded the opportunity to complete the year in the classroom. PVCS plans to continue the use of iLit as reading intervention for struggling middle school readers for the 2021/22 school year.

### **Other Assessments**

For high school students, additional information from transcripts, SBAC scores and teacher input are used to develop each student's graduation plan. Students in grade 3-8 are tested in STAR three times a year to gauge progress through courses and to adjust instruction and intervention courses as needed. In the 2020-21 school year, PVCS implemented the use of the Smarter Balanced Interim Assessments in ELA and Math to gauge student performance on specific standards in each ELA and math course. Students are tested using the Interim Assessments at the beginning and end of each semester of math and ELA and the data is reviewed by the subject matter PLCs to help guide teaching and refine the curriculum. Since SBAC tests were not held in 202/21, the school was unable to determine if the use of interim assessments benefitted students' performance on SBAC as planned.

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High School Math Interim Assessment Performance Overall				
		% of Students Near or Above Standard		
Course	Session	Initial Assessment	Summative Assessment	Increase/Decrease
Math 1B	3		56%	n/a
Math 1B	5	38%		No final assessment
Math 1B	5	43%	53%	Increase
Math 1A	4	50%	54%	Increase
Math 1A	4	32%	38%	Increase
Math 2B	3		54%	n/a
Math 2B	5	41%	64%	Increase
Math 2B	5	58%	73%	Increase
Math 2A	4	43%	69%	Increase
Math 2A	4	72%	89%	Increase
Math 3A	4	56%	79%	Increase
Math 3A	4	58%	100%	Increase
Math 3B	5			No Scores
Math 3B	5			No Scores

High School ELA Interim Assessment Performance Overall				
		% of Students Near or Above Standard		
Course	Session	Initial Assessment	Summative Assessment	Increase/Decrease
English 9B	3		50%	n/a
English 9B	5	20%	29%	Increase
English 9A	4	37%	53%	Increase
English 9A	6	57%	62%	Increase
English 10B	3		63%	n/a
English 10B	5	79%	50%	Decrease
English 10A	4	81%	68%	Decrease
English 10A	6	64%	57%	Decrease

## Pacific View Charter School ACS WASC/CDE Self-Study Report

English 11B	3		50%	n/a
English 11A	4	73%		n/a
English 11A	6	75%	80%	Increase
English 12B	3		56%	n/a
English 12B	5	80%	71%	Decrease
English 12A	4	60%	100%	Increase

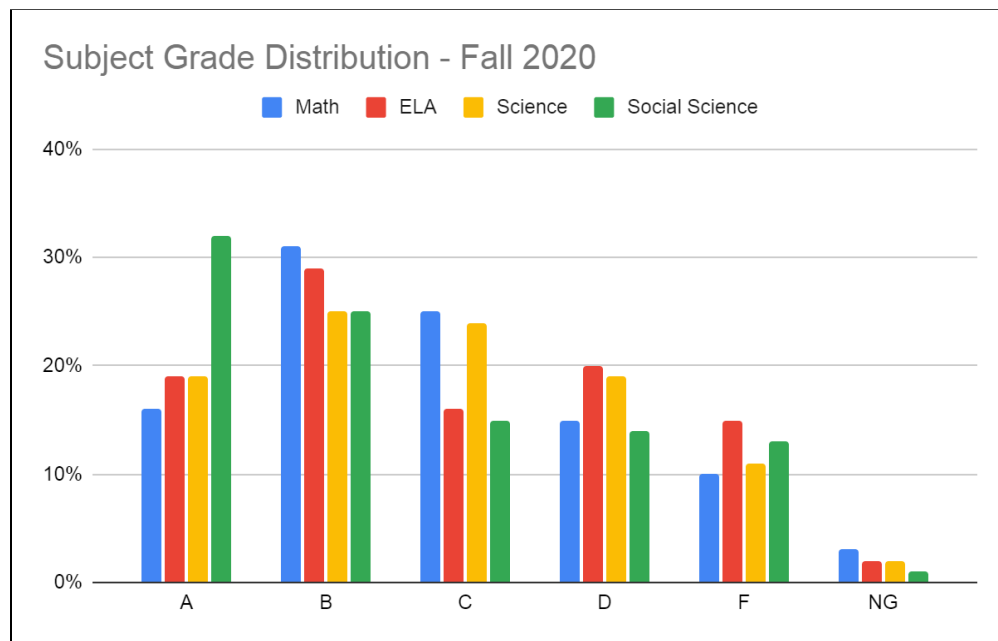
The school will continue to administer the interim assessment in high school language arts and math classes during the 2021/22 school year to determine if they do improve student performance on the state assessment.

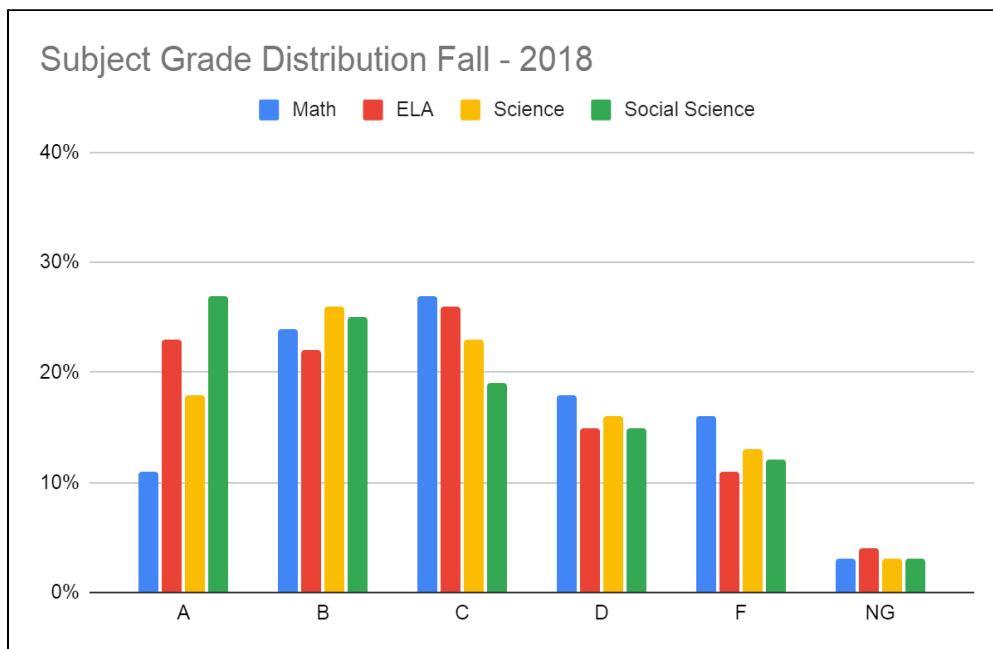
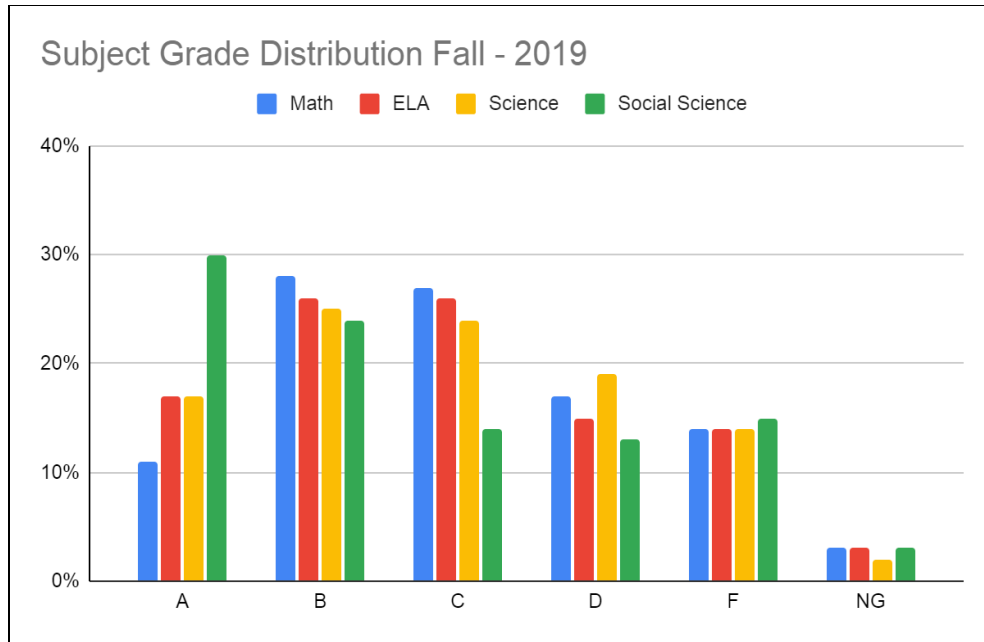
### Report Cards

#### Fall Semester (Semester 1) Grade Reports

The following charts show Fall (Semester 1) grades for high school students for the previous 3 years, both in aggregate and by significant subgroups.

#### Grade Distribution by Subject Area Fall 2018-2020

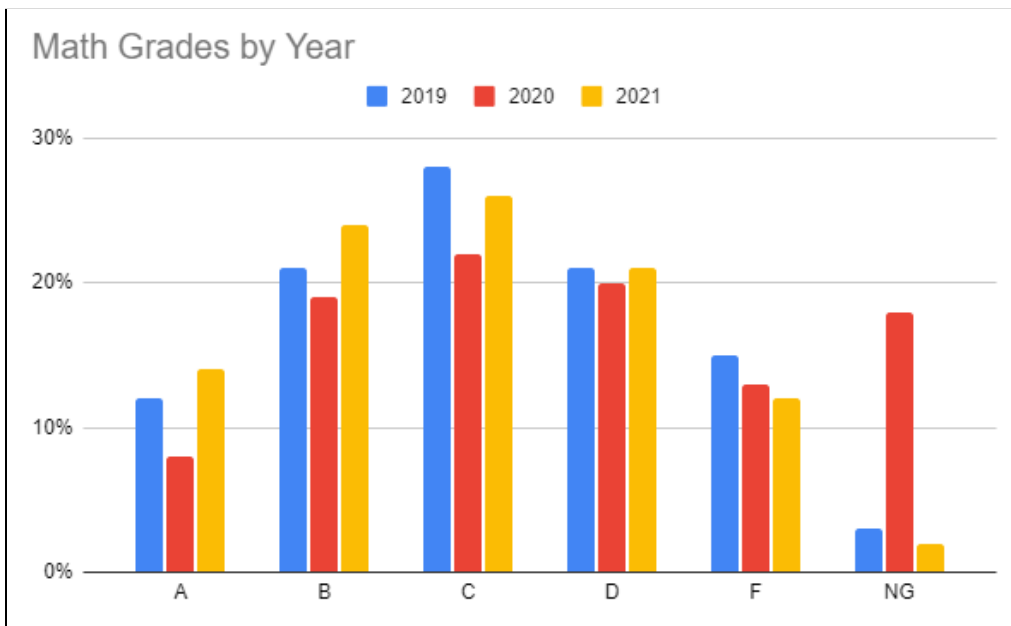
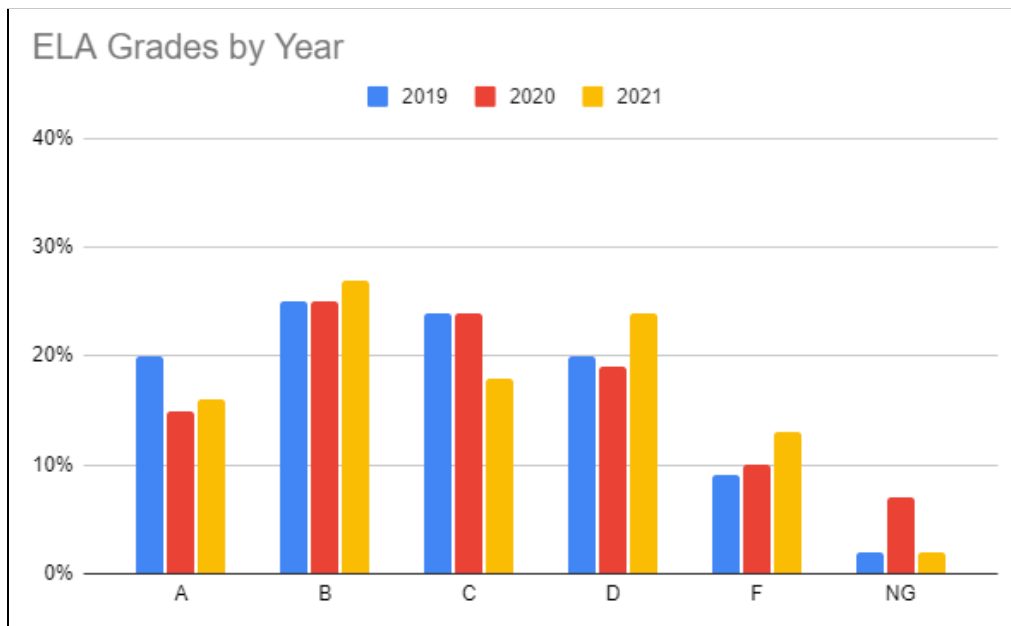




An analysis of the grade reports by subject areas show:

- Students consistently earn more As in Social Science classes than in other subjects.
- Students earned more As and Bs in all subjects in 2020 than in other years. This is of particular interest given that this was during the Covid-19 pandemic and students had limited access to onsite support and services during the summer and fall sessions.
- More students take Math, ELA and Social Science courses in Semester 1 than Science courses in all three years.

### Math and ELA Semester 1 Grade Reports Fall 2018-2020

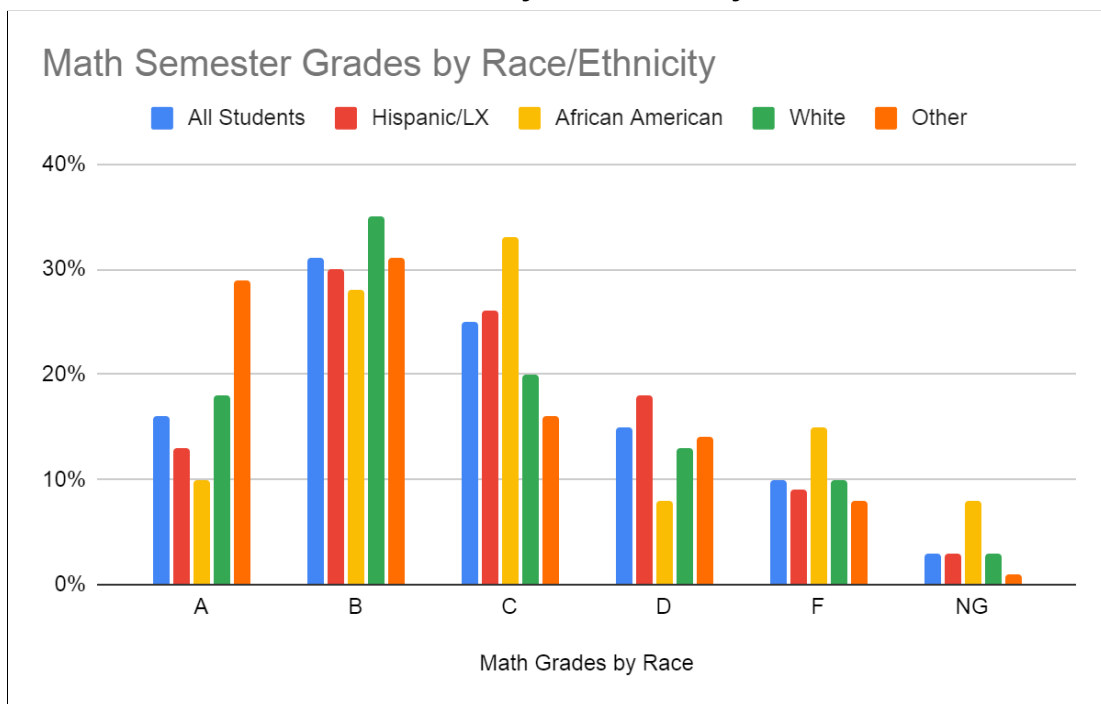


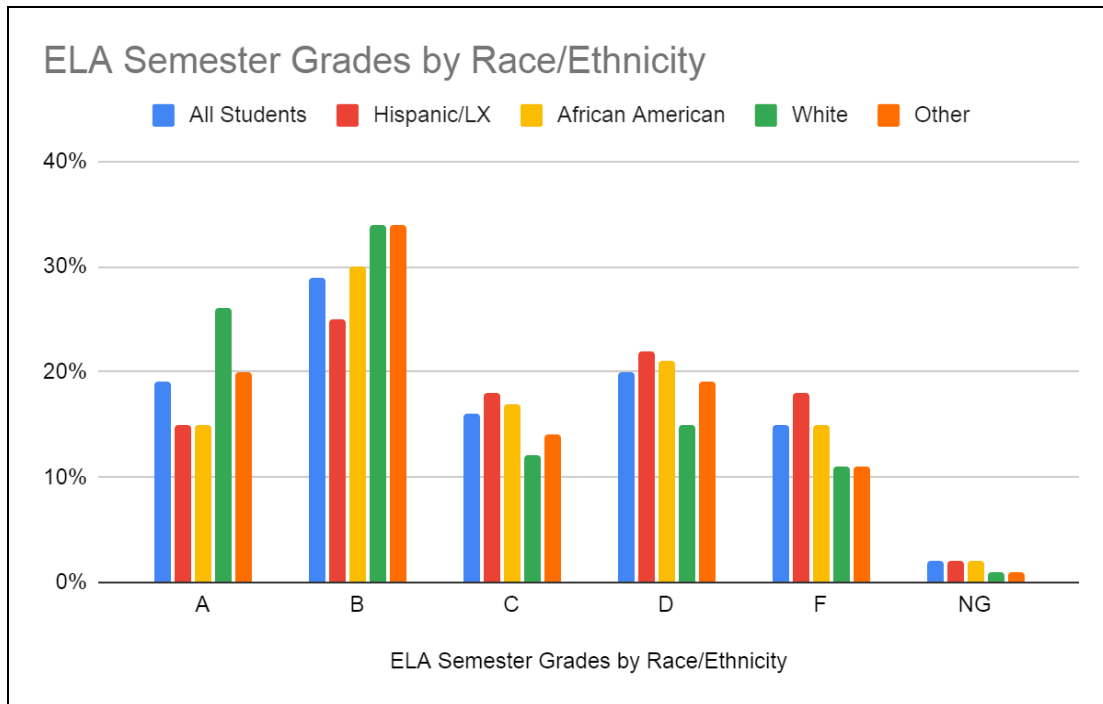
An analysis of the ELA and Math reports shows:

- Students perform slightly better in 2020 in ELA than in previous years. This is significantly important considering the impact of Covid-19 on student learning. PVCS attributes this to the fact that high school classes did not change considerably from previous years. Instruction was provided through the Schoology LMS instead of in person, but teachers were already confident with the system and the pacing of the course did not change.

- Although there is a slight increase in D/Fs in 2020, there is also an increase in As/Bs from the previous year, offsetting this. The percentage of students who failed ELA in Semester 1 was the same from 2019 to 2020 (17%).
- Students perform better in 2020 in Math than in previous years. This is significantly important considering the impact of Covid-19 on student learning. PVCS attributes this to the fact that high school classes did not change considerably from previous years. Instruction was provided through the Schoology LMS instead of in person, but teachers were already confident with the system and the pacing of the course did not change. It may also be possible that students felt more comfortable performing in the distance learning format than in a classroom setting.
- Students were one week into second semester math courses when Covid19 caused the first lockdown. The result being a one time surge in student's receiving a no grade.

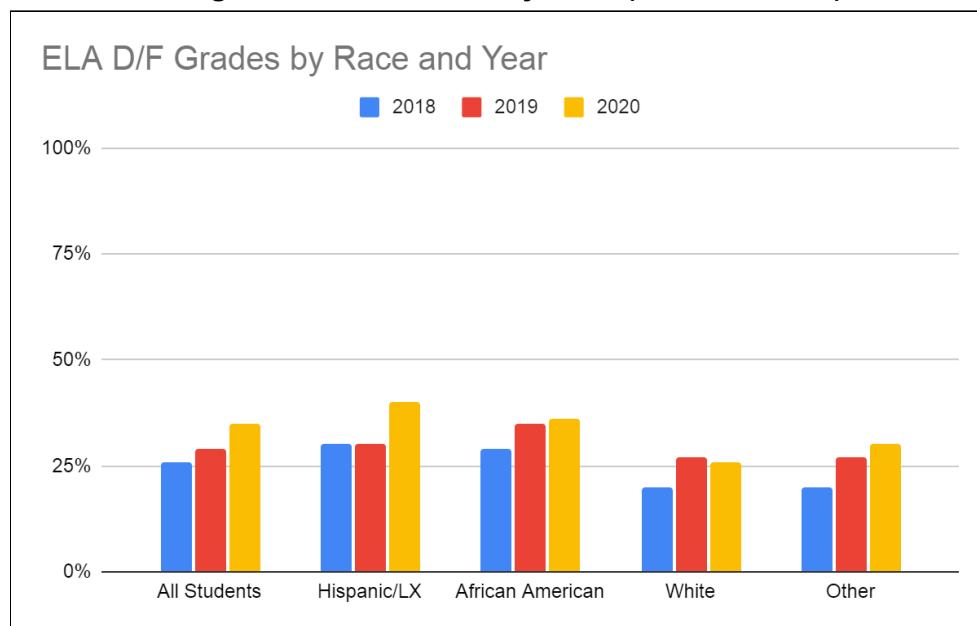
**Grade Distribution by Race/Ethnicity Fall 2020**



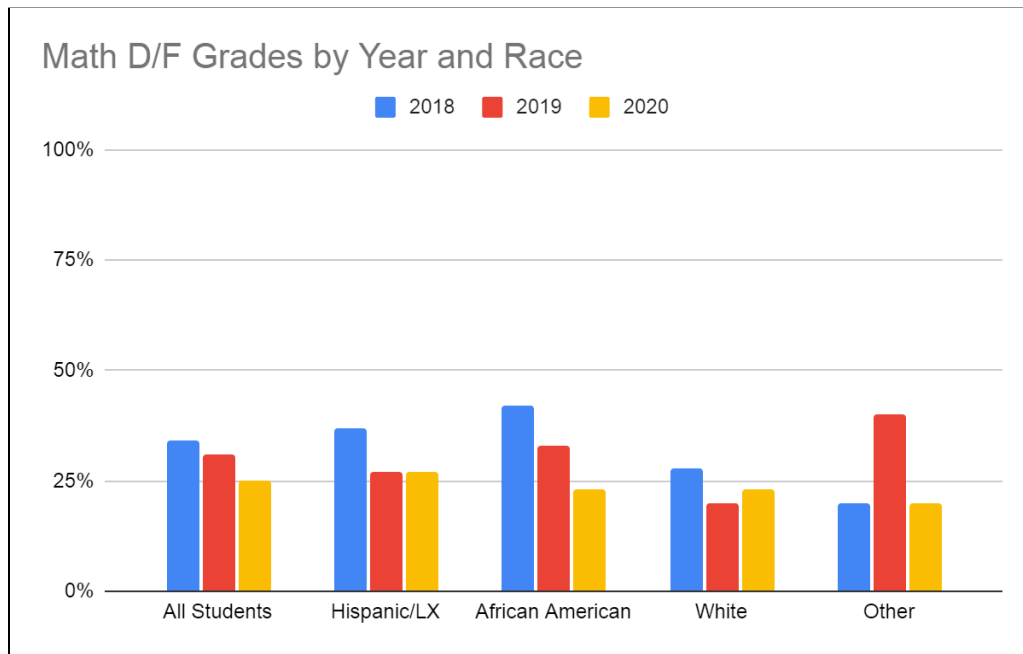


When exploring the grade reports in relation to student race and ethnicity, there are few significant gaps in performance for any specific subgroups. African Americans do report a higher percentage of Fs for math, but a lower percentage of Ds. The white and other (Other: Asian, Pacific Islander, Filipino, American Indian, Not Reported) groups perform slightly better than all students in ELA. However, it should be noted that race distribution is not equal among groups. The school demographics consistently report at least 70% of students identified as Hispanic/Latin X, while all other groups account for less than 15% each.

### Longitudinal D/F Grades by Race (Fall 2018-2020)

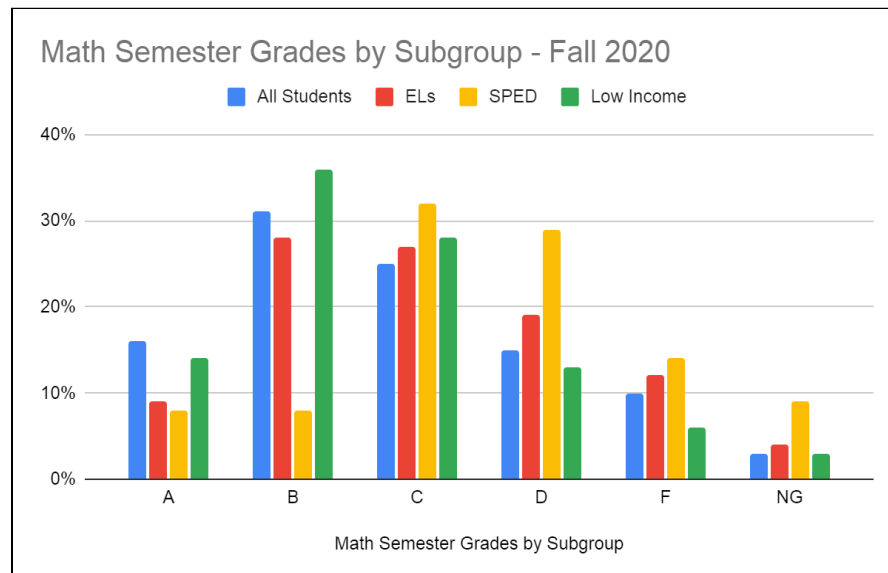


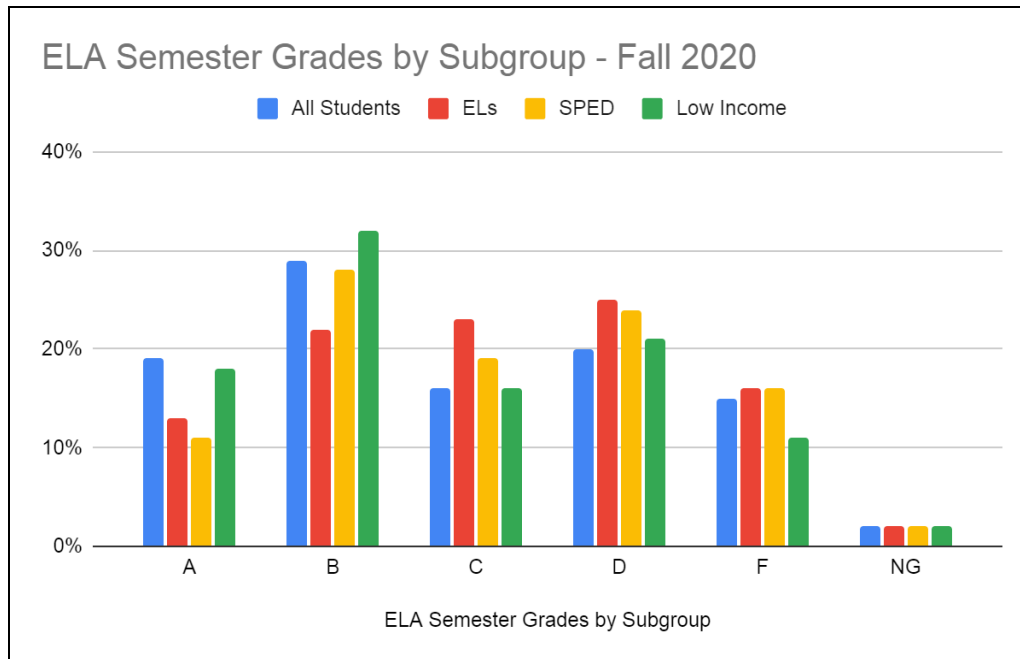




For ELA, the D/F reports a slight increase in D/Fs in 2020, but does not show that students also earned more A/Bs during this year as well. Student performance in ELA during distance learning will continue to be analyzed in PLCs, since regardless of grades, it is exceedingly difficult for students to practice their speaking, presentation and collaboration skills in the distance learning environment. When the distribution of D/F grades are examined longitudinally for Math and ELA by race, all groups performed better in 2020 in Math than in previous years. This is extremely significant since this is at odds with what has been reported in other districts and schools in light of the Covid-19 crisis.

### Grade Distribution by Significant Subgroups



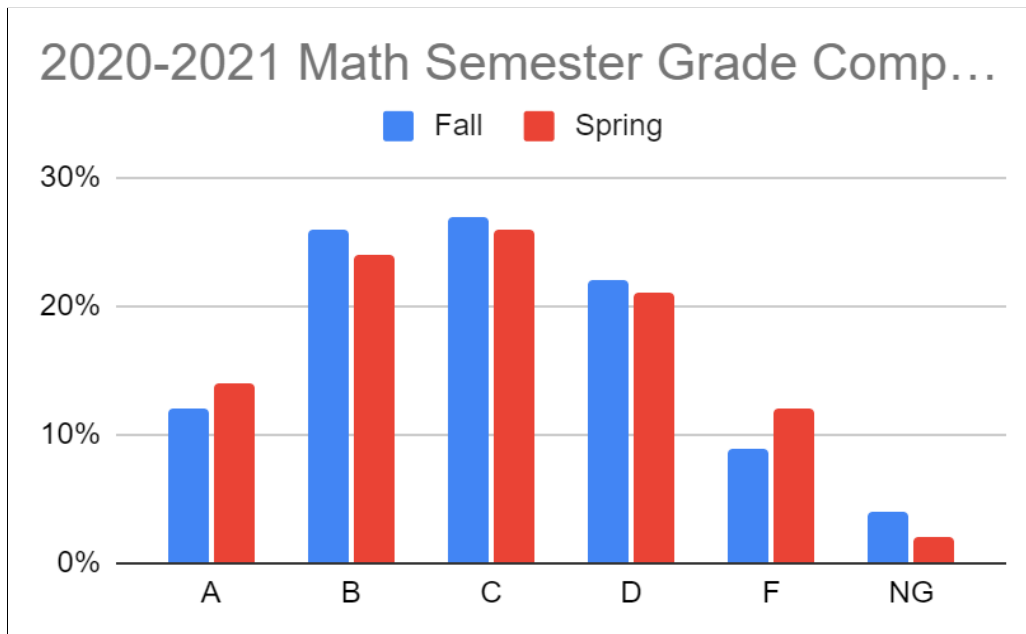
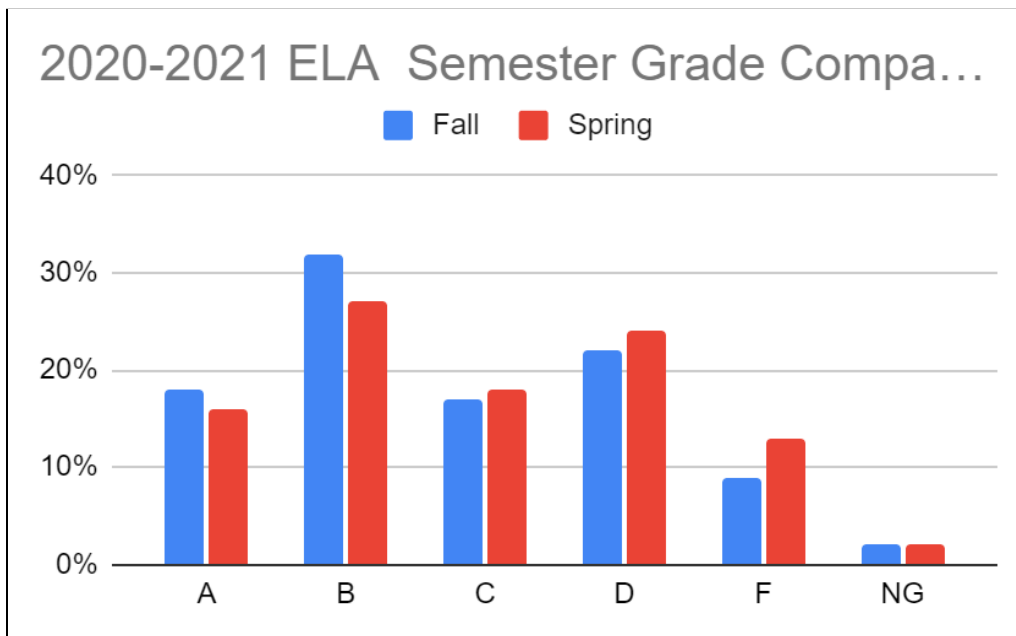


When evaluating the performance of students by significant subgroups, student performance does show some important differences both for the Fall of 2020 and over time. Low Income students outperform all students in both ELA and Math, indicating that the support in place for these students continues to be successful. Students with disabilities however, are consistently performing at a lower passing rate than their peers without disabilities in Math. English Language learners earn fewer As and Bs than their peers in ELA, but have increased in performance in Math indicating further supports are needed for these subgroups.

### Impacts of the Covid Crisis on Grades:

PVCS has determined that the high school program was set up well to support students during the transition to distance learning and this led to the success seen in the grade data. Students were already used to independent study classes, they had strong relationships with their Supervisory Teachers and tutoring and support was able to quickly transition to the virtual classroom. Virtual classes were taught in the Schoology Learning Management System, which students have been using for years, so both teachers and students were familiar with the technology. There is a high emphasis on the use of technology for both students and staff and all students had already been issued a school Chromebook, so technology did not present a barrier to learning. PVCS was also able to secure and distribute hotspots and wifi embedded computers to those families in need, without relying on outside service providers. The personalized learning model means that students have individualized learning plans, with courses already paced out at 6-9 week intervals so students are able to continue in courses and start new ones if needed. All of these program supports are of great importance as the school continues to refine the virtual program.

### 2020-2021 Fall vs Spring Semester Grade Comparison

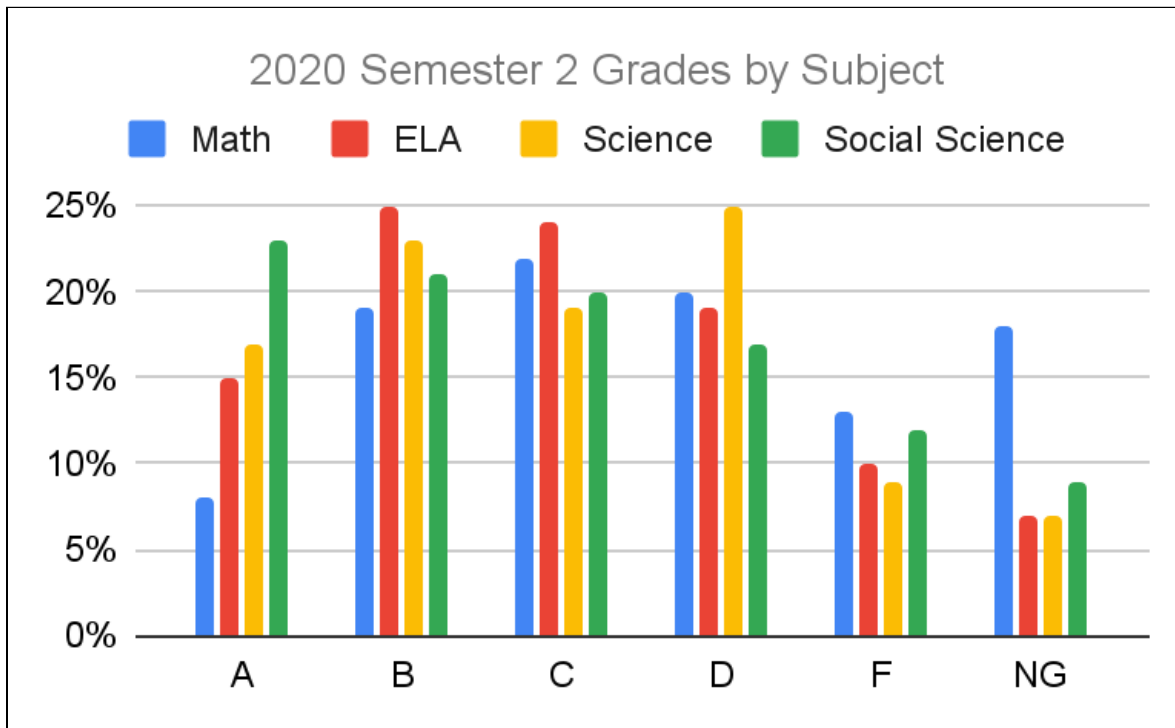
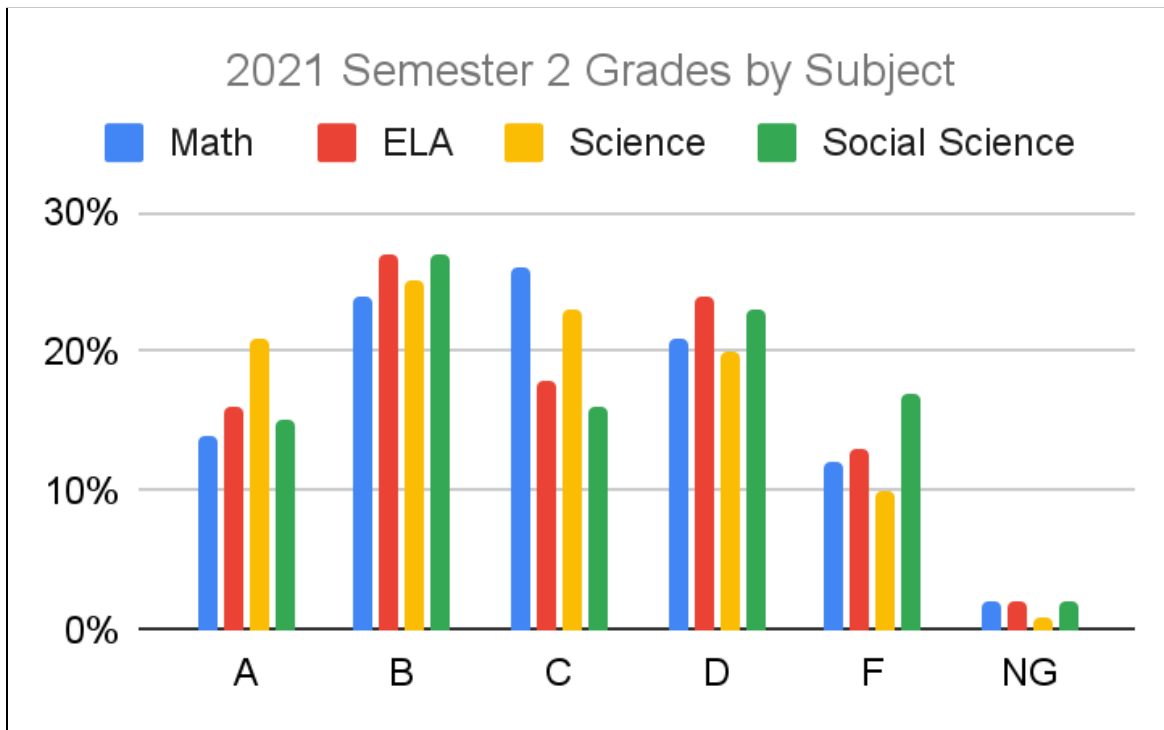


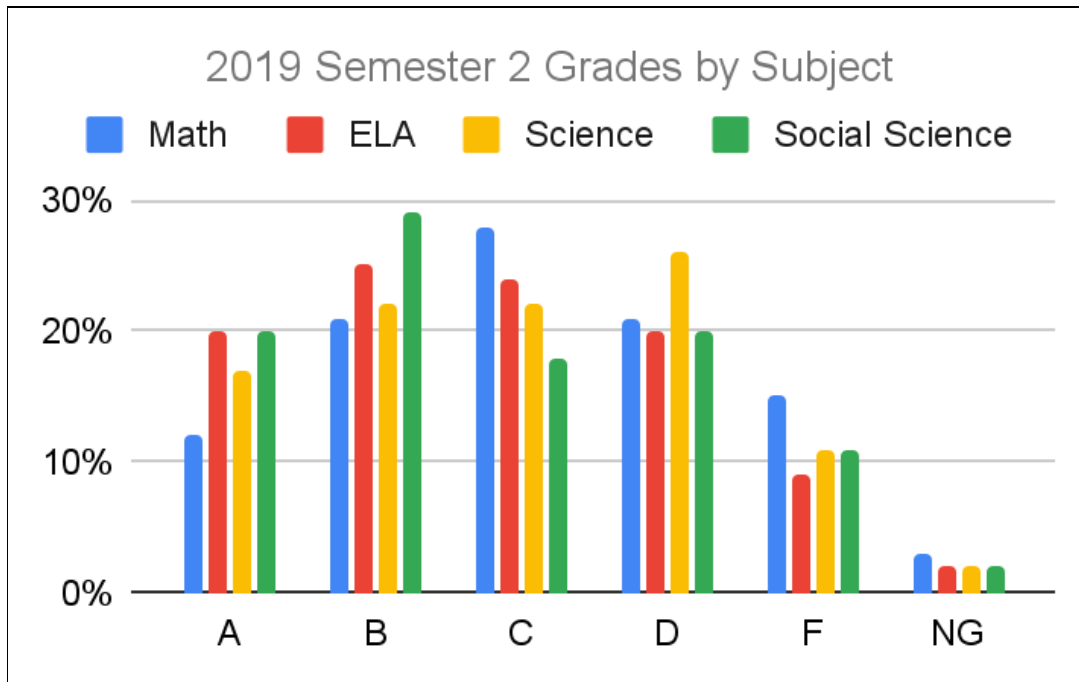
Students in ELA did perform slightly better in the Fall semester compared to the spring. This may be due to virtual learning fatigue or other Covid-19 related issues. It will be important to compare the fall and spring data from 2020-21 to 2021-22 when students return to in person classes for ELA and Math.

### Spring (Semester 2) Grade Reports

The following charts show Spring (Semester 2) grades for high school students for the previous three years, both in aggregate and by significant subgroups.

Grade Distribution by Subject Area Spring 2019-2021

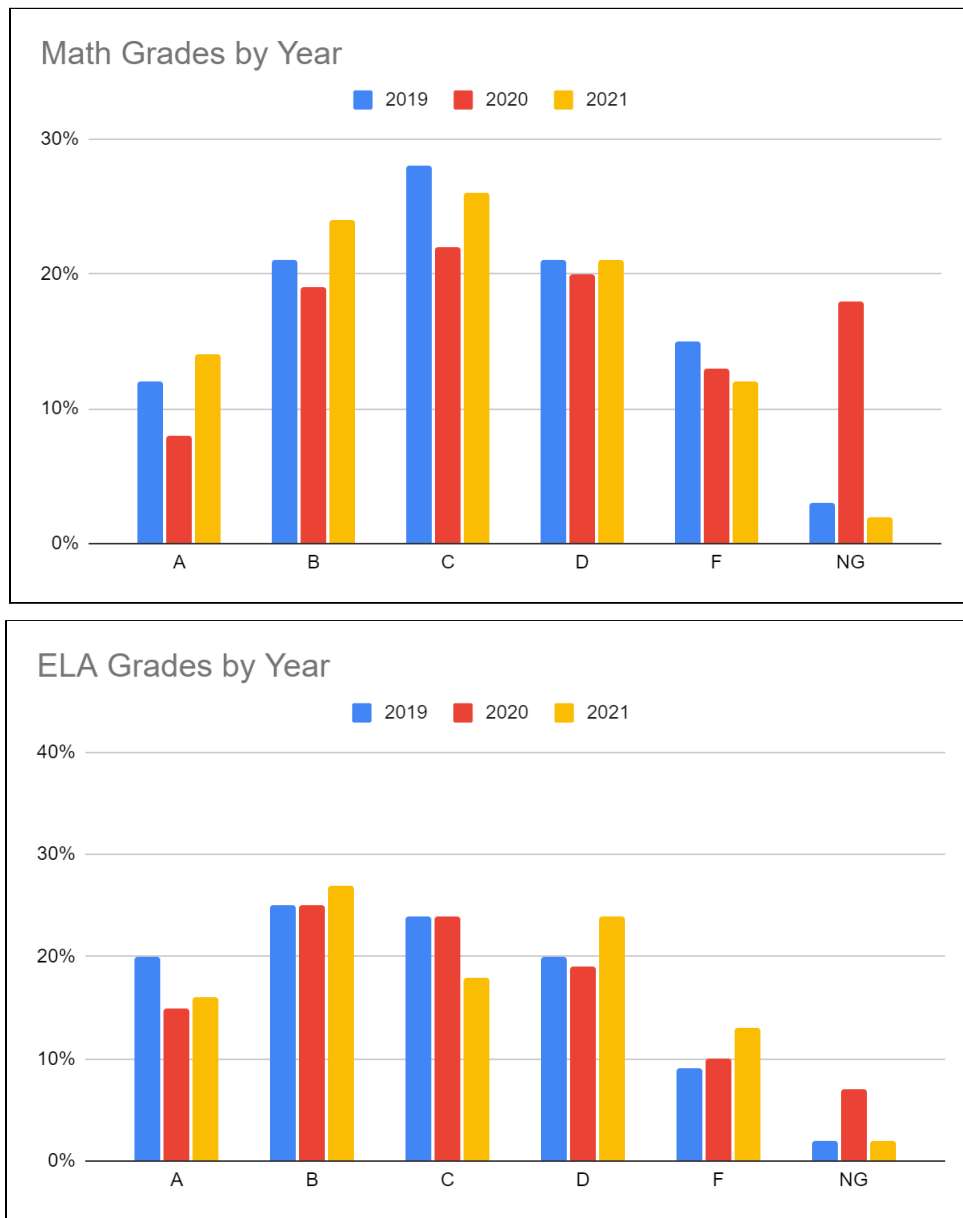




An analysis of the grade reports by subject areas show:

- There continues to be a decline in students earning failing grades in Math each year indicating that the professional development, implementation of the instructional framework and PLC work are effective.
- There was an increase in No Grades (NG) or students dropping classes during the spring of 2020 due to the switch to virtual learning caused by the stay at home orders. Many students were dropped from more difficult classes to focus on easier ones while stuck at home during the beginning of the pandemic.
- Students performed better in Science in the Spring of 2020 than in previous years. This is of concern because the only change to these courses was the suspension of the onsite Science labs, which the school will continue to prioritize when allowed. A priority of the Science PLC will be to analyze why students performed better when unable to do hands-on laboratory science without and ensure that grading practices in the lab do not penalize students' overall grades.
- There are not significant changes in student grade performance during the spring of 2021 compared to the other years, which is significant due to the disruptions caused by the pandemic during this entire school year.

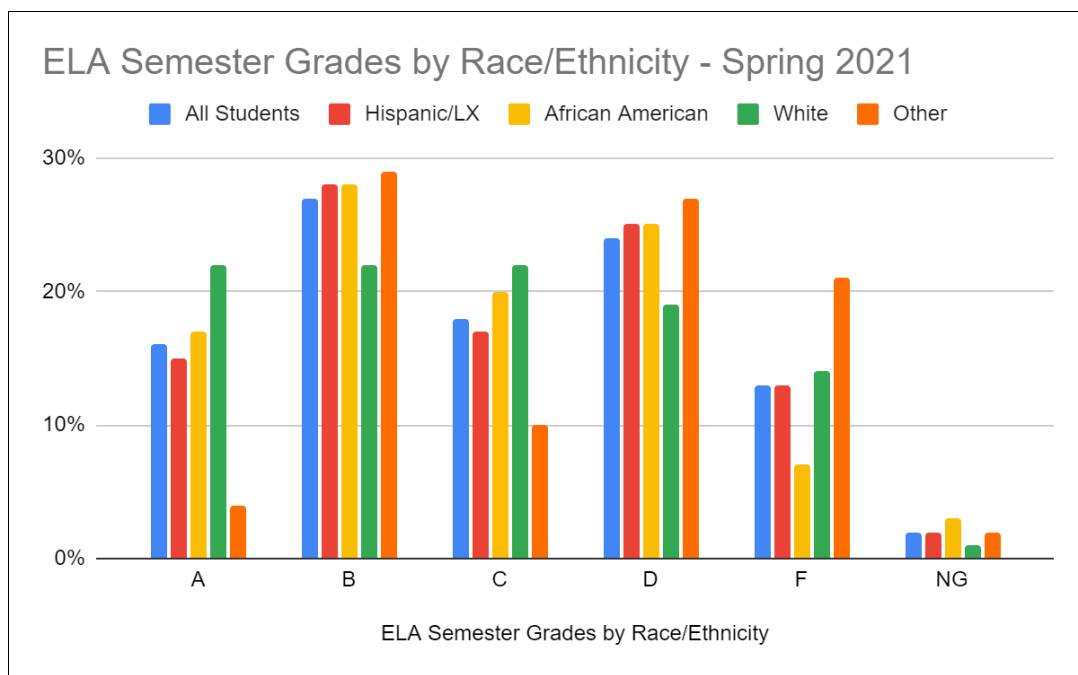
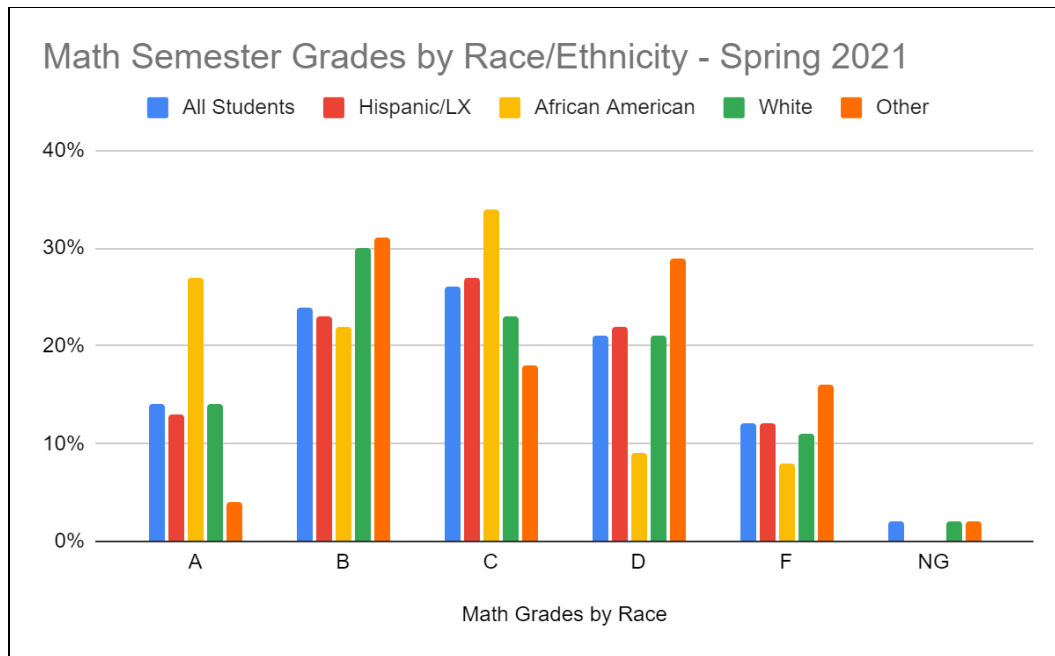
### Math and ELA Semester 2 Grade Reports Spring 2019-2021



An analysis of the grade reports show:

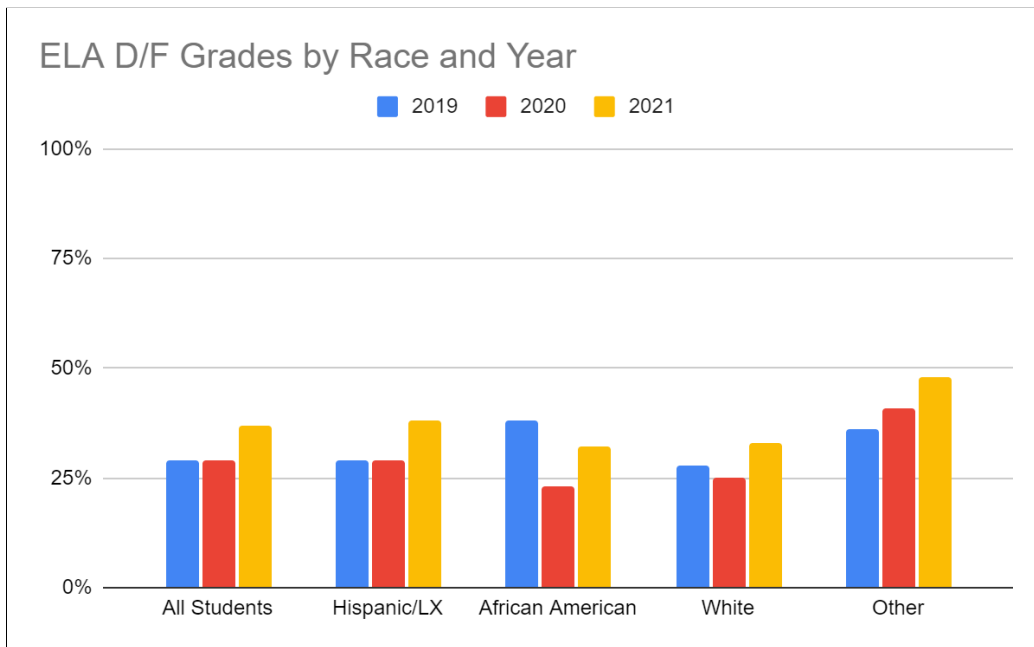
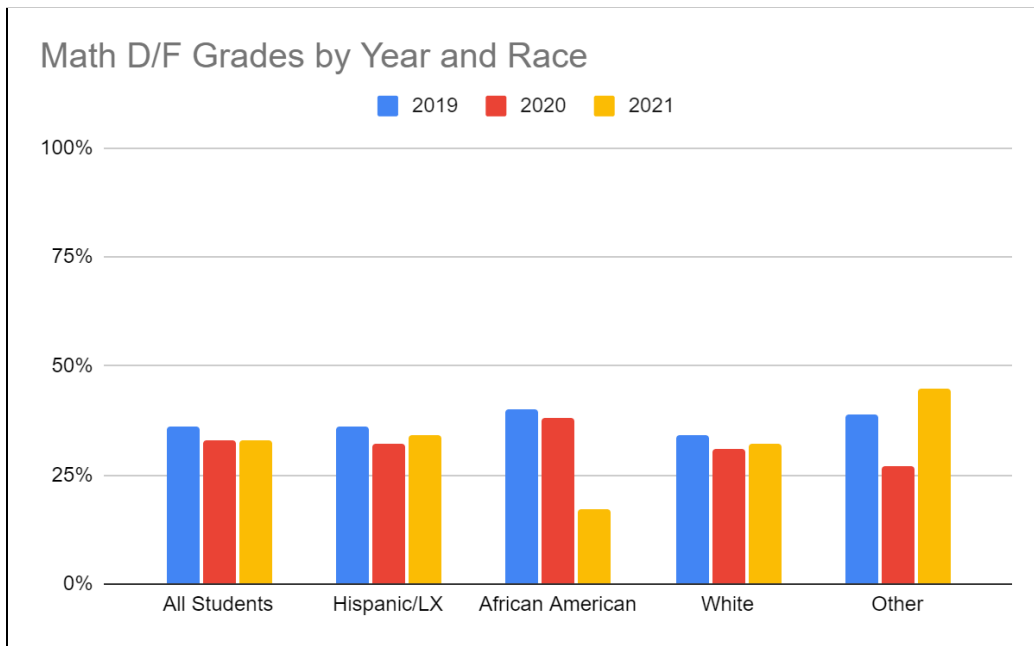
- Students perform slightly better in 2021 in math than the previous year, but not as well as the spring of 2019. This indicates that students and teachers were better able to teach/learn in the virtual environment during the second spring than in the first.
- The increase in NGs for both ELA and Math in the spring of 2020 are explained by course switches for students at the beginning of the pandemic when the stay at home order was in place.

### Grade Distribution by Race/Ethnicity Spring 2021



Although there are some slight variations in grades by race, overall there are not true statistically significant trends. Asians appear to perform worse in ELA than students of other races, however the sample size for this group is only 17 students, skewing the data. African American students do continue to outperform other races in math and further analysis of this fact will be discussed in PLCs this school year.

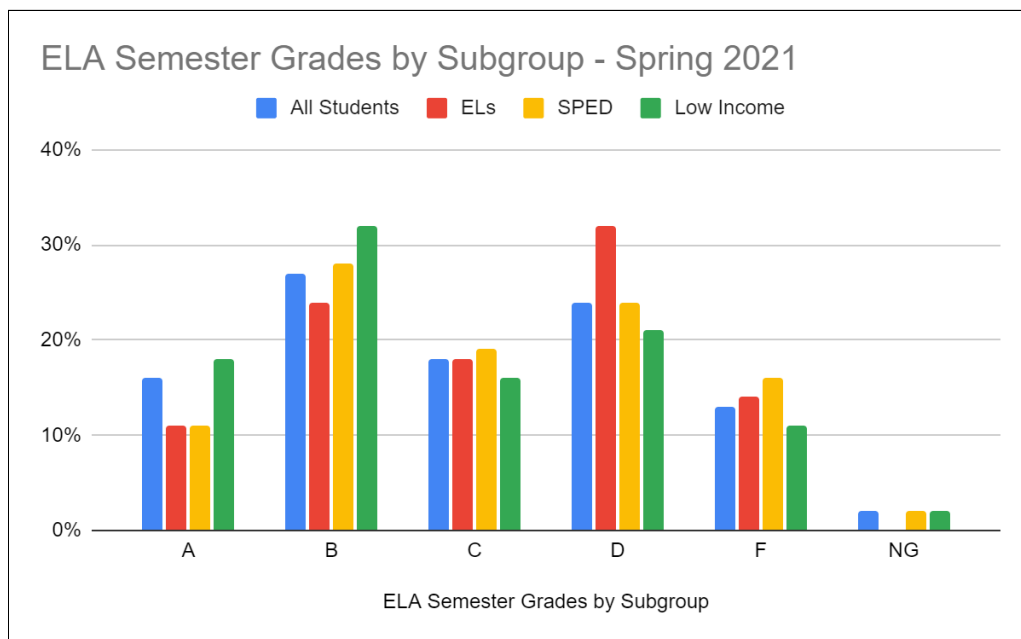
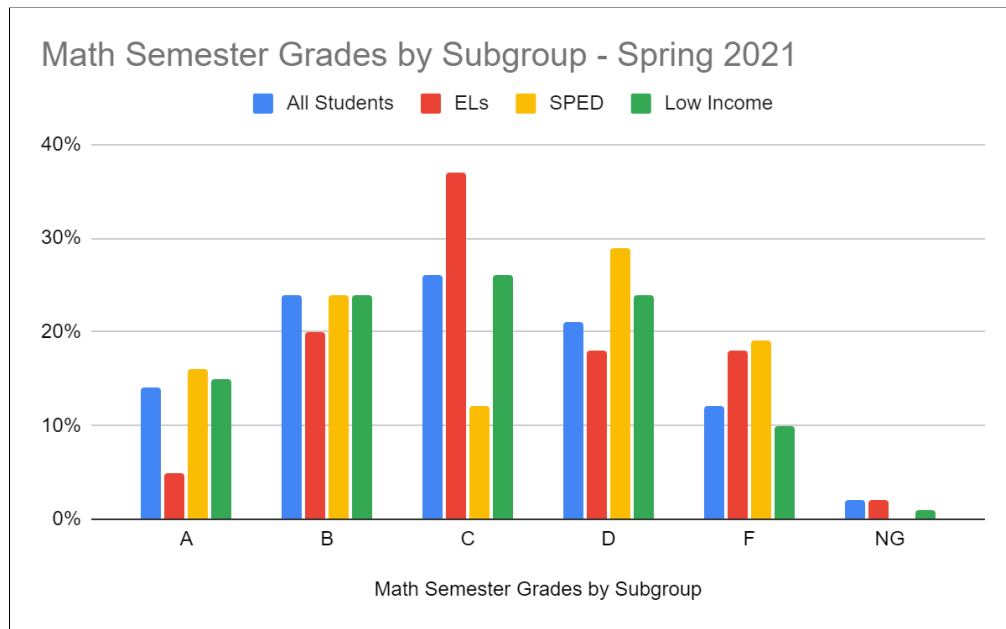
### Longitudinal D/F Grades by Race (Spring 2019-2021)



When examined over time, the trend of African American students doing better in math than other races is still evident. Students in all races performed worse in ELA than in previous years and the category of Other did perform slightly worse than all students. Overwhelmingly the school attributes this to the fact that the virtual learning format was not an appropriate way to teach/learn English Language Arts, especially in the spring semester, after students had done so for over a year. These classes will return onsite for the 2021-22 school year.



### Grade Distribution by Significant Subgroups



The data for grade distribution for spring semester grades mirrors that of the fall semester in that low income students continue to perform as well or better than all students, however English Language Learners continue to perform slightly less well as their peers in Language Arts. Special education students show lower performance in math but not language arts in this semester, however additional support for both EL and SPED students are a focus of the school. Plans for additional support for these student groups are detailed below as well as in the school's LCAP and Schoolwide Action Plan.

The following interventions have or will be put in place to support special education students perform in all subjects:

- Additional tutoring and specialized academic instruction onsite or through a virtual platform as required by their individualized education plans
- Modifications and accommodations to curriculum as dictated by student IEP
- Consultation between Education Specialist and General Education Teacher to monitor student performance
- IEP meetings held in person or virtually for all meeting types
- Add a high school Study Skills class to provide additional support and SAI for high school students as well as to build study skills for all courses and to earn credit.
- Analysis of student accommodations to ensure that correct supports are in place in classes and course work.
- Use of NWEA data to guide instruction in areas of need for students in reading and math

The following interventions and supports are targeted for English Language Learners:

- Tutoring assigned specifically to EL students by a specially trained instructional aide
- Translation services for family members to discuss student support, progress and needs
- Language supports in the curriculum including: videos, audio support, closed captioning, embedded translations and translation dictionaries
- Development of designated ELD course, hiring of ELD teacher and purchase of ELD curriculum.
- Use of NWEA data to guide instruction in areas of need for students in reading and math

## **5. LCFF Priority 5 – Pupil Engagement**

### **Graduation Rate**

The flexible enrollment policies at Pacific View mean that students enter and exit the program all throughout the year. Many students enroll for a short period of time to earn extra credits or get caught up on credits and then return to their school of residence. Some of the most vulnerable At Promise students enroll at Pacific View after being unsuccessful at other schools and are so credit deficient that they cannot possibly graduate on time. The flexibility of the programs at PVCS allows students to stay enrolled until they graduate, even after their fourth year of high school. While this flexibility is of great benefit to these students and their families, it does result in poor graduation rates as measured by the state's 4-year cohort requirements. This is another reason why PVCS applied for and was accepted for DASS status, which will change the way the state calculates graduation rates for the school beginning in the 2021-22 school year (note: the school received DASS status beginning in the 2020-21 school year, however the California School Dashboard was suspended for this year due to the Covid-19 crisis. Data for the new DASS graduation rate will be forthcoming for the 2021-22 school year instead). For now, the school finds that local calculations for graduation rate are a much better measure of student progress than the state calculations as presented below.

### **State Graduation Rates**

The following chart shows the state calculated graduation rate based on the four year cohort of students. This rate does not take into account the high number of credit deficient students enrolling in the school each year, nor the transitional nature of the program for many students, as discussed above.

Year	Rate
2017/18	47.8%
2018/19	48.9%
2019/20	56%
2020/21	57.8%

### **Local Graduation Rates**

The following chart shows the total number of graduates as measured by Pacific View. For these calculations, the school includes not only the 4 year cohort of students, but includes students who have graduated in the fifth or sixth year, as well as early graduates. The percentages show the number of 12th grade students enrolled on Oct 1 (CBEDs) day and then the number of students enrolled in January. The data is collected in October because this is a common data reporting date, but then again in January to allow for students who planned to return to their school of residence for their final semester or transitioned to Adult Ed to come out of the total. These percentages give the school a more accurate picture of students who plan to graduate at PVCS and actually do graduate each year. When calculated this way, the school reports graduation rates in line with the surrounding high schools and state rates.

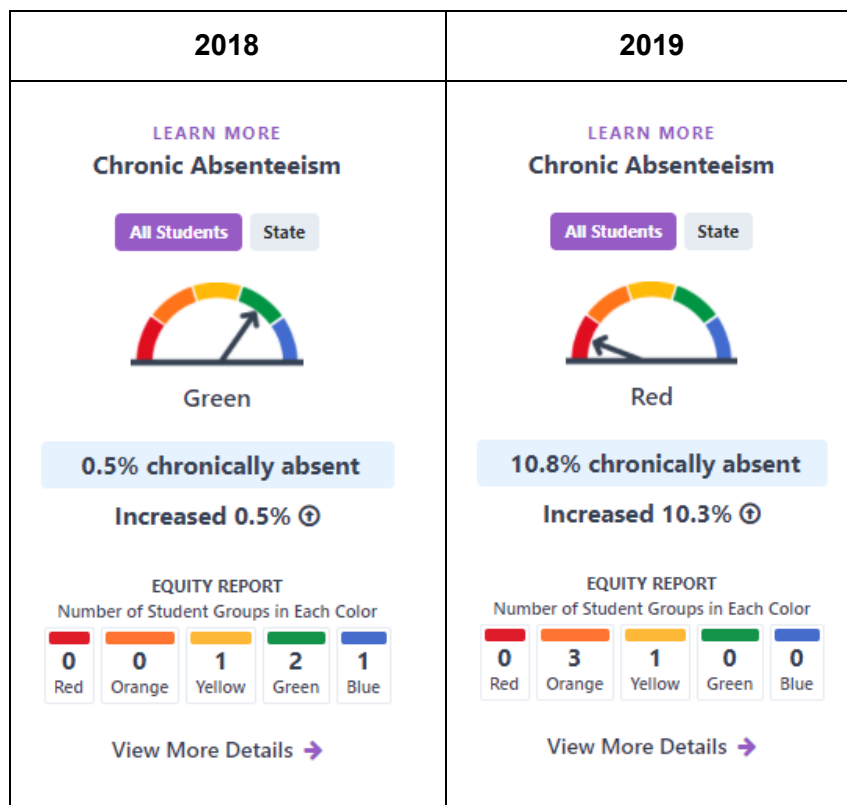
Year	Total Graduates	4-year cohort	5th Year Seniors	11 Graders	% based on CBEDS	% based on Jan. 26
2016	79	63	16	6	54%	79%
2017	97	74	20	8	66%	85%
2018	105	94	11	5	76%	96%
2019	99	88	12	6	64%	80%
2020	112	100	14	4	62%	82%
2021	115	97	12	6	54%	79%

Although PVCS feels that when local data is taken into consideration, the majority of students are successfully able to graduate from the program, any single student who fails to graduate presents a reason to continue to implement new interventions. The following are current plans the school is working on to increase future graduation rates:

- Become a DASS school so that graduation rate is calculated at a 1 year cohort instead of 4.
- Identify credit deficient students on enrollment and track progress through counselor meetings, weekly schedule and individualized graduation learning planners
- Early SST/IEP meetings for credit deficient students to set plan for success in school program
- IEPs reviewed upon enrollment and strategies and SAI are put in place to align with PVCS program
- School counselor hosts/schedules career presentations targeted at student interests.

### **Chronic Absenteeism**

Below is the California School Dashboard's performance category for chronic absenteeism. Data is not available for 2017. For 2020, data is not available due to the Covid19 pandemic.



Pacific View Charter School utilizes an independent study program with a personalized learning model. Attendance is based on time-value of assignments completed, as outlined in the Independent Study Ed Code. Therefore, most of the attendance issues that occur at a traditional school site, such as tardiness, truancy, SARB, or referrals are generally not problematic at Pacific View Charter School. There was a significant discrepancy between the data from 2018 and internal data from 2020, which showed a 0.9% chronic absenteeism rate, than that from 2019 as seen above. On further analysis of the data from the 2019 school year, the school

determined that the main reason for the increase in absenteeism was due to a mistake in the Calpads reporting and a change in the legislation that required five days notice of disenrollment for students who cannot be contacted by the school but who are no longer working in the program. The school has corrected the process for verification of Calpads data and worked with teachers to ensure that proper attendance is maintained and do expect that on future school dashboards, the Chronic Absenteeism rate will return to Green.

### **Dropout Rate for Middle and High School**

MS Dropout Rates		HS Dropout Rates	
	Rate		Rate
2018-2019	0	2018-2019	4.8%
2019-2020	0	2019-2020	4.5%
2020-2021	0	2020-2021	TBD

More than 50% of students who are categorized as high school dropouts were enrolled at PVCS for less than 30 days. In 2018-2019, five of the nine students were enrolled for less than 30 days, out of 184 seniors on CBEDS day. In 2019-2020 six of the eight students were enrolled with us for less than 30 days out of 179 seniors enrolled on CBEDS day. Please see the section above for information on strategies to improve graduation rates at PVCS.

### **Average Daily Rate of Attendance**

#### **Average Daily Attendance by Grade Level**

Grade	2017-2018	2018-2019	2019-2020	2020-2021
K	2.76	1.25	3.90	5.58
1	5.04	2.10	2.54	2.60
2	4.47	2.17	2.83	8.91
3	3.70	4.92	0.38	6.00
4	5.25	2.00	1.03	5.66
5	13.45	5.81	3.39	4.56
6	31.89	39.46	27.38	10.33
7	44.87	48.79	65.93	33.45
8	49.61	49.28	63.07	77.74
9	43.87	68.70	70.20	75.97
10	106.11	101.00	130.83	125.45
11	137.32	186.10	154.65	167.03
12	147.03	164.94	191.84	199.86

Pacific View Charter School collects attendance through work completion, rather than physical presence, due to the school being an independent study school. The above chart calculates the standard deviation of each grade level's attendance. Because there is a correlation between

attendance and work completion, the chart shows the importance and yearly improvement of both.

## **6. LCFF Priority 6 – School Climate**

### **Suspension Rate**

Suspension Rates at PVCS have remained consistently low and are primarily due to confiscation of controlled substances and not to defiance, disruptions or other discipline issues. The increase in suspensions in the 2018-19 school year was due to the implementation of Canine Drug Detection program, leading to an increase in the finding of contraband on students. The extremely low suspension rate in 2020-21 was due to the covid-19 pandemic and the lack of students on campus and the school does not anticipate keeping such a low rate in the future. The Restorative Alliance will be meeting again in the 2021-22 with the goal (among others) of developing an alternative to suspension program for students.

	<b>Suspensions</b>	<b>Exclusions</b>
2017-2018	12	0
2018-2019	23	0
2019-2020	17	0
2020-2021	2	0

### **Student Survey Results**

PVCS conducts biannual student surveys to solicit feedback on the school programs, services and the best ways to support student learning. During the Covid pandemic, additional feedback from students and families was also sought in relation to health and safety issues and the desire for students to return to campus. The last survey was issued at the end of the school year 2021. 94% of responding students rated their overall satisfaction with the school as good to great, an increase of 4% from the previous school year. 95% of students feel supported by their teachers and that they received sufficient help with their school work. 95% of students feel supported in overcoming difficulties. This indicates that efforts to create a warm and supportive environment for students have been successful and that the relationships that develop between the supervisory teacher and student are valuable and different from the traditional high school model. The fact that these numbers increased during the 2021 school year, considering the challenges faced due to the pandemic is of particular note. Also, in support of this, are the survey results indicating that 76% of students feel that the staff takes bullying seriously (a 10% increase from previous years) and 96% feel safe at school. Again, during a time of such intense fear around Covid, it is remarkable that so many students felt safe in their school environment. School support and safety is an area of strength for PVCS.

### **Extra Curricular Activities**

Overwhelmingly, the difficulties brought on by the Covid pandemic created the biggest barriers to the school being able to implement services, especially enrichment opportunities for students including field trips, college visits and opportunities for social activities. In previous school years, students were able to attend field trips, college visits, compete in co-ed club sports and student driven clubs on campus. Clubs at PVCS have included Gay Straight Alliance, Christian Fellowship, Art and Design, Conspiracy Theory Analysts, K-Pop Appreciation, and Dance. Students also are able to participate in several Co-Ed sports including Flag Football, soccer, volleyball, and basketball. Although some clubs were continued in the virtual format during the 2020-21 school year, most social activities were halted due to distance learning and cohort requirements. The school is focusing on ensuring that these programs return in the 2021-22 school year and will continue to work in the Restorative Alliance committee to build other opportunities for social activities and leadership opportunities for students.

### **Other Measures of School Climate**

Parents and staff are surveyed twice each year to solicit feedback on school programs, support services and to provide stakeholders with an opportunity to voice concerns or suggestions. Results from the most recent parent survey indicated that parents of PVCS students continue to be satisfied with the education that their child is receiving. 93% of parents rated themselves as satisfied and very satisfied with the school in general and 95% rated their child's experience with their Supervisory Teacher as Good or Great. 93% believe that their students are receiving appropriate instructional support at PVCS. 93% of families believe that PVCS is preparing their students for life beyond high school, a 20 point increase from the previous year, indicating that PVCS has shown success in sustaining and growing efforts to implement a college and career going culture on campus. In relation to Covid and the resulting school impacts, parents were split for most of the year on whether or not they wanted students onsite for services and classes, with 49% requesting onsite classes in the winter, which increased only to 55% in the spring. The school continued to offer a home study program for all students for the entire school year to service students unable to return to campus. PVCS also solicited specific feedback from parents in regards to the goals outlined in the 2021-24 LCAP. Parents requested more careers courses, information on college and financial aid applications and to bring back the college field trips in relation to Goal #1. For Goal #2, parents suggested continued tutoring both virtual and onsite, as the primary suggestion to help meet the goal. For Goal #3, parents suggested an increase in clubs to support students.

Throughout the past school year, the majority of staff feedback was solicited regarding implementation of safety protocols and gauging staff feelings regarding the pandemic. Staff was able to adapt extremely well to the virtual teaching environment and reported overwhelmingly that they felt comfortable teaching virtually as long as they were given the right training and support. 92% of staff feels that their workplace is safe, clean and in good working order for student success. 88% reported satisfaction with their position at the school. In relation to the LCAP goals, staff recommended a revision of the Exit Course, more career based elective courses, and more frequent discussions with students regarding career planning as recommendations for Goal 1. They also recommended increasing the number of students completing the FAFSA as a way of measuring success in this goal. Staff suggested tutoring with

trained ELD tutors, test prep for SBAC, and the creation of a K8 reading group as suggestions for Goal 2. For Goal 3, staff suggested bringing back school spirit and college spirit days, continuing counseling services, school wide events that focus on SEL, student PVCS shirts to promote school spirit, a return of the safety officer, curriculum for social/emotional awareness and annual training in restorative practices.

## **7. LCFF Priority 7 – Access to a Broad Course of Study**

### **College and Career Readiness**

Pacific View Charter School tracks the extent to which students are enrolled in and have access to a broad course of study through the following ways in the following grade spans: In grades K-8, student enrollment in courses is tracked through the school's student information system and monitored by both teacher and lead teachers. Student access to curriculum is also carefully monitored by the Director of Curriculum, who oversees the acquisition of new curriculum and monitors teacher lesson plans. In addition to the above mentioned measures, at the high school level, student access to a broad course of study is also tracked by the school counselor who creates graduation planners for all students. This tracks their progress towards graduation and is aligned with PVCS graduation requirements. Students with special needs are also assigned a case manager who has access to their student's courses and monitors progress through courses. Case managers also provide specialized instruction as deemed necessary through IEP meetings.

### **A/G Course Access and Completion**

Students also have access to the entire A-G sequence of courses. Students have access to curriculum designed by credentialed PVCS teachers or online curriculum and those students who need it have access to foundational curriculum that can provide remediation in deficient skills. The following chart shows PVCS' broad course of curricular options as collected through DataQuest, Fall 2019 (<https://dq.cde.ca.gov/dataquest/>. ) This data will be updated when available.

Code	Name	English Language Arts		Mathematics		Science		History/Social Science	
		# Schls	# Classes	# Schls	# Classes	# Schls	# Classes	# Schls	# Classes
3731221	Pacific View Charter	1	137	1	101	1	88	1	107
	Total	1	137	1	101	1	88	1	107

Foreign Languages		Fine Arts		Physical Education		Self-Contained Class		Other	
# Schls	# Classes	# Schls	# Classes	# Schls	# Classes	# Schls	# Classes	# Schls	# Classes
1	10	1	30	1	47	0	0	1	76
1	10	1	30	1	47	0	0	1	76

All students in grades K-12 are provided access to a broad course of study while at PVCS. However, the school has run into barriers in providing a CTE Pathways program for high school students. Most students at PVCS come to the school in their 3rd or 4th year of high school, making it difficult to create a cohort of students who would be able to complete a multi-year career pathway program. In addition, the small size of the school and the diverse interests of the students makes it difficult to select one pathway that would be of interest to a



sufficient number of students. For this reason, PVCS has chosen to provide access to CTE courses through an online curriculum provider and not pursue a pathways program at this time. During the 2021/22 school year, the school plans to increase the number of Career Elective courses available to high school students as identified in the 2021-2024 LCAP.

## 8. LCFF Priority 8 – Other Pupil Outcomes

### School Budget Summary

The annual budget is prepared with conservative enrollment figures and sufficient staff, supplies and facilities to serve all students. The budgetary process ensures that four times a year the budget ending balance is positive and provides adequate reserves. Consequently, the school has a positive ending balance even in these difficult times. The Board of Trustees has supported this conservative approach annually for more than 20 years.

PACIFIC VIEW CHARTER SCHOOL MULTI-YEAR PROJECTION 2018-2021 Proposed/Adopted Budget								
		2017-18 Estimated Actuals Budget	2018-19 Estimated Actuals Budget	2019-20 Estimated Actuals Budget	2020-2021 Estimated Actuals Budget	2021-22 Proposed Adopted Budget	2022-23 Projected Budget	2023-24 Projected Budget
<b>ENTERPRISE FUND</b>								
<b>A. REVENUES</b>								
1) Revenue Limit Sources	8010-8099	5,532,134	6,676,281	7,744,208	7,850,339	8,605,979	9,334,856	10,102,693
2) Other Federal Revenues	8100-8299	0	0	0	202,216	0	0	0
3) Other State Revenues	8300-8599	217,120	583,796	38,693	1,338,130	177,623	177,623	177,623
4) Other Local Revenues	8600-8799	25,679	405,580	573,200	503,057	560,421	560,421	560,421
<b>5) TOTAL REVENUES</b>		<b>5,774,933</b>	<b>7,665,657</b>	<b>8,356,101</b>	<b>9,893,742</b>	<b>9,344,023</b>	<b>10,072,900</b>	<b>10,840,737</b>
<b>B. EXPENDITURES</b>								
1) Certificated Salaries	1000-1999	2,534,736	2,813,000	4,150,428	3,614,280	3,757,309	3,870,028	3,986,129
2) Classified Salaries	2000-2999	657,089	750,563	1,102,385	1,181,845	1,151,936	1,186,494	1,222,089
3) Employee Fringes	3000-3999	943,439	1,153,215	1,620,304	1,731,174	1,813,549	1,938,789	2,035,937
4) Books, Supplies, Non-Capital Equip	4000-4999	318,244	217,233	676,519	422,283	498,479	513,433	528,836
5) Services, Other Operating Exp	5000-5999	1,472,711	2,204,457	2,481,092	1,749,283	2,080,011	2,142,411	2,206,684
7) Other Outgo	7100-7299	0	0	0	0	0	0	0
8) Direct Support/Indirect Costs	7300-7399	0	0	0	0	0	0	0
<b>9) TOTAL EXPENDITURES</b>		<b>5,926,219</b>	<b>7,138,467</b>	<b>10,030,728</b>	<b>8,698,865</b>	<b>9,301,284</b>	<b>9,651,156</b>	<b>9,979,675</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES &amp; USES</b>								
		<b>-151,286</b>	<b>527,190</b>	<b>-1,674,627</b>	<b>1,194,877</b>	<b>42,739</b>	<b>421,744</b>	<b>861,062</b>
<b>D. Other Financing Sources/Uses</b>								
1) Interfund Transfers In - 8919			80,000					
2) Interfund Transfers Out - 7619			-80,000					
<b>E. Net Increase(Decrease) in Fund Balance</b>		<b>-151,286</b>	<b>527,190</b>	<b>-1,674,627</b>	<b>1,194,877</b>	<b>42,739</b>	<b>421,744</b>	<b>861,062</b>
<b>F. FUND BALANCE, RESERVES</b>								
1) Fund 62/62-01 Beginning Balance/July 1		<b>4,137,174</b>	<b>5,208,237</b>	<b>6,560,279</b>	<b>6,560,279</b>	<b>7,755,156</b>	<b>7,797,895</b>	<b>8,219,639</b>
2) Ending Balance		<b>3,985,888</b>	<b>5,735,427</b>	<b>4,885,652</b>	<b>7,755,156</b>	<b>7,797,895</b>	<b>8,219,639</b>	<b>9,080,701</b>
<b>Components of Fund Balance</b>								
Restricted for Econ Uncert.		177,787	214,154	300,922	260,966	279,039	289,535	299,390
Restricted for Special Purposes		3,808,101	5,521,273	4,584,731	7,494,190	7,518,857	7,930,105	8,781,311
Undesignated		0	0	0	0	0	0	0
<b>Total Components of Fund Balance</b>		<b>3,985,888</b>	<b>5,735,427</b>	<b>4,885,652</b>	<b>7,755,156</b>	<b>7,797,895</b>	<b>8,219,639</b>	<b>9,080,701</b>
<b>SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS</b>								
		<b>169,248</b>	<b>169,248</b>	<b>169,248</b>	<b>169,248</b>			

## F. Perception Data

Parent Of 2020 graduate	<p>My son started his junior year at Pacific View Charter in Oceanside. He transferred from Oceanside High School where he was struggling to pass his classes. The classroom setting at Oceanside was not a good fit for my son. Too many distractions. He struggled in the oversized classrooms and the lack of connection with the teacher's themselves.</p> <p>Pacific View Charter has a great program. The instructors are amazing and the teacher/student ratio is perfect. Very hands on!! My son's teacher, Mr Merrill, was committed to our son's success. He showed extreme patience and dedication throughout. I love the connection we had made and will miss Mr. Merrill very much.</p> <p>My son graduated!!! I highly recommend Pacific View Charter.</p>
Student 2020 Graduate	<p>"It really surprised me that she (Supervisory teacher) took her time to grade my work and that made me feel a part of the school--something I never felt before. I think being at Pacific View really helped me become more independent and how to manage my time. I'm still working on it, but they have taught me some skills that I will continue to use in the future." --Anonymous Class of 2020 graduate</p>
Student 2020 Graduate	<p>The decision to move from my hometown's most popular public school and the school that all of my siblings had attended before me, (local public school), to instead attend Pacific View Charter School may have been the most important decision in my educational career. I feel that Pacific View was able to cater to my specific needs in ways that a classical public school never could. I had more personal relationships with my teachers who showed support in my interests and potential, the curriculum put much more emphasis on independent study, and the fluid schedule forced me to learn time management as well as freed me to work with my father during the day. - Class of 2020 graduate</p>
2021 Grad	<p>I came from public school very lost, missing a lot of days of school. Mr. Garrett has been such an amazing teacher helping me stay on track and get better grades than I have gotten at public school. The staff is so kind and the teachers as well.</p>
2021 MV Grad	<p>As a student in Pacific View Charter School, I experienced a lot of help with teachers. I highly appreciate their time they took to explain my assignments and work hard with me. I highly appreciate their service towards me.</p>
2021 Grad	<p>This school is amazing!!</p>
2021 Grad	<p>Love the friendly faces around. Big plus for the dogs.</p>
2021 Grad	<p>PVC has provided a learning environment that is flexible to my learning needs as well as fun and caring. I really like having a home teacher that I could bond with!</p>
	<p>"This school was amazing and I received all the help I needed, and had options</p>

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	I wouldn't normally have. It's due to this program that I am as successful as I am now and I'm graduating a year early!" - Israel Buelna Espinoza
2021 Grad	It's been a great pleasure working with Piper's Supervisory teacher (Kasandra Smith) who has benefited Piper significantly through her caring instruction and communication.
2021 Grad	My experience at pacific view was very good everyone was very nice and it was a peaceful working environment
2021 Grad	My experience on pacific view is that I get all the help I need because supervisor teachers are there to help you and graduate with a perfect grade. Another thing that also helps me is getting help from the tutors at the computer lab, they are there to help students to finish their work that is related to history, math, science, English and others. However, for me I improve from working independently because I do my work at school or at home and I always ask for help wherever I need it to stay ahead.
Student	This whole staff really cares about the students and their education. We are working through the Schoology program and the staff has been there every step of the way. We have 2 children attending PVCS and are happy to be here!
Parent	Pacific View has been a tremendous breath of fresh air for our family. We had recently found ourselves in a place where my student was no longer thriving in the traditional setting. We came to PVCS and the teachers were engaging, they see my student as an individual and are able to challenge, encourage and hold her accountable to where she is at. The smaller class size allows for the teachers to know each student, and push and pull back allowing the student to be seen as more than a test score and actually thrive in the school setting. We have appreciated the communication and persistence in seeing their students grow in not only their education, but as a whole person.
Grandparent	We are new to Pacific View this year and my granddaughter is in the 8th grade. She has had a very positive start considering our crazy times. She likes all her teachers and I feel they are very interested in seeing the students succeed. If the kids aren't on task you get an email letting you know. My granddaughter is looking forward to getting back to in person instruction, because she really enjoys being in the classroom. For us this choice for a school has been a good one.

## G. Summary of Profile

### Data Implications:

Students continue to make gains in the program as measured by school semester grades and disaggregated SBAC scores compared to similar schools. There is a need to grow skills in reading and math, particularly with special education students and English Language Learners. English classes are best taught in person, while the data shows that math classes

have success in both the virtual and in person format. Families continue to want a small school with social/emotional support for students and an increase in activities. There is a need to further develop the virtual learning program to provide appropriate services for these students as well as to continue to grow enrollment for the school.

**Preliminary Student Learner Needs:**

Three major preliminary student learner needs have been identified based on the data. The first major need is the development of reading and math skills for students with exceptional needs. The number of students with IEPs continues to increase every year. At the time of the last mid cycle visit, PVCS had 18% of students in the SPED department. Currently, PVCS has 37 additional SPED students, for a 3% increase.

The second major need is the development of further intervention to support learning development of English Language Learners. These students continue to struggle, especially in language arts classes. Finally, although the school's graduation rates are much higher than what is shown through the state calculation, the fact that the majority of students who attend PVCS in high school, come to the school credit deficient and at risk of dropping out, means that there is a need to continue to increase services and supports to build a college and career readiness school culture and provide supports to students so that they can develop a clear path to graduation and a life beyond.

**Questions For Analysis:**

- How does the school grow the virtual program to include all the supports provided to onsite students?
- What additional interventions need to be in place to support the reading and math development of special education students?
- Is the progress of sped students being monitored effectively?
- What additional support do English Language Learners need to progress through their coursework and to develop English proficiency?
- How is the school monitoring student progress towards graduation?
- What interventions and supports are there to help credit deficient students reach graduation?
- What additional emotional and social interventions need to be established to help students reconnect to the school community after prolonged absence and distance learning?

## Chapter III: Self-Study Findings

### Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

#### A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

#### Indicators

**A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

**A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes:** There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes*.

**A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP:** Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

**A1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>The school has a clear vision and mission statement that is reviewed and updated periodically by stakeholders.</p> <p>Feedback for the LCAP and schoolwide goals and actions are solicited each year through PLC meetings, Surveys and conversations with families, students and staff.</p> <p>The school board holds an annual public hearing to solicit further feedback on the LCAP prior to its adoption each year.</p> <p>Stakeholders are surveyed biannually to ensure that they have complete knowledge of the school's mission, vision, SLOs and LCAP and can provide input to the progress of student performance and learning.</p> <p>The weekly meetings between teachers, parents and students are another place where stakeholders are able to reaffirm their commitment to the vision and purpose of the school.</p>	<p>LCAP Surveys:  <a href="#">Students</a>  <a href="#">Parents</a>  <a href="#">Staff</a></p> <p>PLC Notes (20/21):  <a href="#">Social Studies</a>  <a href="#">ELA</a>  <a href="#">Math</a>  <a href="#">Science</a>  <a href="#">K8</a>  <a href="#">SPED</a></p> <p>Curriculum Committee Notes:  <a href="#">21/22</a>  <a href="#">20/21</a>  <a href="#">19/20</a></p>

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<p>Updates to vision and mission:</p> <p><b>MISSION:</b> The Pacific View Charter School community is focused on the success of each student and partners with parents/guardians in the education of their children. The school is committed to providing a safe and inclusive educational environment for all students. Highly skilled credentialed teachers guide the learning process using personalized learning, resources, and curriculum to prepare students for college and/or careers.</p> <p><b>VISION:</b> Students at Pacific View Charter School use technological tools and research based curriculum to achieve personal and academic success. In a Personalized Learning environment, the students develop the skills they need to be prepared for college and the workforce. Pacific View Charter School students learn to collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.</p>	<p>Annual LCAPs: <a href="#">21-24</a> <a href="#">20/21</a> (Learning Continuity Plan) <a href="#">19/20</a></p> <p>Teacher Meeting Notes (Located in Contact Manager on School Pathways LMS)</p>
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**A2. Governance Criterion**

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single Schoolwide Action Plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

**Indicators**

**A2.1. Understanding the Role of the Governing Board and District Administration:** The school community understands the governing authority's role, including how stakeholders can be involved.

**A2.2. Relationship between Governing Board and School:** The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

**A2.3. Uniform Complaint Procedures:** The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

**A2. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Currently have a community member and parent serving on the board.</p> <p>Leadership team attends monthly board meetings</p> <p>Entrance Survey solicits interest for parents on becoming a board member</p> <p>The school has bylaws that clearly explains the requirements for serving on the board, dictates the number of board members, term limits and officer roles.</p> <p>The Board Policy establishes the parameters for the governing boards authority and processes</p> <p>Board agenda and meeting minutes are posted to the website monthly</p> <p>Meeting dates, times and locations are posted to the website</p> <p>The Uniform Complaint Procedures are located in the Student Handbook which is located on the school's website</p> <p>Upon enrollment all families are provided with information on the Uniform Complaint Procedures</p>	<p><a href="#">Board Agendas and Meeting Minutes</a></p> <p><a href="#">Entrance Survey</a></p> <p><a href="#">PVCS Bylaws</a></p> <p>Board Policies (located in student handbook)</p> <p><a href="#">Student Handbook</a></p>

### A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the Schoolwide Action Plan/SPSA and make recommendations to modify the LCAP as needed.

#### Indicators

**A3.1. Broad-Based, Inclusive, and Collaborative:** The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

**A3.2. School Action Plan/SPSA Correlated to Student Learning:** The school's Schoolwide Action Plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

**A3.3. Collective Accountability to Support Learning:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

**A3.4. Internal Communication and Planning:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Performance data, including grade reports, state and local assessment review and surveys are reviewed by the leadership team in the weekly meetings. Data is also reviewed in the Curriculum committee and the PLC Leads bring data to department PLCs for additional review and feedback.</p> <p>As an independent charter school, the LCAP serves as the school's action plan. The LCAP is driven by the analysis of student data through data analysis meetings by leadership, curriculum committee and the department PLCs.</p> <p>Decisions regarding program changes, new curriculum and initiatives are driven through feedback from staff through surveys, staff meetings and the weekly department PLCs. PLC leads bring suggestions to the Curriculum Committee for discussion, and the Curriculum Committee makes recommendations to the Leadership team for final decisions and planning.</p>	<p>Leadership Meeting Minutes  <a href="#">21/22</a>  <a href="#">20/21</a></p> <p>PLC Notes (20/21):  <a href="#">Social Studies</a>  <a href="#">ELA</a>  <a href="#">Math</a>  <a href="#">Science</a>  <a href="#">K8</a>  <a href="#">SPED</a></p> <p>Curriculum Committee Notes:  <a href="#">21/22</a>  <a href="#">20/21</a>  <a href="#">19/20</a></p> <p>Staff Survey Results: <a href="#">Staff</a></p> <p><a href="#">Organizational Chart</a></p>



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The school's Organizational Chart drives the processes for internal communication. Staff has access to communicate concerns with their supervisor. Feedback is solicited at weekly meetings and PLCs. The Employee Handbook outlines the procedures for the Uniform Complaint processes.

[Employee Handbook](#)

**A4. Staff: Qualified and Professional Development Criterion**

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

**Indicators**

**A4.1. Qualifications and Preparation of Staff:** The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

**A4.2. Professional Development and Learning:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.3. Measurable Effect of Professional Development on Student Learning:** There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

**A4.4. Supervision and Evaluation:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.5. Communication and Understanding of School Policies and Procedures:** The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>All new hires are vetted through HR using the NASDTEC.</p> <p>Upon employment, new staff are trained for specific job duties by their supervisor.</p> <p>New staff completes all mandated training through the JPA</p> <p>All teachers are California certificated.</p> <p>Professional development is provided to staff during the school year based on identified schoolwide needs.</p> <p>Training is provided as new technology and systems are implemented.</p> <p>PLCs meet weekly by department to analyze data and refine professional practices.</p> <p>Teaching staff participate in a self evaluation and determine professional development goals at the beginning of the year.</p> <p>Teachers are assigned a coach to help them reach their professional development goals.</p> <p>Teachers are observed by coaches and supervisors and</p>	<p>New Hire Transcripts, Resumes, References, Verification of Experience</p> <p>DOJ and FBI Fingerprinting</p> <p>Pre-employment physical (Located in Locked Personnel Files)</p> <p><a href="#">JPA LMS Training Platform</a></p> <p>Professional Development Calendar: <a href="#">20/21</a> <a href="#">19/20</a></p>

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<p>provide feedback in conferences to help improve instruction. Teaching staff is evaluated biannually. Classified staff is evaluated annually. The Employee Handbook clearly outlines school policies and procedures and is updated periodically. Updates are reviewed by legal counsel.</p>	<p>PLC Notes (20/21): <a href="#">Social Studies</a> <a href="#">ELA</a> <a href="#">Math</a> <a href="#">Science</a> <a href="#">K8</a> <a href="#">SPED</a></p> <p><a href="#">Observation Forms</a></p> <p><a href="#">Self Evaluations</a></p> <p><a href="#">Staff Evaluation Plan/Timeline</a></p> <p>Individual Staff Evaluations (located in Personnel Files)</p> <p><a href="#">Employee Handbook</a></p>
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**A5. Resources Criterion**

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**Indicators**

**A5.1. Resource Allocation Decisions:** The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school Schoolwide Action Plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

**A5.2. Practices:** There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.3. Facilities Conducive to Learning:** The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

**A5.4. Instructional Materials and Equipment:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

**A5.5. Resources for Personnel:** Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

**A5. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Resource allocation is determined through analysis of student data. Leadership meets weekly to discuss student performance and school needs. The annual LCAP is developed based on this data analysis and drives the allocation of resources throughout the school year. The school's LCAP sets goals for student performance, college and career readiness and social/emotional supports.</p> <p>Budgets are developed each year. Meetings are held to review resource needs with leadership and budget holders. Budget holders meet with staff members to review data and discuss resource needs prior to budget meetings.</p> <p>The school follows all GAAP.</p> <p>The school uses the SD County Office of Education for accounts payable and payroll services.</p> <p>The school undergoes an rigorous independent annual audit.</p> <p>The safety committee meets periodically to review school safety practices and ensure that the facility is safe for student and staff use.</p>	<p>Annual LCAPs:  <a href="#">21-24</a>  <a href="#">20/21</a> (Learning Continuity Plan)  <a href="#">19/20</a></p> <p>Advisory Meeting Minutes  <a href="#">21/22</a>  <a href="#">20/21</a></p> <p>Annual Budgets  <a href="#">18-19</a>  <a href="#">19-20</a>  <a href="#">20-21</a>  <a href="#">21-22 Proposed</a></p> <p>All Committee Meeting Notes  (see above)</p> <p>Annual Audit Reports  <a href="#">2020</a></p>

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<p>Facility infrastructure is annually evaluated. All major infrastructure is serviced quarterly.</p> <p>The curriculum committee meets weekly to review curricular needs for students and makes recommendations for new curriculum and materials.</p> <p>There is a process for staff to request instructional materials as needed.</p> <p>All instructional materials are inventoried annually and replaced as needed to ensure that each student has access to individual textbooks and materials.</p> <p>Chromebooks are issued to all students in grades 6-12 and any elementary student requesting one. Hotspots for internet connectivity are available to any student who needs internet access at home.</p> <p>Resources are allocated for both classified and certificated professional development. Staff can also request additional professional development through the PD Request forms.</p> <p>Employee Assistance Program are available to all staff members.</p> <p>Virtual PD opportunities are compiled and accessible through the school's Google resources.</p> <p>Employment opportunities are posted through Edjoin.</p> <p>All staff are provided the technology and supplies needed to effectively perform their duties.</p>	<p style="text-align: center;"><a href="#">2019</a></p> <p><a href="#">Safety Meeting Notes</a></p> <p><a href="#">Instructional Materials Request Forms</a></p> <p><a href="#">Textbook Request Form</a></p> <p><a href="#">Textbook Availability Spreadsheets</a></p> <p><a href="#">EAP Flyers</a></p> <p>Professional Development Calendar:</p> <p style="text-align: center;"><a href="#">20/21</a></p> <p style="text-align: center;"><a href="#">19/20</a></p> <p><a href="#">Professional Development Request Form</a></p> <p><a href="#">Online LMS for PD from SDCOE</a></p>
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**A6. Resources Criterion [Charter Schools only]**

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

**Indicators****A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement:**

The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

**A6.2. Regular Accounting and External Audit Procedures:** The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

**A6.3. Processes for Implementation of Financial Practices:** The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

**A6.4. Budgeting Process — Transparency:** The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

**A6.5. Adequate Compensation, Staffing, Reserves:** The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

**A6.6. Marketing Strategies:** The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

**A6.7. Informing the Public and Appropriate Authorities:** The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

**A6. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Budget meetings are held annually to plan each year's budget with leadership and budget owners.</p> <p>The school also develops a three year projected budget that is annually approved by the governing board</p> <p>Staff, students and families (stakeholders) are surveyed each year during the development of the school's LCAP for input on resource allocation and student needs.</p> <p>An independent annual audit is conducted each year and is presented to the governing board.</p> <p>The governing board approves the school's fiscal policies and CDE approved auditor selection.</p> <p>The school contracts with SDCOE PeopleSoft Financial System.</p>	<p>Budgets</p> <p><a href="#">18-19</a></p> <p><a href="#">19-20</a></p> <p><a href="#">20-21</a></p> <p><a href="#">21-22 Proposed</a></p> <p><a href="#">Board Meeting Minutes</a></p> <p>LCAP Surveys:</p> <p><a href="#">Students</a></p> <p><a href="#">Parents</a></p> <p><a href="#">Staff</a></p> <p>Annual Audit Reports</p> <p><a href="#">2020</a></p>

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<p>There is a requisition/PO process for all purchases.</p> <p>Budget reports are taken to the board for approval four times a year, which are then sent to the authorizer, county and state.</p> <p>School maintains adequate reserves, which are monitored on a continual basis.</p> <p>The school also maintains a deferred maintenance account to ensure facilities are adequate and well maintained.</p> <p>The leadership team meets regularly to evaluate student needs which determines staffing requirements.</p> <p>The school conducts salary comparisons on a triannually schedule to ensure competitive compensation.</p> <p>The school has a marketing committee that meets monthly to determine best ways to communicate the school's services to the community.</p> <p>The school researches families' education needs to provide appropriate educational options.</p> <p>The school contracts with Schola to support the school's marketing team in the analysis of marketing data.</p> <p>The school utilizes social media and the school's website to advertise programs and services offered by the school.</p> <p>Compliance reports are taken to the board for approval four times a year, which are then sent to the authorizer, county and state.</p>	<p><a href="#">2019</a> <a href="#">Fiscal Policies</a> First Interim Report Second Interim Report Unaudited Actuals Report (Reports located in Board Meeting Minutes) Advisory Meeting Minutes <a href="#">21/22</a> <a href="#">20/21</a> Salary Comparison Data (conducted as needed) <a href="#">Marketing Meeting Notes</a> <a href="#">Schola website</a> <a href="#">School website</a></p>
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**ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:  
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.\*

**Areas of Strength**

1. The school has a process for reviewing and revising the mission, vision and SLOs and ensures that school stakeholders have a clear understanding of each.
2. The school has developed clear plans for professional development that are guided by the school goals and student learning needs and ensures that all professional development activities are aligned with this plan.
3. The school has board-approved fiscal policies and procedures to ensure sound fiscal practices, with proper internal controls and allocates resources to implement, monitor and accomplish the SLOs and annual LCAP.
4. The school maintains clear board policies that are aligned with the vision, mission and SLOs and maintains a clear understanding of the relationship between the governing board and professional staff.
5. Resources are appropriately allocated for acquiring and maintaining standards aligned instructional materials and equipment to ensure that all staff can complete their job duties and support student learning.
6. All teaching staff are California credentialed, appropriately placed in their teaching positions and meet all state requirements from the California Teaching Commission.
7. The school has effectively established integrated protocols and procedures for both school sites to ensure that all students at both sites received the same high quality educational services.

**Areas of Growth**

1. There is a need to continue to develop methods for encouraging parent and community participation in the school's governance.
2. There is a need to continue to grow enrollment at both school sites through a variety of marketing strategies.
3. There is a need to develop the DELAC Committee.

The preliminary student learner needs identified in Chapter 2 are:

- Development of reading and math skills for students with exceptional needs
- Support with language development for English Language Learners
- Need to continue to increase support and services so students develop a clear path to graduation and life beyond high school.

Based on the Focus Group Analysis:

4. There is a need to continue to develop methods for encouraging parent and community participation in the school's governance.
5. Although not tied to specific student learner needs, there is a need to continue to grow enrollment at both school sites through a variety of marketing strategies. Ensuring school growth will ensure that current and future students are adequately provided with school resources.



## **Pacific View Charter School ACS WASC/CDE Self-Study Report**

Areas where this will appear in the Schoolwide Action Plan:

- Parent participation can be found in goal #1 in the actions on parent participation.
- School growth will be addressed through a separate goal, not listed in the LCAP, Goal 4.

**Category B: Curriculum****B1. Rigorous and Relevant Standards-Based Curriculum Criterion**

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

**Indicators**

**B1.1. Current Educational Research and Thinking:** The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

**B1.2. Academic and College- and Career-Readiness Standards:** The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.3. Congruence with Student Learner Outcomes and Standards:** There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

**B1.4. Integration Among Disciplines:** There is integration and alignment among academic and career technical disciplines at the school.

**B1.5. Community Resources and Articulation and Follow-up Studies:** The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p><b>B1.1. Current Educational Research and Thinking:</b> The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.</p> <p>Curriculum is offered at scaffolded levels to meet student needs including Foundations level curriculum.</p> <p>Teaching staff is trained in new standards and implementation of the standards in the classroom.</p> <p>PVCS teachers meet weekly in Professional Learning Communities (PLC) to evaluate the use of curriculum by students, and instructional practices implemented in the classroom. The Curriculum Committee, composed of K-12 teachers in each subject in grades K-12; and the Director of Curriculum meet weekly to evaluate recommendations from the PLC that drive curricular changes or modifications as needed.</p> <p>Teachers continually update curriculum, lesson plans,</p>	<ul style="list-style-type: none"> <li>● <a href="#">Foundations Curriculum Request Form</a></li> <li>● <a href="#">High School Course Catalog</a></li> <li>● Schoology Pacing Guides               <ul style="list-style-type: none"> <li>○ Science Example: <a href="#">Biology A Pacing Guide</a></li> <li>○ ELA Example: <a href="#">English 10B THUG Pacing Guide</a></li> </ul> </li> <li>● PLC Notes (20/21):               <ul style="list-style-type: none"> <li>○ <a href="#">Social Studies</a></li> <li>○ <a href="#">ELA</a></li> <li>○ <a href="#">Math</a></li> <li>○ <a href="#">Science</a></li> <li>○ <a href="#">K8</a></li> <li>○ <a href="#">SPED</a></li> </ul> </li> <li>● Curriculum Committee Notes:               <ul style="list-style-type: none"> <li>○ <a href="#">21/22</a></li> </ul> </li> </ul>

<p>and projects for each math class of which there are 5 sessions each year.</p> <p>A-G courses available for students. There is a continuous update of course material to meet student needs and make improvements.</p> <p>Teachers attend professional development conferences and are a part of professional learning communities based on current education research related to math.</p> <p>Teachers learn how to implement a growth mindset in the classroom and in independent courses.</p> <p>The ELA department shifted writing workshops to focus on four key skills of reading, writing, speaking, and listening.</p> <p>There has been a revision of assignments to improve <a href="#">DOK levels</a></p> <p>PVCS follows NGSS standards and uses that to update classes and <a href="#">review new textbooks to update our classes</a>.</p> <p>Teachers are skilled at creating and implementing higher level critical thinking problems in the classroom while also scaffolding the same problems for lower level and struggling students.</p>	<ul style="list-style-type: none"> <li>○ <a href="#">20/21</a></li> <li>○ <a href="#">19/20</a></li> <li>● <a href="#">Student Assignment Review Protocol</a></li> <li>● Student choice in English 10A and English 10B novels (contemporary or classic novels) <ul style="list-style-type: none"> <li>○ English 10A: Catcher in the Rye or Scythe</li> <li>○ English 10B: To Kill A Mockingbird or The Hate U Give</li> </ul> </li> <li>● Lesson <a href="#">folders</a></li> <li>● <a href="#">updated</a> lesson plans</li> <li>● Examples of <a href="#">content updated from professional development conference &amp; research</a></li> <li>● <a href="#">Math - Professional Development Strategies &amp; Content</a></li> <li>● Curriculum Review Protocol Documents <ul style="list-style-type: none"> <li>○ <a href="#">Biology Sample</a></li> </ul> </li> </ul>
<p><b>B1.2. Academic and College- and Career-Readiness Standards:</b> The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.</p> <p>All courses are aligned to state standards and reviewed by the Director of Curriculum and approved by the school board.</p> <p>Graduation requirements ensure that students complete 220 credits including college and career readiness course (Careers, Personal Finance, Exit)</p> <p>High school students have access to the entire suite of A/G requirements required for UC enrollment.</p> <p>There is a clear math course sequence from middle school through high school. Each year more students are</p>	<ul style="list-style-type: none"> <li>● Board Approved Course Outlines <ul style="list-style-type: none"> <li>○ <a href="#">ELA Sample</a></li> <li>○ <a href="#">Math Sample</a></li> <li>○ <a href="#">Elective Sample</a></li> </ul> </li> <li>● <a href="#">Careers Course Outline</a></li> <li>● <a href="#">Personal Finance Course Outline</a></li> <li>● <a href="#">Graduation planners</a></li> <li>● Counselor Meetings (see calendar)</li> <li>● <a href="#">Graduation Requirements</a></li> <li>● <a href="#">Math Flow Chart</a></li> <li>● Concurrent Enrollment Applications (MCC)</li> <li>● <a href="#">NWEA Teacher Training and Plans</a></li> <li>● Student Work Samples Careers</li> </ul>

<p>taking higher level math courses including math 3 and pre-calculus</p> <p>Students are provided with an individual Graduation Planner which outlines their progress made each year, current progress toward graduation (ahead, on track, or credit deficient), and a college/career plan. The courses required for graduation and indicated in the learning planner for students and parents to track.</p> <p>All core courses follow the California Common Core Standards. Lesson plans in Math and English courses identify the state standards related to the units of study.</p> <p>Course projects focus on career and college related content</p> <p>Readiness and literacy prep courses are offered each semester, which also allow for incoming students to join at any time.</p> <p>Students are initially assessed for reading, writing, and math skills. Additionally, students are regularly assessed during the school year to monitor student growth in each of the areas. This data allows teachers to collaborate with administration and the special education staff for proper placement of students into support courses</p> <p>Students also have the ability and are encouraged to concurrently enroll at local community colleges, where they can complete their A-G requirements, participate in extensive career focused courses (such as Automotive Tech and Nursing) and fulfill high school graduation requirements.</p> <p>Graduation Pathway course allows students and parents constant access to grad planner and graduation related information.</p> <p>Weekly meetings with students, parents, and teachers help students learn and prepare for college and careers.</p>	<ul style="list-style-type: none"> <li>● Math Project Work Sample</li> </ul>
<p><b>B1.3. Congruence with Student Learner Outcomes and Standards:</b> There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.</p> <p>Each unit contains assessments/projects to access</p>	<ul style="list-style-type: none"> <li>● Assessment Samples (Student Work)</li> <li>● <a href="#">Code of Conduct</a></li> <li>● Discussion Boards and virtual meetings</li> <li>● <a href="#">Projects linked to real-world</a></li> </ul>

<p>learner outcomes based on academic standards.</p> <p>Math students take a pre-test at the beginning and post-assessment at the end of each class based on state standards to measure growth and retention.</p> <p>Units are linked to real-world applications and careers.</p> <p>Classroom agreements and norms that encourage socially responsible engagement.</p> <p>The PLCs have added Learner Outcomes/ Success Criteria across the program in courses and workshops.</p> <p>American Government and Economics prepares students to participate in society</p>	<ul style="list-style-type: none"> <li>• <a href="#">application and careers Instructional Framework Teacher Training</a></li> <li>• <a href="#">American Government and Economics</a> Course Outlines <ul style="list-style-type: none"> <li>○ Student Work Samples</li> </ul> </li> </ul>
<p><b>B1.4. Integration Among Disciplines:</b> There is integration and alignment among academic and career technical disciplines at the school.</p> <p>In math courses, projects have a focus on various real world applications that can be applied to various career disciplines to allow students to further interest in careers while applying their mathematical studies.</p> <p>Vocabulary activities and instruction are streamlined in English and History, US history, World History - math, World History</p> <p>There is crossover between disciplines in English and Social Science courses as evidenced through assignment samples.</p> <p>PLCs meet periodically in cross-curricular groups to create and modify cross curricular assignments and projects.</p> <p>Addition of new Edgenuity Career-related electives.</p> <p>New Stem Literacy class</p> <p>Careers, Personal Finance and Exit courses all teach career skills and are required for graduation.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Vocabulary Links Activity Sample</a></li> <li>• <a href="#">High School Course Catalog</a></li> <li>• <a href="#">Graduation Requirements</a></li> <li>• Student Presentations Samples</li> <li>• Math <a href="#">Projects linked to real-world application and careers</a></li> <li>• Assignments in Social Science classes -Langston Hughes poem, dialectical journal, World History Budget for a King</li> <li>• PLC Notes</li> </ul>
<p><b>B1.5. Community Resources and Articulation and Follow-up Studies:</b> The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The</p>	<ul style="list-style-type: none"> <li>• New Discover Stem Literacy</li> </ul>

## Pacific View Charter School ACS WASC/CDE Self-Study Report

<p>school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.</p> <p>PVCS maintains a robust relationship with Moreno Valley college and MiraCosta and Palomar Community Colleges. Students are encouraged to enroll concurrently at either school to complete graduation requirements.</p> <p>Student ambassadors from Miracosta, promote school and encourage our students to join Miracosta.</p> <p>PVCS teachers and administrators meet with counselors from other high schools to promote PVCS as an alternative for struggling students.</p> <p>PLCs meet periodically in vertical teams (middle school through high school) so that teachers are able to coordinate curriculum to ensure a seamless transition.</p> <p>Graduation Surveys are administered to graduating students to document students' plans for life after graduation.</p>	<p>class: developed in partnership with head of Miracosta Tech and Career Pathways (Kuirikawa)</p> <ul style="list-style-type: none"> <li>• <a href="#">Community Relationships</a>.</li> <li>• <a href="#">Career Counselor Resources</a> (website link)</li> <li>• <a href="#">Career Presentations</a></li> <li>• <a href="#">Graduation survey</a></li> <li>• Field trips to local colleges and universities</li> <li>• PLC Notes (20/21): <ul style="list-style-type: none"> <li>• <a href="#">Social Studies</a></li> <li>• <a href="#">ELA</a></li> <li>• <a href="#">Math</a></li> <li>• <a href="#">Science</a></li> <li>• <a href="#">K8</a></li> <li>• <a href="#">SPED</a></li> </ul> </li> </ul>
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## B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

### Indicators

**B2.1. Variety of Programs — Full Range of Choices:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.2. Accessibility of All Students to Curriculum, including Real World Experiences:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

**B2.3. Student-Parent-Staff Collaboration:** Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

**B2.4. Post High School Transitions:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p><b>B2.1. Variety of Programs — Full Range of Choices:</b> All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.</p> <p>All high school students are enrolled in the Graduation Pathways course in Schoology upon enrollment. This course includes information about the pathways to graduation including A-G requirements, required courses by grade level, intervention activities, help with earning credits and more. Students meet weekly with their teachers in this course and meet with the counselor to review college and career plans.</p> <p>The school counselor meets with each senior and any high school student who requests to review college and career plans, complete applications and FAFSA</p> <p>The school continues to increase the number of students completing FAFSA each year.</p> <p>Graduation requirements include Careers, Personal Finance and Exit course, all geared towards teaching students about college and career options.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Careers Course Outline</a></li> <li>• <a href="#">Personal Finance Course Outline</a></li> <li>• <a href="#">Graduation planners</a></li> <li>• <a href="#">New Careers electives.</a></li> <li>• Graduation planners (process instructions: <a href="#">Graduation Planner</a> )</li> <li>• New Graduation Pathways in Schoology</li> <li>• Grade Love Course Planners: <a href="#">12th Grade Courses</a></li> <li>• <a href="#">Grad Requirements including A/G</a></li> <li>• <a href="#">A-G Pathway</a> - For those students going to a 4-year college right after graduation</li> <li>• <a href="#">Non-A-G</a> - For students who are going to Junior</li> </ul>

<p>All high school students are provided with a personalized graduation plan that tracks their progress towards graduation and is reviewed in the weekly meetings with parents and teachers.</p> <p>Students are encouraged to complete courses at Community Colleges to build credits and get on track</p> <p>The two track system allows students to complete additional high school courses during intersession or in the summer.</p> <p>Credit Deficient students are provided with a variety of options to get on track and make up credits</p> <p>The school counselor arranges for onsite and virtual college and career presentations based on student interest</p> <p>The school counselor arranges for college field trips to local four year and community colleges for middle and high school students</p> <p>PVCS added 32 new career exploration electives for the 2021/22 school year.</p> <p>PVCS added STEM Literacy, a reading intervention course geared towards teaching technical reading skills for career readiness</p>	<p>College, Join WorkForce/Military, Trade School, Etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Steps to Concurrently Enroll in College Courses- MiraCosta</a></li> <li>• <a href="#">Steps to Concurrently Enroll in College Courses at Palomar College</a></li> <li>• College and career counselors meetings</li> <li>• Weekly meetings with Supervisory teachers: student, teacher &amp; parent discuss goals, career interests, opportunities, training... etc</li> <li>• <a href="#">School Calendar</a></li> <li>• <a href="#">Credit Deficiency Planner</a></li> <li>• <a href="#">STEM Literacy Course Outline</a></li> </ul>
<p><b>B2.2. Accessibility of All Students to Curriculum, including Real World Experiences:</b> A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.</p> <p>PVCS has a robust curriculum that is guided by strong Curriculum Policies and is standards aligned and culturally relevant to the students it services.</p> <p>Foundation level courses are offered to students who need lower level curriculum</p> <p>Intervention in reading and math is offered in the middle school to support the development of skills</p> <p>20% of the student body at PVCS are students with exceptional needs. These students are serviced through SAI both in a push in and pull out model depending on IEP needs.</p>	<ul style="list-style-type: none"> <li>• <a href="#">High School Course Catalog</a></li> <li>• PVCS <a href="#">Curriculum Policies</a></li> <li>• <a href="#">Cultural Diversity Training</a></li> <li>• Master Schedule of classes <ul style="list-style-type: none"> <li>○ <a href="#">High School</a></li> <li>○ <a href="#">K8</a></li> <li>○ <a href="#">Home Study Synchronous Learning</a></li> </ul> </li> <li>• <a href="#">Tutoring Sign Ups</a></li> <li>• <a href="#">Drop in Tutoring Flyer</a></li> <li>• <a href="#">Foundations Request Form</a></li> <li>• <a href="#">Lit Prep/STEM Literacy</a></li> </ul>



<p>Study Skills course is offered to students to build study skills and provide additional time for SAI and work on IEP goals.</p> <p>Workshop courses are offered to support independent learning courses.</p> <p>Students can access courses through a virtual only option or a hybrid model that combines independent learning with onsite teaching and classes, whichever best fit the unique needs of students.</p> <p>Students can get additional support in courses through onsite and virtual tutoring from qualified instructional aides.</p> <p>Student can access the Drop In Tutoring course for quick support from instructional aides</p> <p>Courses frequently updated to reflect new information, learning, and research.</p> <p>Student choice is a priority and instructional strategy, for example: English 10 options: choice of books, including contemporary novel choices (The Hate U Give and Scythe)</p> <p>There is a robust use of current events in history and English classes to connect course material to real-life, and connect to coursework and historical events.</p> <p>Teachers are required to complete lesson plans for all courses which include strategies for differentiation</p> <p>1:1 weekly meetings w/teacher to provide support and help make curriculum more accessible.</p>	<p><a href="#">Request</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Math Readiness Request</a></li> <li>• <a href="#">ELD Request</a></li> <li>• PLC Notes</li> <li>• Teacher Lesson Plans <ul style="list-style-type: none"> <li>◦ <a href="#">High School Sample</a></li> <li>◦ <a href="#">K8 Sample</a></li> </ul> </li> <li>• <a href="#">SPED Schedule of Services</a></li> </ul>
<p><b>B2.3. Student-Parent-Staff Collaboration:</b> Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.</p> <p>PVCS excels at ensuring there is collaboration between parents, students and staff. The school model requires frequent meetings between the supervisory teacher, parent and student to review progress towards graduation, current performance in class and to teach and assess.</p> <p>Parents can also access student progress through parent accounts in Schoology LMS.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Grad Planner</a></li> <li>• Graduation Pathways course</li> <li>• Weekly meetings w/student and parent</li> <li>• Parents updated weekly on student progress</li> <li>• <a href="#">SSP Form</a></li> <li>• <a href="#">SST Request</a></li> <li>• <a href="#">SST Tracking</a></li> </ul>

Students who struggle are put on a Student Support Plan (SSP) that details goals for getting on track.

Students who continue to struggle are referred to the Student Support Team (SST) process and a meeting between teacher, parent, student and administrator is held to add additional supports for student success.

Each high school student is enrolled in the Graduation Pathway course on Schoology. Students have grad planners that are reviewed in the weekly meetings and track progress towards graduation.

Student, parent, teacher, academic counselor, and education specialist (if applicable) have access to the learning planner via the students individualized Graduation Course in schoology.

School counselor, student and parent meet several times per year to verify courses for graduation.

School counselor also meets with parents and students to explore career and college options.

**B2.4. Post High School Transitions:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

PVCS offers career workshops/presentations both in person and virtually. Guest speakers come to campus to speak about career options. During COVID, virtual career presentations were offered.

Students are notified by supervisory teacher, Schoology Announcement, Academic Counselor, and flyers in the teacher's offices, front office, resource room, and study hall.

PVCS offers two courses to help students transition from high school into the work field, college, armed forces: Careers and Personal Finance

PVCS has added 32 Edgenuity elective career courses to help students explore a variety of career options.

Students meet with the academic school counselor before graduation to support the student's next steps:

College: helps student signup for classes, fill out FAFSA,



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- College and Career Presentation Sample
- [Careers Course Outline](#)
- [Personal Finance Course Outline](#)
- [Exit Course Outline](#)

## Pacific View Charter School ACS WASC/CDE Self-Study Report

All graduates must complete the Exit Course - helps students prepare for life after college by creating/updating a current resume, cover letter, and thank you letter. Prepares students for interviewing.

School takes students on tours of UCSD, San Marcos, and Mira Costa. We offer special tours of Auto CAD and Metal Fabrication programs offered at Mira Costa.

- [Elective Choices](#)
- [FAFSA Flyer](#)
- Sample Student work
  - Careers
  - Exit Portfolio/Resume
- [Field Trip Flyers](#)

**ACS WASC Category B. Curriculum  
Summary, Strengths, and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.\*

**Areas of Strength**

1. The school has a well developed curricula that is monitored by the Director of Curriculum, modified using appropriate Curriculum Policies and evaluated for effectiveness through the Curriculum Committee.
2. PVCS implements strong collaboration between students, parents/guardians, education specialists, academic counseling, and administration to support students progress toward graduation and steps after graduation.
3. Weekly meetings with parents and students allows for strong parent involvement.
4. All courses are standards aligned and staff is trained in using current educational research and thinking
5. Students in need of remediation or challenge in their classes and coursework are able to access appropriate classes/curriculum and programs which meet their goal-oriented needs
6. PVCS offers both virtual and in-person classes.
7. Teachers differentiate lesson plans for individual students according to their particular learning needs.

**Areas of Growth**

1. There is a need to develop more partnerships with community organizations
2. There is a need to continue to develop supports for college and career readiness and transition to college.
3. The PLCs need to continue meeting to develop more cross curricular activities.

The preliminary student learner needs identified in Chapter 2 are:

- Development of reading and math skills for students with exceptional needs
- Support with language development for English Language Learners
- Need to continue to increase support and services so students develop a clear path to graduation and life beyond high school.

Based on the Focus Group Analysis:

- There is a need to continue to develop more partnerships with local community organizations
- PLCs should continue work on developing more cross curricular activities

Areas where this will appear in the Schoolwide Action Plan:

- Community partnerships will appear in goal #3 in the actions on building community and student services.
- PLC collaborations will appear in goal #2 related to performance.

## Category C: Learning and Teaching

### C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

#### Indicators

**C1.1. Results of Student Observations and Examining Work:** All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.2. Student Understanding of Learning Expectations:** All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

**C1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p><b>C1.1. Results of Student Observations and Examining Work:</b> All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.</p> <p>The administration team at Pacific View has a process for conducting formal and informal observations of lessons, classes and students using the Classroom Observation Tool. Information from the observations is shared with teachers to inform teaching practices and lesson design.</p> <p>Student work samples are analyzed in PLCs using the Student Assignment Review Protocol to ensure that assignments are standards aligned and that students are able to demonstrate mastery of the learning targets.</p> <p>Learning targets that are tied to success criteria are used in all classroom and independent study lessons and taught to students to ensure that students are able to understand what they are supposed to be learning and when they have reached mastery.</p> <p>Teachers are trained in the use of formative assessment strategies to understand student understanding of material and to provide in the moment changes in lessons to meet student needs.</p> <p>Students in math workshop classes complete performance tasks that are rigorous and content relative to prove mastery of concepts. Students work in small groups during class to collaborate and complete the performance task.</p> <p>Pacific View Charter School provides multiple ways for students to engage in challenging, relevant work. Students who are at grade level or want to work more independently can take the school's college prep and Edgenuity classes. Students who need more support can use modified assignments or the Foundations classes. Intervention classes are also provided. However, all classes</p>	<p><a href="#">Classroom Observation Tool</a>  <a href="#">Student Assignment Review Protocol</a>  <a href="#">Lesson Plans showing Learning Targets and Success Criteria</a>  <a href="#">Staff training on Instructional Framework</a>  <a href="#">Staff Training on Digital Formative Assessment Tools</a>                      Student Work Sample Folders:  <a href="#">Math</a>  <a href="#">ELA</a>  <a href="#">Science</a>  <a href="#">SS</a>  <a href="#">Electives</a>  <a href="#">Students</a> Survey Results</p>

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provide challenging work at the student's level that is relevant to what they are learning. Workshop classes and labs also allow for observations of how students engage in the work, and teachers offer differentiation and on the spot adaptations to their lesson plans as they get feedback from students.

Student feedback has also affirmed that the work is challenging and relevant. For the science classes, the student discussed how the Biology lab featured experiments that correlated directly to what was being covered that week, but in a way that was engaging and hands-on.

**C1.2. Student Understanding of Learning Expectations:** All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

As an independent study school, Pacific View Charter School makes serious efforts to ensure that students know what is expected of them. Teachers, students, and families engage in weekly meetings in which the upcoming assignments are discussed so that students are aware of what each entails. Teachers grade work regularly and provide feedback both in the gradebook and during meeting times so that students understand the grade they received.

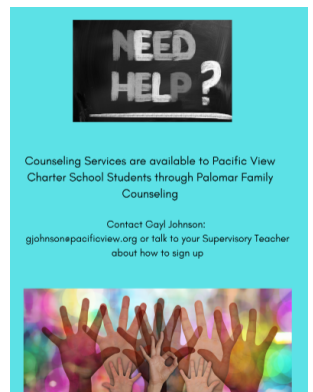
Learning targets that are tied to success criteria are used in all classroom and independent study lessons and taught to students to ensure that students are able to understand what they are supposed to be learning and when they have reached mastery.

Assignments and projects have rubrics that allow students to view the breakdown of points and grading.

Students are provided with an individual Graduation Planner which outlines their progress made each year, current progress toward graduation (ahead, on track, or credit deficient), and a college/career plan. The courses required for graduation and indicated in the learning planner for students and parents to track.

The school counselor meets with each senior and any high school student who requests to review college and career plans, complete applications and FAFSA

- Weekly Meeting Notes (in Contact Manager)
- [Lesson Plans with Learning Target Examples](#)
- Sample Rubrics
  - Ecology **Project Rubric**
- [Graduation Planners](#)
- Meetings with Counselors - Flyer



## C2. Student-Centered Instruction through a Variety of Strategies and Resources

### Criterion

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

### Indicators

**C2.1. Teachers as Facilitators of Learning:** Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

**C2.2. Creative and Critical Thinking:** All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

**C2.3. Application of Learning:** All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

**C2.4. Career Preparedness and Real World Experiences:** All students have access to and are engaged in career preparation activities.

**C2. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p><b>C2.1. Teachers as Facilitators of Learning:</b> Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.</p> <p>Teachers at Pacific View are facilitators of learning who in addition to teaching in the classroom, meet weekly with individual students to check progress through the curriculum, administer assessments and communicate learning targets and expectations of upcoming lessons.</p> <p>For students who need more support, tutoring is available from instructional aides, either virtually, drop-in tutoring for those with quick questions, or on-site with students able to sign to spend time in either the study hall or the teacher office. Teachers also offer virtual tutoring for students unable to come to campus and who need more help than is available from the aides.</p> <p>Teachers are trained in the PVCS Instructional Framework that provides research-based professional development in the teaching domains of Purpose, Teaching Strategies, Assessment, Engagement, Environment and Culture. Teachers differentiate lessons based on student feedback using formative assessment strategies.</p> <p>Teachers are able to attend conferences and virtual PD events to stay current in instructional methodologies and teaching strategies. Administration targets certain training in alignment with the LCAP and school goals, and teachers can request PD opportunities using the Professional Development Request Form.</p>	<p>Weekly meetings with teachers (Notes in Contact Manager)</p> <p><a href="#">Tutoring Sign Ups</a></p> <p><a href="#">Staff training on Instructional Framework</a></p> <p><a href="#">Staff Training on Digital Formative Assessment Tools</a></p> <p>Professional Development Calendar:</p> <p><a href="#">20/21</a></p> <p><a href="#">19/20</a></p> <p><a href="#">Professional Development Request Form</a></p> <p><a href="#">On Demand PD Teacher Resources</a></p> <p>Samples of technology emphasized assignments:</p> <p><a href="#">Coding in Science</a></p> <p>Use of Chromebooks</p> <p>Use of Google Docs, Slides, and Drawings</p>

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<p>Staff is also provided with digital professional development opportunities through the On Demand Professional Development site, organized around themes and maintained by the Director of Curriculum</p> <p>Student use of technology is essential to PVCS. All students are provided with a Chromebook, students access courses through the Learning Management System and are taught the Google Suite of Applications for completing assignments and projects.</p>	
<p><b>C2.2. Creative and Critical Thinking:</b> All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.</p> <p>Student choices are fundamental to the personalized learning model at PVCS. Students have the option of taking onsite or virtual classes for some subjects, based on their learning styles and needs. They can work in various locations on campus to receive support and tutoring or access tutoring through the virtual sessions and drop in tutoring course on schoology.</p> <p>Students are taught the importance of advocating for their own learning through the schoolwide Code of Conduct, and in weekly meetings with their teachers.</p> <p>PVCS students are introduced and taught technology skills through the use of Chromebooks, Schoolwide LMS, Google Suite of Applications, online courses and technology projects in individual classes.</p> <p>Teachers are trained in lesson design using the PVCS Instructional Framework as a good and lesson plans are reviewed by the Lead Teachers and Director of Curriculum to ensure standards alignments, variety instructional techniques and materials.</p> <p>Students are provided with a variety of assignments that use student choice rubrics to allow students to be creative and think critically about their learning. For example, Science drawings are a weekly assignment in the Earth Science and Integrated Science classes. Topics in Earth Science and Ecology have students work on a final project that the student can choose and synthesizes their knowledge throughout the weeks. The Biology classes have posters and Google Slides projects in which students can apply their knowledge of what they learned in the week to a creative assignment. The Biology labs and seminars require students to use claim-evidence-reasoning to demonstrate their learning.</p>	<p>Student Work Sample Folders:</p> <ul style="list-style-type: none"> <li><a href="#">Math</a></li> <li><a href="#">ELA</a></li> <li><a href="#">Science</a></li> <li><a href="#">SS</a></li> <li><a href="#">Electives</a></li> </ul> <p>Code of Conduct Instructional Framework Training Lesson Plans 1:1 Technology Agreement Rubrics</p>
<p><b>C2.3. Application of Learning:</b> All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.</p> <p>Students are given many opportunities to apply their acquired skills. Assignments and lesson plans are designed with many options to show mastery by completing projects, writing essays, doing presentations, and discussions.</p> <p>Unit exams, portfolios and final essays are used in courses for students to show mastery of skills. Courses are designed to progress from one to the next so that</p>	<p>Student work samples that include:</p> <p>Completion of quality essays/final projects that apply learned skills (grammar, organization, argument, thesis).</p>



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<p>students have the opportunity to extend their learning from one course to the next.</p>	<p>Mastery projects discussions Close read questions for articles. Use of annotation to analyze text more deeply.</p>
<p><b>C2.4. Career Preparedness and Real World Experiences:</b> All students have access to and are engaged in career preparation activities.</p> <p>All high school students are enrolled in the Graduation Pathways course in Schoology upon enrollment. This course includes information about the pathways to graduation including A-G requirements, required courses by grade level, intervention activities, help with earning credits and more. Students meet weekly with their teachers in this course and meet with the counselor to review college and career plans.</p> <p>The school counselor meets with each senior and any high school student who requests to review college and career plans, complete applications and FAFSA</p> <p>Graduation requirements include Careers, Personal Finance and Exit course, all geared towards teaching students about college and career options.</p> <p>All high school students are provided with a personalized graduation plan that tracks their progress towards graduation and is reviewed in the weekly meetings with parents and teachers.</p> <p>he school counselor arranges for onsite and virtual college and career presentations based on student interest</p> <p>PVCS added 32 new career exploration electives for the 2021/22 school year.</p> <p>PVCS added STEM Literacy, a reading intervention course geared towards teaching technical reading skills for career readiness</p> <p>Students report that the school provides a strong foundation in terms of career preparation as demonstrated through focus group conversations and in student surveys.</p>	<p><a href="#">Careers Course Outline</a> <a href="#">Personal Finance Course Outline</a> <a href="#">Graduation planners</a> <a href="#">New Careers electives.</a> Graduation planners (process instructions: <a href="#">Graduation Planner</a> ) New Graduation Pathways in Schoology Grade Love Course Planners: <a href="#">12th Grade Courses</a> <a href="#">Grad Requirements including A/G</a> <a href="#">Student Survey</a></p>

**ACS WASC Category C. Learning and Teaching:  
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.\*

**Areas of Strength**

1. The school has a clear procedure for classroom observations, teacher evaluations and coaching based on the PVCS Instructional Framework.
2. Teachers are highly skilled as facilitators of learning and the weekly meetings provide students and teachers with the opportunity to collaborate on student learning and skill development.
3. There is a robust set of career development opportunities for high school students through the curriculum, individual assignments, counseling, field trips and presentations.
4. The school has a wide variety of curriculum options for students to select. Alternative and modified assignments embedded in the courses for teachers to assign as needed.

**Areas of Growth**

1. There is a need to develop opportunities for students to showcase learning to parents and community
2. There is a need for further training for teachers to implement differentiation strategies in their classrooms.
3. There is a need for better tracking system for students' college attendance and careers
4. There is a need to increase support for the development of reading and math skills through targeted intervention.
5. There is a need to increase student engagement with academic learning
6. There is a need to increase student performance in reading, writing and oral language skills across the curriculum.

The preliminary student learner needs identified in Chapter 2 are:

- Development of reading and math skills for students with exceptional needs
- Support with language development for English Language Learners
- Need to continue to increase support and services so students develop a clear path to graduation and life beyond high school.

Based on the Focus Group Analysis:

- There is a need for further differentiation training and implementation, as well as targeted intervention programs to support the development of reading and math skills
- There is a need to increase student engagement and showcase student work

Areas where this will appear in the Schoolwide Action Plan:

- Differentiation and intervention support will appear in goal #2 related to performance.
- Student engagement and work showcase will appear in goal #3 related to student support services.

## Category D: Assessment and Accountability

### D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the Schoolwide Action Plan/SPSA aligned with the LCAP.

#### Indicators

**D1.1. Professionally Acceptable Assessment Process:** The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

**D1.2. Basis for Determination of Performance Levels:** The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.3. Monitoring of Student Growth:** The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

**D1.4. Assessment of Program Areas:** In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**D1.5. Schoolwide Modifications Based on Assessment Results:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

**D1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p><b>D.1.1 The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.</b></p> <p>All required students are administered all state mandated assessments: ELPAC, CAASPP and assessment results are evaluated by Supervisory teachers, PLC, Education Specialists and administration.</p> <p>Parents and students receive score reports for the state standardized tests each year.</p> <p>Students with unique needs are provided with appropriate accommodations for state testing as determined by their IEPs, 504s and SST process.</p>	<ul style="list-style-type: none"> <li>• ELPAC and CAASPP Score Reports (see chapter 2 for detailed data)</li> <li>• Interim Assessment Data - <a href="#">Math 2020</a> <a href="#">ELA 2020</a></li> <li>• <a href="#">Star Enterprise Summary Reports 2012-2021</a></li> <li>• Star Enterprise/NWEA classroom reports</li> <li>• <a href="#">RTI progress</a></li> </ul>

<p>State testing data is reviewed by administration and shared with staff for instructional planning.</p> <p>State testing data is reported to the school board and is a part of the annual report to the authorizing district.</p> <p>Interim assessments are administered to high school students in language arts and math workshops to assess progress in courses and prepare students for the state assessment.</p> <p>Students are assessed using a local diagnostic assessment in reading and math based on their grade level to provide another data point to track student performance. The school used STAR Enterprise from 2012-2021 and is in the process of transitioning to NWEA starting in the 2021-22 school year. Data is used for intervention placement, to drive instructional strategies and is shared with parents through the parent reports.</p> <p>Supervisory teachers meet with parents frequently to review student progress including assessment data.</p> <p>Report Cards are provided to students and parents each reporting period.</p> <p>Students and parents are informed of progress towards College &amp; Career through the use of the Graduation Planners.</p> <p>Teachers use formative and summative assessments during learning center courses and workshop classes to measure their learning and adjust their lesson plans accordingly.</p> <p>Interventions are put in place to drive student success which include reading and math intervention courses and additional tutoring and support.</p> <p>Student Success Team meetings and follow ups are held to address students who are struggling.</p> <p>General Education and Education Specialists consult and collaborate regularly to discuss student progress and performance and prepare for upcoming IEP meetings.</p> <p>Special Education provides progress reports on goals at their annual review and at each semester for all students receiving services.</p> <p>IEP meetings are held to review goals and develop new ones.</p>	<p><a href="#">monitoring charts</a></p> <ul style="list-style-type: none"> <li>• Annual LCAPs: <ul style="list-style-type: none"> <li>○ <a href="#">21-24</a></li> <li>○ <a href="#">20/21</a> (Learning Continuity Plan)</li> <li>○ <a href="#">19/20</a></li> </ul> </li> <li>• <a href="#">2020 Annual Report provided to authorizing district</a></li> <li>• <a href="#">Grad Planner</a></li> <li>• Individual <a href="#">Pacing Guide</a></li> <li>• Weekly Meetings with Student and parent</li> <li>• Parent/Guardian and Student weekly meeting notes in Contact Manager</li> <li>• Report Cards</li> <li>• <a href="#">SSP Form</a></li> <li>• <a href="#">SST Request</a></li> <li>• <a href="#">SST Tracking</a></li> <li>• <a href="#">IEP Prep form</a></li> <li>• IEP Progress Reports</li> <li>• IEP Annotated Goals</li> <li>• <a href="#">504 Process</a> and Review/Initial meeting notes</li> </ul>
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<p>During Triennial IEP meetings assessments are administered and reviewed and it is determined if a student still qualifies for services.</p> <p>504 team meets annually to review student progress and determine appropriate accommodations.</p>	
<p><b>D 1.2. The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.</b></p> <p>Grading scales are provided for all letter grades (4-12) and number grades (K-3).</p> <p>The school utilizes a robust RTI process and has establish Performance band criteria for NWEA scores and placement of students in intervention</p> <p>Supervisory teachers administer and monitor student performance levels in Math and Reading on Star Enterprise (now NWEA) assessments and compare performance with national norms.</p> <p>There are required intervention placement request forms that are submitted to administration for placement in intervention courses.</p> <p>Foundational level courses are available for struggling readers but must be requested through a request process to administration.</p> <p>The Curriculum Committee makes recommendations to leadership and meets regularly to determine continuity and progression of appropriate curriculum</p> <p>There are consistent grading scales and weighting of categories in each discipline as recommended by the PLCs.</p> <p>PLCs create and update grading rubrics utilized to evaluate student work.</p> <p>Pacing guides in each course track students' grades and mastery of content in each course.</p> <p>Student growth and progress towards graduation is also monitored on graduation planners used to track courses completed and number of credits needed to meet the graduation requirements.</p> <p>The school's learning management system, Schoology provides data collection and analysis toward each student's academic</p>	<ul style="list-style-type: none"> <li>● Administrator approved <ul style="list-style-type: none"> <li>○ <a href="#">Foundations Curriculum Request</a></li> <li>○ <a href="#">Lit Prep/STEM Literacy Request</a></li> <li>○ <a href="#">Math Readiness Request</a></li> <li>○ <a href="#">ELD Request</a></li> </ul> </li> <li>● PLC Notes (20/21): <ul style="list-style-type: none"> <li>○ <a href="#">Social Studies</a></li> <li>○ <a href="#">ELA</a></li> <li>○ <a href="#">Math</a></li> <li>○ <a href="#">Science</a></li> <li>○ <a href="#">K8</a></li> <li>○ <a href="#">SPED</a></li> </ul> </li> <li>● Curriculum Committee Notes: <ul style="list-style-type: none"> <li>○ <a href="#">21/22</a></li> <li>○ <a href="#">20/21</a></li> <li>○ <a href="#">19/20</a></li> </ul> </li> <li>● <a href="#">NWEA Teacher Training and Plans</a></li> <li>● <a href="#">RTI Tier of Intervention Document</a></li> <li>● Rubrics <a href="#">Rubric sample</a></li> <li>● Course Grading Scales</li> <li>● Course <a href="#">Pacing guide</a></li> <li>● Graduation</li> </ul>

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<p>success.</p> <p>This year, the school has implemented Curriculum Policy #14 which has students placed in a grade level based on the number of credits instead of age. This ensures that credit deficient students are placed in the appropriate courses for their learning path and are able to remediate skills before continuing to the next level of courses.</p>	<p>Planners</p> <ul style="list-style-type: none"> <li>• Schoology analytics</li> <li>• Website <a href="#">PVCS</a></li> <li>• <a href="#">Curriculum Policy #14</a></li> </ul>
<p><b>D.1.3 The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.</b></p> <p>All high school students are enrolled in a Graduation Pathway Course where they meet weekly with their teacher and track progress toward graduation.</p> <p>Graduation Planners are created for each student to support college and career readiness.</p> <p>All graduating students must complete the Exit course, where they create a profile of exemplary work, complete an exit interview with the school counselor and develop a plan for post-high school college or career.</p> <p>Students meet with the academic counselor to monitor progress towards graduation.</p> <p>The leadership team tracks student progress through semester grade analysis, state and local testing results. This information is then analyzed in the Curriculum Committee and in each individual PLC to review instructional practices and modify curriculum and interventions as needed.</p> <p>Individually, students meet with their supervisory teacher to keep up to date on their grades and progress. Parents are required to be in this meeting and, if unable to meet, to be in communication with teachers.</p> <p>Students who are struggling or need support are placed in intervention courses.</p> <p>Supervisory teachers analyze the Star Enterprise/NWEA assessment results as well as evaluate transcripts and performance on statewide assessments in order to assign appropriate curriculum and interventions.</p>	<ul style="list-style-type: none"> <li>• Weekly meetings with student, parent, and supervisory teacher to review assignments, grades, progress, and concerns</li> <li>• <a href="#">Grad Planner</a></li> <li>• Grad Pathways course</li> <li>• School Counselor Meeting Calendar</li> <li>• <a href="#">Exit Course Outline</a></li> <li>• <a href="#">Exit Course Portfolio Sample</a></li> <li>• SBAC Test Results (located in Chapter 2)</li> <li>• <a href="#">Star Enterprise Summary Reports 2012-2021</a></li> <li>• Leadership Meeting Minutes <ul style="list-style-type: none"> <li>○ <a href="#">21/22</a></li> <li>○ <a href="#">20/21</a></li> </ul> </li> <li>• PLC Notes (20/21): <ul style="list-style-type: none"> <li>○ <a href="#">Social Studies</a></li> <li>○ <a href="#">ELA</a></li> <li>○ <a href="#">Math</a></li> <li>○ <a href="#">Science</a></li> <li>○ <a href="#">K8</a></li> <li>○ <a href="#">SPED</a></li> </ul> </li> <li>• Curriculum Committee Notes: <ul style="list-style-type: none"> <li>○ <a href="#">21/22</a></li> </ul> </li> </ul>

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<p>Special Education students are assessed on their academics and areas of identified disabilities and Ed Specialists set goals and services to support the annual attainment of goals.</p> <p>Teachers conduct informal and summative assessments throughout the course of study.</p> <p>English learners can take intervention courses and must take the ELPAC yearly, which is overseen by the director of student services, who also tracks the support given to them.</p> <p>Students with 504s are monitored by the high school and K8 leads, and yearly meetings</p> <p>Students with IEPs are carefully monitored by education specialists and the special education coordinator held to determine their accommodations and progress.</p> <p>To ensure progress is being met, supervisory teachers use a number of methods, including assignment calendars, student success plans, SST meetings, and sign-ups for tutoring, including virtual tutoring, drop-in tutoring, and on-site tutoring at the study hall or teacher office. Interactions are also recorded in contact manager, accessible to the teacher and administration.</p>	<ul style="list-style-type: none"><li>○ <a href="#">20/21</a></li><li>○ <a href="#">19/20</a></li><li>● Report Cards in Pathways (SIS)</li><li>● IEPs</li><li>● <a href="#">SST Tracking</a></li><li>● <a href="#">IEP Prep form</a></li><li>● Former school Transcripts &amp; Cumulative File records</li><li>● Initial and Review 504 meeting notes</li></ul>
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## Pacific View Charter School ACS WASC/CDE Self-Study Report

<p><b>D.1.4</b> In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.</p> <p>Graduation Requirements are evaluated annually by the Curriculum Committee and Leadership to ensure that they are current, similar to other schools and in compliance with CDE required courses.</p> <p>Starting in the 21/22 school year, Leadership will develop a process for tracking the number of credits completed by students each year with a focus on credit deficient students and their ability to make up credits through the PVCS program.</p> <p>Curriculum is analyzed in department PLCs and updated frequently to ensure relevant standards aligned accessible content for students</p> <p>PLCs use the Student Assignment Review Protocol to review assignments to ensure that the content being taught aligns to student assignments and assessments</p> <p>All courses are required to have up to date pacing guides and classroom teachers complete lesson plans that are standards aligned for each classroom lesson taught.</p> <p>The school maintains a comprehensive list of Curriculum Policies that guide develop and monitoring of curriculum and teaching practices and that are reviewed and updated as needed</p> <p>New textbooks and materials are reviewed through the PLCs and then the Curriculum Committee before the Director of Curriculum presents recommendations to the Leadership team and school board for approval using the Curriculum Review Protocol.</p> <p>Requests for curriculum materials are evaluated and approved by the Director of Curriculum to ensure relevance and standards alignment using the Curriculum Materials Request Form</p> <p>PLCs review student and parent surveys for information on ways to make the curriculum and lessons relevant and engaging for students.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Graduation Requirements</a></li> <li>● Annual LCAPs: <ul style="list-style-type: none"> <li>○ <a href="#">21-24</a></li> <li>○ <a href="#">20/21</a> (Learning Continuity Plan)</li> <li>○ <a href="#">19/20</a></li> </ul> </li> <li>● PLC Notes (20/21): <ul style="list-style-type: none"> <li>○ <a href="#">Social Studies</a></li> <li>○ <a href="#">ELA</a></li> <li>○ <a href="#">Math</a></li> <li>○ <a href="#">Science</a></li> <li>○ <a href="#">K8</a></li> <li>○ <a href="#">SPED</a></li> </ul> </li> <li>● Curriculum Committee Notes: <ul style="list-style-type: none"> <li>○ <a href="#">21/22</a></li> <li>○ <a href="#">20/21</a></li> <li>○ <a href="#">19/20</a></li> </ul> </li> <li>● <a href="#">Student Assignment Review Protocol</a></li> <li>● Sample Pacing Guide</li> <li>● Teacher Lesson Plans <ul style="list-style-type: none"> <li>○ <a href="#">High School Sample</a></li> <li>○ <a href="#">K8 Sample</a></li> </ul> </li> <li>● <a href="#">Curriculum Policies</a></li> <li>● Curriculum Review Protocol (Sample <a href="#">Middle School Science Adoption</a>)</li> <li>● <a href="#">Curriculum Materials Request Form</a></li> </ul>
<p><i>D1.5 The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.</i></p> <p>The leadership team tracks student progress through semester grade analysis, state and local testing results. This information is</p>	<ul style="list-style-type: none"> <li>● Leadership Meeting Minutes <ul style="list-style-type: none"> <li>○ <a href="#">21/22</a></li> </ul> </li> </ul>



<p>then analyzed in the Curriculum Committee and in each individual PLC to review instructional practices and modify curriculum and interventions as needed.</p> <p>Professional development goals are developed each year as part of the data analysis and LCAP development process. PD activities are implemented throughout the year in alignment with the LCAP actions and services. Resources are allocated in the LCAP to ensure funding for each action and service.</p> <p>Staff can request further Professional Development using the PD Request Form.</p> <p>Professional Learning Communities meet within their departments each week to analyze student performance data to make appropriate changes to curricular and instructional approaches.</p> <p>Staff, student, and parent surveys of school climate and performance are given periodically throughout the year as educational requirements change and data is needed to drive decisions.</p> <p>All curricular modifications, purchasing of intervention programs and curriculum development is based on the assessment data that is collected.</p>	<ul style="list-style-type: none"> <li>○ <a href="#">20/21</a></li> <li>● Professional Development Calendar: <ul style="list-style-type: none"> <li>○ <a href="#">20/21</a></li> <li>○ <a href="#">19/20</a></li> </ul> </li> <li>● <a href="#">Professional Development Request Form</a></li> <li>● PLC Notes (20/21): <ul style="list-style-type: none"> <li>○ <a href="#">Social Studies</a></li> <li>○ <a href="#">ELA</a></li> <li>○ <a href="#">Math</a></li> <li>○ <a href="#">Science</a></li> <li>○ <a href="#">K8</a></li> <li>○ <a href="#">SPED</a></li> </ul> </li> <li>● Survey Results <ul style="list-style-type: none"> <li>○ <a href="#">Students</a></li> <li>○ <a href="#">Parents</a></li> <li>○ <a href="#">Staff</a></li> </ul> </li> <li>● Curriculum Committee Notes: <ul style="list-style-type: none"> <li>○ <a href="#">21/22</a></li> <li>○ <a href="#">20/21</a></li> <li>○ <a href="#">19/20</a></li> </ul> </li> <li>● Annual LCAPs: <ul style="list-style-type: none"> <li>○ <a href="#">21-24</a></li> <li>○ <a href="#">20/21</a> (Learning Continuity Plan)</li> <li>○ <a href="#">19/20</a></li> </ul> </li> <li>● Annual Budgets (embedded in LCAP)</li> </ul>
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## D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

### Indicators

**D2.1. Demonstration of Student Achievement:** Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

**D2.2. Teacher and Student Feedback:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**Prompt:** : *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p><b>D. 2.1 Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.</b></p> <p>All teachers are trained in the PVCS Instructional Framework, which emphasizes the use of assessment data to drive instruction, differentiation strategies and adjustment of teaching practices based on formative assessments.</p> <p>Teacher training includes developing success criteria for implementing effective teaching strategies, assessment protocols and creating a strong environment and culture in classrooms and teachers' offices.</p> <p>All Staff (Certificated, Classified and Leadership) self and formal evaluations are centered on the implementation of the PVCS Instructional Framework focusing on the domains: Teaching Strategies, Environment &amp; Culture, Assessment, Engagement and Purpose</p> <p>Lesson plans include strategies for differentiation and assessment evaluation</p> <p>In weekly meetings with students, teachers conduct oral assessments to gauge student understanding of the independent study curriculum and modify curriculum and teaching strategies as needed.</p> <p>PVCS is piloting a co-teaching model in middle school this year to support the highest need special education students. Leadership is training staff on co-teaching strategies.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Instructional Framework Teacher Training</a></li> <li>• Success Criteria <ul style="list-style-type: none"> <li>◦ <a href="#">Teaching Strategies</a></li> <li>◦ <a href="#">Assessment</a></li> <li>◦ <a href="#">Environment and Culture</a></li> </ul> </li> <li>• <a href="#">Teacher Evaluation Sample</a></li> <li>• <a href="#">Lesson Observation Template</a></li> <li>• Lesson Plan Samples <ul style="list-style-type: none"> <li>◦ <a href="#">HS</a></li> <li>◦ <a href="#">K8</a></li> </ul> </li> <li>• Weekly meeting teacher notes</li> <li>• Co-teaching Professional Development</li> <li>• Modified Assignment Sample - <a href="#">Science Vocabulary Graphic Organizer</a></li> <li>• NWEA Student Profile Reports and Class Reports <ul style="list-style-type: none"> <li>◦ <a href="#">Sample Report</a></li> </ul> </li> <li>• Student work samples- In the high school biology lab, student</li> </ul>

## Pacific View Charter School ACS WASC/CDE Self-Study Report

<p>Teachers are provided with modified assignments to use in independent study courses to assist struggling students</p> <p>General Education teachers work collaboratively with Special education staff on best ways to implement student accommodations and modifications to provide the least restrictive environment for students.</p> <p>Teaching staff use information from diagnostic math and reading assessments (NWEA in 21/22 and Star Enterprise in previous years) to identify gaps in learning and provide instruction through targeted intervention.</p> <p>Instructors provide a wide variety of assessment strategies in order to meet the multiple learning modalities of the student population such as oral assessments, presentations, projects, and essays.</p> <p>Supervisory teachers collaborate effectively in PLCs regarding effective strategies as well as document form of assessments implemented.</p> <p>Student work samples and weekly meetings show teachers what assignments and concepts students are struggling with.</p>	<p>answers during class and on submitted assignments provide guidance for concepts that need review. In middle school, daily formative assessments take place and help teachers decide what students are understanding and what they are struggling with.</p> <ul style="list-style-type: none"> <li>● Curriculum Meetings/Notes</li> <li>● PLC teams meet weekly to update and modify curriculum</li> <li>● IEP/504/SST meetings to discuss modifications to curriculum and course placements, as necessary</li> </ul>
<p><b>D. 2.2 : Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.</b></p> <p>The staff at Pacific View Charter School excel at giving timely and relevant feedback to students on their work. Teachers of independent study students meet at minimum once a week for an hour to engage in dialogue regarding their learning. The meetings generate valuable feedback from students, parents and teachers.</p> <p>Students received formalized feedback in the form of progress reports, report cards and progress on IEP goals.</p> <p>Teachers also provide feedback through Schoology, either by writing on the submitted documents using Schoology's tools, providing notes in the gradebook, or telling students and family members at their weekly meetings. Whether students are on-site or in virtual tutoring, they receive constant commentary and feedback on the work they submit. Students who are struggling receive assignment calendars and tutoring,</p>	<ul style="list-style-type: none"> <li>● Weekly Meetings notes in contact manager and graduation planner updated when courses are complete/added</li> <li>● College and Career meetings with the school counselor.</li> <li>● Attendance sign in sheets/charts/systems</li> <li>● Grade Reports</li> <li>● IEP goal progress monitoring</li> <li>● Exit Surveys</li> <li>● PLC Meetings and Notes</li> <li>● Course Analytics (Schoology)</li> <li>● Progress Reports (Edgenuity)</li> <li>● 9 week progress reports (middle school) and semester report</li> </ul>

Pacific View Charter School ACS WASC/CDE Self-Study Report

<p>and teachers can check these and update students and family members as to whether they are attending and keeping on track.</p> <p>Students receive individualized instruction and modifications of curriculum based performance data and student feedback.</p> <p>Questions or comments about grades and schoolwork can be brought up through email, text, phone, the Schoology messaging system, or at the weekly meeting. Several classes, such as the Biology, Ecology, and Topics in Earth Science classes, have reflection assignments that allow students to think about what assignments they found interesting and which they found challenging.</p> <p>Professional Learning Communities meet within their departments each week to analyze student performance data to make appropriate changes to curricular and instructional approaches.</p> <p>To ensure students are meeting their academic, career, and college goals, teachers utilize the grad planner and meetings with the counselor.</p> <p>Surveys are administered to staff, students and parents and data is used to make changes to teaching practices, curriculum and drives schoolwide goals in the annual LCAP.</p>	<p>cards (w/comments).</p>
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**ACS WASC Category D. Assessment and Accountability:  
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.\*

**Areas of Strength**

1. There are personalized learning planners for all students
2. There is strong levels of communication between teachers, parents and students
3. There is an emphasis schoolwide on data analysis for appropriate placement of students
4. The school provides curriculum & intervention courses meet the needs of students performing below grade level

**Areas of Growth**

1. Increased shared responsibility for student performance between Gen Ed and SPED teachers
2. Implementation and continued training of NWEA
3. Improve parent use and understanding of our learning management system (Schoology) and Student information system (Pathways)
4. There is a need to continue to develop exit criteria from intervention courses

The preliminary student learner needs identified in Chapter 2 are:

- Development of reading and math skills for students with exceptional needs
- Support with language development for English Language Learners
- Need to continue to increase support and services so students develop a clear path to graduation and life beyond high school.

Based on the Focus Group Analysis the following additional needs are identified:

- Increased shared responsibility for student performance between Gen Ed and SPED teachers
- Implementation and continued training of NWEA
- Improve parent use and understanding of our learning management system (Schoology) and Student information system (Pathways)
- There is a need to continue to develop exit criteria from intervention courses

Areas where this will appear in the Schoolwide Action Plan:

- Increased collaboration between general education and special education teachers, further training and use of NWEA assessments and exit criteria development will be found in goal 2 related to student performance.
- The actions relating to training of parents in the use of school learning management systems will appear in goal 3 related to developing school culture and supports.

## Category E: School Culture and Support for Students, Personnel, Social-Emotional, and Academic Growth




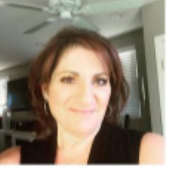
### E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

#### Indicator

**E1.1. Parent Engagement:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

**E1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p><b>E1.1. Parent Engagement:</b> The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students</p> <p>The school counselor has set up college field trips and virtual college tours to help students prepare for college and career</p> <p>The school partners with the Oceanside Police Department to offer the Oceanside Youth Opportunity Program aimed at preventing youth from incarceration.</p> <p>The Moreno Valley site partners with the MV Community Center for the use of sports facilities</p> <p>Ben Clark Public Safety Training Center provides post-high school career options presentations.</p> <p>North County LGBTQ Resource Center provides training for staff on LGBTQ competency.</p> <p>The school receives donations and supplies from North Coast Church, Springhill Suites and other sources.</p> <p>New activities have been added with the support of local community organizations such as the Cycling class offered by Go Cycling Now USA.</p> <p>PVCS middle school offers Meet and Greets, Back-to-School Night and Open House.</p> <p>PVCS is present on social media with accounts on: Instagram,</p>	<p><a href="#">Cultural Diversity Week</a>  <a href="#">LGBTQI Training</a>            Meet and Greet K8:</p> <p>PACIFIC VIEW CHARTER SCHOOL</p>  <p>K-12 PARENT INFORMATIONAL SESSION</p> <p>TUESDAY MARCH 16, THURSDAY MARCH 25 5:30 PM - 6:30 PM JOIN US <a href="#">VIA ZOOM</a></p>  <p>FEATURING</p>   <p>Mr. Geoff Weeks      Ms. Kathy Meck</p> <p>Offering both an on campus and a home study program, find the best path to a better education for your student.</p> <p><a href="#">Back to School Night Presentation</a>            Career Presentations:</p>

Facebook, Youtube, Tik Tok, Twitter and AmazonSmile to build relationships with the community.

Winter Festival allows families to join students and staff for a fun afternoon of celebration.

Students participate in fundraisers and donations to benefit the homeless and juvenile cancer patients. Christian club made hygiene bags for the homeless in our community. Pasta for Pennies fundraiser to benefit Lymphoma Society

Monthly Board meeting that is open to the public.

Recently updated PVCS Website to inform community, parents, and prospective students/families.



**PACIFIC VIEW  
CHARTER SCHOOL**  
A California Public School

**COLLEGE & CAREER  
HIGH SCHOOL OPPORTUNITY**

## SD FIRE-RESCUE 2021 CADET PROGRAM



**CADET PROGRAM**  
AGES 16-21  
2.0 MIN GPA

*Here is a link to the Recruitment Video.*

Cadets will have the opportunity to participate in the following activities:

- Cutting apart cars using vehicle extrication tools
- Practicing search and rescue techniques
- Practicing rope rescue techniques
- Learning CPR and advanced first aid
- Exploring different firefighting vehicles
- Fighting real fires in controlled scenarios a subheading

Apply by emailing:  
[sdfdcadets@sandiego.gov](mailto:sdfdcadets@sandiego.gov)

- name
- date of birth
- A statement about why you are interested in Cadet Program

OYP Referrals

Ben Clark Flyer

[Go Cycling Flyer](#)

Winter Fest Flyer:



**PACIFIC VIEW CHARTER SCHOOL'S**

## Annual Gingerbread House Contest

Gingerbread House Kits available on a first come, first served basis, while supplies last

Use any additional candies or food to decorate or build your dream gingerbread house - be creative!

KIT PICKUP BEGINS DECEMBER 2  
HOUSES DUE DECEMBER 12  
TO THE FRONT OFFICE

JUDGING BASED ON DESIGN AND CREATIVITY  
AT OUR WINTER FESTIVAL  
DECEMBER 13, 2019 1:30-2:45

PRIZES FOR FIRST, SECOND, & THIRD PLACE

[Parent Board Members \(see website\)](#)

[Announcements](#) via website, Schoology, and social media

## E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

### Indicators

**E2.1. Safe, Clean, and Orderly Environment:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

**E2.2. High Expectations/Concern for All Students:** The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

**E2.3. Atmosphere of Trust, Respect, and Professionalism:** The entire school community has an atmosphere of trust, respect, equity, and professionalism.

**E2. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*


Findings	Supporting Evidence
<p><b>E2.1. Safe, Clean, and Orderly Environment:</b> The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.</p> <p>The Safety Committee, composed of credentialed and classified staff meets monthly to address safety issues.</p> <p>The school follows all CDPH guidelines and maintains a Covid Prevention Plan that is shared with all staff, students and families.</p> <p>The school maintains a Comprehensive Safety and Crisis Response Plan that is reviewed annually and shared with all staff which includes:</p> <ul style="list-style-type: none"> <li>-Emergency Contact Tree</li> <li>-School Incident System Flowchart</li> <li>-Safety Protocols for students and staff on campus</li> <li>-Plans for responding to crises</li> </ul> <p>Radio Communication Systems are Available for campus-wide communication</p> <p>Security Staff on campus while students are present</p> <p>Work closely with Oceanside Police Department and Moreno Valley Police Department with lockdown protocols, community safety/awareness, and presentation to staff and students</p> <p>The school follows the Children's Internet Protection Act</p>	<p><a href="#">Safety Committee Meeting Minutes</a></p> <p><a href="#">COVID Prevention Plan</a></p> <p><a href="#">Covid Decision Trees</a></p> <p>Safety and Crisis Plan (see admin, not available to public for safety reasons)</p> <p><a href="#">Technology Agreement</a></p> <p><a href="#">Cyber Bullying Assignment</a> in Intro Class</p>



## Pacific View Charter School ACS WASC/CDE Self-Study Report

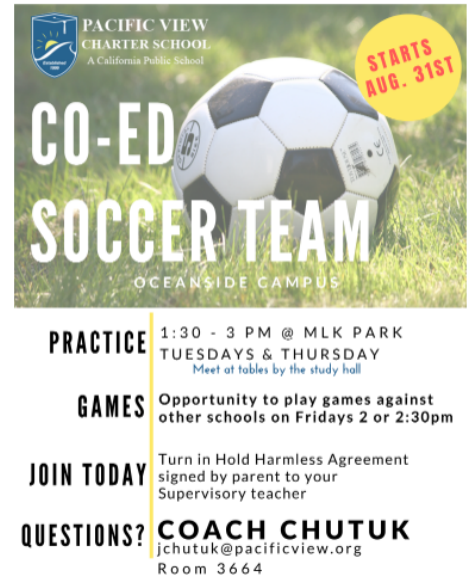
<p>School-wide Emergency Drills are Conducted on a Regular Basis for all staff and students.</p> <p>Students are required to follow the Internet Usage Agreement School internet is filtered through Securely Software which blocks unsafe or inappropriate websites</p> <p>The Technology Technician forwards all suspicious/concerning searches to supervisory teachers and admin if student safety is in question</p> <p>All students complete a "Cyber-Bullying" assignment for all students as part of the introductory course.</p> <p>Annual CPR/AED training for staff</p> <p>Staff is trained in Blood Trauma Training</p> <p>All staff receives Mandated Reporting and Bloodborne Pathogens Training</p>	
<p>E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.</p> <p>The County Office of Education has trained PVCS instructional staff to implement Restorative Circles in classrooms, in response to behavioral challenges. The school has implemented restorative practices to build respectful relationships with students and families based on trust, support of students' social and emotional needs, and accountability.</p> <p>Staff follows school wide Tiers of Intervention when further support is needed for behavior/academic challenges.</p> <p>Student Success Plans (SSP) are developed between students and teachers.</p> <p>SST (Student Support Team) and IEP meetings are held with administration, supervisory teacher, student and family, and Ed. Spec. when appropriate.</p> <p>PVCS has a co-ed inclusive sports program that accepts all students with all abilities and encourages healthy competition with other local schools. Student Clubs are created each year based on student interest.</p> <p>Professional Development in Restorative Practices at the start of each school year.</p>	<p><a href="#">Schoolwide Code of Conduct</a>  <a href="#">Code of Conduct Reflections</a>  <a href="#">Lesson Plans with circle activity</a>  Mediation notes (see Director of Student Services)  SSP Example  <a href="#">Restorative Tiers of Intervention Plan</a>  SST notes  IEP notes  Club applications and constitutions  Club flyers :</p>

## Pacific View Charter School ACS WASC/CDE Self-Study Report

<p>PVCS Code of Conduct was created by the PVCS Restorative Alliance. Code of Conduct Posters are visible throughout campus and embedded in assignments</p> <p>PVCS adheres to HIPPA and FERPA regulations to protect student privacy</p>	 <p><b>KOREAN POP DANCE GROUP</b></p> <p>A place for kpop and dance lovers. Come even if you don't know how to dance.</p> <p>Every Tuesday at 7:30 until 8:30. Contact Lindsey Pak at lindsay.pak@pvcsd.org if interested.</p>
<p>E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.</p> <p>The Employee Handbook outlines expectations for professionalism and interactions with other staff members, students and parents.</p> <p>Students are taught and teachers reinforce the schoolwide Code of Conduct.</p> <p>PVCS provides parents with resources and translations to support the needs of a diverse student population.</p> <p>The school adheres to HIPPA and FERPA regulations to protect student privacy</p>	<p><a href="#">Restorative Practices Refresher Training: Rebuilding PVCS PowerPoint Presentation and Attendance Log 8/4/2021</a></p> <p>Photo release forms are a part of school registration</p> <p>IEPs are kept confidential and allowed to be seen only by appropriate personnel</p> <p>Cumulative Records are locked up and must be checked out through front office staff</p> <p><a href="#">Employee Handbook</a></p> <p><a href="#">Schoolwide Code of Conduct</a></p> <p>Sports Flyer Example:</p>

## Pacific View Charter School ACS WASC/CDE Self-Study Report

PVCS has inclusive sports without try-outs and various clubs created by our students



The poster features a soccer ball on a grassy field. In the top left corner is the Pacific View Charter School logo with the text "PACIFIC VIEW CHARTER SCHOOL A California Public School". In the top right corner is a yellow circular badge that says "STARTS AUG. 31ST". The main title "CO-ED SOCCER TEAM" is in large, bold, white letters, with "OCEANSIDE CAMPUS" in smaller white letters below it. The poster lists practice times as 1:30 - 3 PM @ MLK PARK on Tuesdays & Thursday, with a note to "Meet at tables by the study hall". It also lists games as an opportunity to play against other schools on Fridays at 2 or 2:30pm. The "JOIN TODAY" section asks for a "Turn in Hold Harmless Agreement signed by parent to your Supervisory teacher". The "QUESTIONS?" section lists "COACH CHUTUK" with email "jchutuk@pacificview.org" and "Room 3664".

**PACIFIC VIEW CHARTER SCHOOL**  
A California Public School

**CO-ED SOCCER TEAM**  
OCEANSIDE CAMPUS

**STARTS AUG. 31ST**

**PRACTICE** 1:30 - 3 PM @ MLK PARK  
TUESDAYS & THURSDAY  
*Meet at tables by the study hall*

**GAMES** Opportunity to play games against other schools on Fridays 2 or 2:30pm

**JOIN TODAY** Turn in Hold Harmless Agreement signed by parent to your Supervisory teacher

**QUESTIONS? COACH CHUTUK**  
jchutuk@pacificview.org  
Room 3664

### E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

#### Indicators

**E3.1. Academic Support Strategies for Students:** School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

**E3.2. Multi-Tiered Support Strategies for Students:** School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

**E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being:** The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

**E3.4. Co-Curricular Activities:** The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**E3.5. Student Voice:** Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

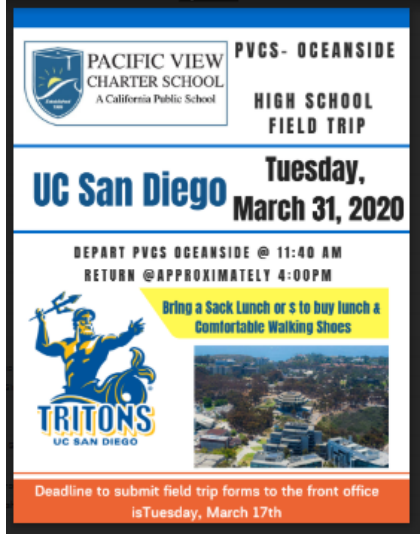
**E3. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*


Findings	Supporting Evidence
<p>E3.1 Academic Support Strategies for Students</p> <p>The PVCS Master Agreement includes a requirement of weekly meetings with the parent and student in order to communicate grades, progress, and concerns.</p> <p>The school provides a robust course catalog that includes foundational level and intervention courses for students who are reading below grade level.</p> <p>Students who are failing to make academic gains are provided with a multi-tiered system of support which includes student support plans, and referral to the SST process when needed.</p> <p>Supplemental programs such as IXL are used to support students reading and math in grades K-8.</p> <p>Tutoring in all subjects is available throughout school hours for student's independent work. Virtual Tutoring/Drop-In tutoring available for all students</p> <p>Instructional Aides and Ed. Specialists provide intervention services in class as well in small classrooms for students with IEPs and 504s.</p> <p>Students with IEPs can receive additional support and tutoring in the</p>	<p><a href="#">Course Catalog</a></p> <p><a href="#">Foundations Request Form</a></p> <p><a href="#">SST Tracking Doc</a></p> <p><a href="#">Tutoring Sign Up Docs</a></p> <p><a href="#">Push-in Instructional Aide Schedule</a></p> <p><a href="#">Ed Specialists Schedules</a></p> <p>Weekly meetings with Supervisory Teacher/families (notes in Contact Manager)</p>

## Pacific View Charter School ACS WASC/CDE Self-Study Report

<p>Resource Room in addition to SAI.</p> <p>Students can work in their teacher's office to get support from their teacher.</p>	
<p>E3.2 School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.</p> <p>PVCS' school model is based on personalized learning and each student is provided with a learning plan tailored to meet their individual learning needs. High school students are also provided with a graduation plan to assist in making progress towards graduation and life after high school.</p> <p>Students are provided with support through weekly meetings with their teachers to monitor progress, assess mastery and provide modifications and alternative assignments as needed.</p> <p>Reading and math intervention courses are taught to students who have identified areas of growth.</p> <p>Students who are failing to make academic gains are provided with a multi-tiered system of support which includes student support plans, and referral to the SST process when needed.</p> <p>The school has a full time therapist, school psychologist and academic counselor to support both the social/emotional and academic needs of students.</p> <p>PVCS has a system of Restorative Practice that includes inviting students and families to come together to solve problems and address concerns.</p> <p>Professional Developments in Restorative Practices and Growth Mindset (recently incorporated SEL) give staff resources to build a culture based on high support, high accountability, and teaching perseverance to students.</p> <p>Middle School: Small class sizes allow teachers to give more attention to individual students academically, socially, and emotionally.</p>	<p><a href="#">Graduation Planners</a> (with student schedule, weekly planning doc, college and career goals) Weekly Meeting Notes (Contact Manager) <a href="#">Curriculum Modification Examples</a> <a href="#">K8 Schedule with Interventions</a> <a href="#">SSP</a> <a href="#">SST Tracking Doc</a> Counseling Flyer:</p> <div data-bbox="1036 730 1560 1402" data-label="Image"> </div>
<p>E3.3 The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.</p> <p>Students referred to the SST process or who qualify for a 504 are monitored and success with the SST process is evaluated by leadership.</p>	<p><a href="#">SST Tracking Doc</a> IEP Progress Reports PLC Notes (20/21): <a href="#">Social Studies</a> <a href="#">ELA</a> <a href="#">Math</a></p>

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<p>Students with IEPs are monitored by their Education Specialists through progress on goals and progress reports are shared with parents each semester.</p> <p>Data review meetings are held in PLCs to review semester grades, diagnostic and state assessments and evaluate the effectiveness of the interventions and supports.</p>	<p><a href="#">Science</a>  <a href="#">K8</a>  <a href="#">SPED</a></p> <p>Curriculum Committee Notes:  <a href="#">21/22</a>  <a href="#">20/21</a>  <a href="#">19/20</a></p> <p>Leadership Meeting Minutes  <a href="#">21/22</a>  <a href="#">20/21</a></p> <p>(See chapter 2 for data)</p>
<p>E3.4 The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.</p> <p>Students are offered the opportunity to attend field trips and events including such places as Biztown, Legoland Robotics Lab, Palomar Planetarium, etc.</p> <p>Community organizations are invited to the school to present topics to students</p> <p>Field trips to community and four year colleges are offered to middle and high school students.</p> <p>PVCS offers co-ed sports for students</p> <p>PVCS offers student proposed and driven clubs lead by a teacher.</p> <p>PVCS has a non-profit Cycling club called “Go cycling” to teach students how to safely ride a bicycle and offer class credit.</p>	<p><a href="#">Field Trip Permission Slip</a></p> <p>Presentation Flyer:</p> 

	 <p><b>PACIFIC VIEW CHARTER SCHOOL</b> A California Public School</p> <p><b>CO-ED SOCCER TEAM</b> OCEANSIDE CAMPUS</p> <p><b>STARTS AUG. 31ST</b></p> <p><b>PRACTICE</b> 1:30 - 3 PM @ MLK PARK TUESDAYS &amp; THURSDAY <i>Meet at tables by the study hall</i></p> <p><b>GAMES</b> Opportunity to play games against other schools on Fridays 2 or 2:30pm</p> <p><b>JOIN TODAY</b> Turn in Hold Harmless Agreement signed by parent to your Supervisory teacher</p> <p><b>QUESTIONS?</b> <b>COACH CHUTUK</b> jchutuk@pacificview.org Room 3664</p>
<p><b>E3.5 Student Voice:</b> Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.</p> <p>PVCS follows a Code of Conduct that encourages positive relationships and commitment to learning creates a schoolwide culture of college and career readiness.</p> <p>Restorative circles are held regularly in classrooms providing students with an opportunity to make connections with others. The weekly meeting between students and teachers provide students with an opportunity to express learning challenges and highlight areas of strength</p> <p>Students are encouraged to start clubs based on their individual interests.</p> <p>Students can request 1 on 1 tutoring in the study hall to get targeted support. Students can reach out for virtually tutoring using the Drop in Tutoring class on Schoology.</p>	<p><b>Code of Conduct</b></p> <p><b>Restorative Practices Trainings</b></p> <p><b>Weekly Meeting Notes</b></p> <p><b>Club Flyers and Application</b></p> <p><b>1:1 Tutoring Flyer</b></p> <p><b>Drop in Tutoring Flyer</b></p>

**ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:  
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.\*

**Areas of Strength**

1. The school provides a wide variety of academic supports for students to access their education.
2. The school has a multi-tiered system of academic interventions to support students' progress towards graduation.
3. The school has a multi-tiered system of behavior management practices, which is based upon Restorative Practices.
4. The school has a full time therapist, school psychologist and academic counselor to support both the social/emotional and academic needs of students.
5. Students are provided with a variety of learning environments based on student needs which includes onsite classes, Teacher Offices, Resource Room, and Study Hall.
6. Students consistently report feeling safe and connected to their school.
7. The personalized learning model ensures that students are able to build relationships with their teachers and are supported in their learning and social and emotional development.

**Areas of Growth**

1. There is a need to develop leadership opportunities for students
2. There is a need to continue to encourage more parent participation in activities.
3. The school needs to find ways to encourage more student involvement in school activities and school clubs/events to provide students with the opportunity to build social skills and connect with peers.

The preliminary student learner needs identified in Chapter 2 are:

- Development of reading and math skills for students with exceptional needs
- Support with language development for English Language Learners
- Need to continue to increase support and services so students develop a clear path to graduation and life beyond high school.
- 

Based on the Focus Group Analysis:

1. There is a need to develop leadership opportunities for students
2. There is a need to continue to encourage more parent participation in activities.

Areas where this will appear in the Schoolwide Action Plan:

- Leadership opportunities for students will be found in Goal 3 focused on expanding resources for students.
- Parent participation is found in Goal 3, also focused on expanding services for students and families.



## **Prioritized Areas of Growth Needs from Categories A through E**

The following areas of growth were identified for each category reviewed and have been consolidated into groups and prioritized. It should not be inferred that each grouping is prioritized over another, rather within the groups, the action items have been prioritized.

### **Parent/Community Partnerships:**

1. There is a need to continue to develop methods for encouraging parent and community participation in the school's governance.
2. There is a need to develop the DELAC Committee.
3. Improve parent use and understanding of our learning management system (Schoology) and Student information system (Pathways)
4. There is a need to develop more partnerships with community organizations
5. There is a need to develop opportunities for students to showcase learning to parents and community

### **Academic Performance:**

1. There is a need to increase support for the development of reading and math skills through targeted intervention.
2. There is a need for further training for teachers to implement differentiation strategies in their classrooms.
3. Increased shared responsibility for student performance between Gen Ed and SPED teachers
4. There is a need to increase student engagement with academic learning
5. Implementation and continued training of NWEA

### **Engagement, Culture and College/Career Readiness:**

1. There is a need to continue to develop supports for college and career readiness and transition to college.
2. There is a need to develop leadership opportunities for students
3. The school needs to find ways to encourage more student involvement in school activities and school clubs/events to provide students with the opportunity to build social skills and connect with peers.
4. There is a need for better tracking system for students' college attendance and careers

### **School Growth:**

1. There is a need to continue to grow enrollment at both school sites through a variety of marketing strategies.

## Chapter IV: Summary of Identified Major Student Learner Needs

A comprehensive review of schoolwide data and feedback from the Focus Group work determined that the initial schoolwide learner needs were accurate. Additional needs were also discovered through the continuous improvement cycle. The five major student learner needs that have been identified based on the analysis of school data and the Focus Group findings are:

1. Continue to develop supports and interventions to support the development of reading and math skills for students with exceptional needs.
2. Continue to refine intervention programs to support language development of English Language Learners.
3. Increase college and career readiness services to students so that they can develop a clear path to graduation and a life beyond high school.
4. Provide resources and services to students and parents to support the social/emotional wellness of students and build school community.
5. Continue to implement strategies to grow enrollment at both school sites

The following chart details the strengths and areas of growth for Pacific View Charter School in relation to each category of study determined during the Focus Group process and identifies the next steps needed to be taken.

Category	Strength	Growth	Next Steps
<b>A</b>	<p>1. The school has a process for reviewing and revising the mission, vision and SLOs and ensures that school stakeholders have a clear understanding of each.</p> <p>2. The school has developed a clear plan for professional development that is guided by the school goals and student learning needs and ensures that all professional development activities are aligned with this plan.</p> <p>3. The school has board-approved fiscal policies and procedures to ensure sound fiscal practices, with proper internal controls and allocates resources to implement, monitor and accomplish the SLOs and annual LCAP.</p>	<p>1. There is a need to continue to develop methods for encouraging parent and community participation in the school's governance.</p> <p>2. There is a need to continue to grow enrollment at both school sites through a variety of marketing strategies.</p> <p>3. There is a need to develop the DELAC Committee.</p>	<p>Continue to promote parent participation in the weekly meetings, schoolwide events and meetings with the school counselor.</p> <p>Encourage use of Schoology and Pathways parent accounts</p> <p>The marketing team will meet monthly to continue to work on marketing strategies for school enrollment growth</p> <p>Develop strategies to expand the distance learning program</p>

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	<p>4. The school maintains clear board policies that are aligned with the vision, mission and SLOs and maintains a clear understanding of the relationship between the governing board and professional staff.</p> <p>5. Resources are appropriately allocated for acquiring and maintaining standards aligned instructional materials and equipment to ensure that all staff can complete their job duties and support student learning.</p> <p>6. All teaching staff are California credentialed, appropriately placed in their teaching positions and meet all state requirements from the California Teaching Commission.</p> <p>7. The school has effectively established integrated protocols and procedures for both school sites to ensure that all students at both sites received the same high quality educational services.</p>		<p>The Director of Student Services will develop a process for recruiting parents to start the DELAC committee</p>
	<p>1. PVCS implements strong collaboration between students, parents/guardians, education specialists, academic counselors, and administration to support students progress toward graduation and life after graduation.</p> <p>2. Weekly meetings with parents and</p>	<p>1. There is a need to develop more partnerships with community organizations</p> <p>2. There is a need to continue to develop supports for college</p>	<p>Curriculum committee will evaluate course offerings and integration of disciplines</p> <p>The Curriculum Committee will evaluate and revamp</p>

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<b>B</b>	<p>students allows for strong parent involvement.</p> <p>3. All courses are standards aligned and staff is trained in using current educational research and teaching practices</p> <p>4. Students in need of remediation or challenge in their classes and coursework are able to access appropriate classes/curriculum and programs which meet their goal-oriented needs</p> <p>5. PVCS offers both virtual and in-person classes.</p> <p>6. Teachers differentiate lesson plans for individual students according to their particular learning needs.</p>	<p>and career readiness</p> <p>3. The PLCs need to continue meeting to develop more cross curricular activities.</p>	<p>the Exit Course to assist with post-high school transition</p> <p>Restorative alliance will develop a plan for encouraging parent participation in school wide activities.</p>
<b>C</b>	<p>1. The school has a clear procedure for classroom observations, teacher evaluations and coaching based on the PVCS Instructional Framework.</p> <p>2. Teachers are highly skilled as facilitators of learning and the weekly meetings provide students and teachers with the opportunity to collaborate on student learning and skill development.</p> <p>3. There is a robust set of career development opportunities for high school students through the curriculum, individual assignments, counseling, field trips and presentations.</p> <p>4. The school has a wide variety of curriculum options for students to select. There are alternative and modified assignments embedded in</p>	<p>1. There is a need for better tracking system for students' college attendance</p> <p>2. There is a need to increase support for the development of reading and math skills through targeted intervention.</p> <p>3. There is a need to increase student engagement with academic learning</p> <p>4. There is a need to increase student performance in reading, writing and oral language skills across the curriculum.</p>	<p>The Curriculum Committee will discuss ways to provide students with real-world experiences/field trips and ways to showcase their work</p> <p>Continue to build a database of modified assignments</p> <p>Administration will increase PD opportunities for teachers of reading and math intervention courses.</p>

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	the courses for teachers to assign as needed.	<p>5. There is a need to develop opportunities for students to showcase learning to parents and community</p> <p>6. There is a need for further training for teachers to implement differentiation strategies in their classrooms.</p>	
<b>D</b>	<p>1. There are personalized learning planners for all students</p> <p>2. There is strong levels of communication between teachers, parents and students</p> <p>3. There is an emphasis schoolwide on data analysis for appropriate placement of students</p> <p>4. The school provides curriculum &amp; intervention courses to meet the needs of students performing below grade level</p>	<p>1. There is a need to increase shared responsibility for student performance between Gen Ed and SPED teachers</p> <p>2. There is a need to develop growth targets for student performance in reading and math on NWEA assessments based on the baseline assessment data that will be collected and analyzed in the 21/22 school year.</p> <p>3. Parent use and understanding of the learning management system (Schoology) and Student information system (Pathways) is limited.</p> <p>4. There is a need to continue to develop exit criteria from intervention courses</p>	<p>Continue the implementation and continued training of NWEA</p> <p>Train staff on shared student responsibilities</p> <p>Provide and oversee collaboration time between gen ed and special education teachers</p> <p>Train teachers in ways to train parents on use of the tech tools</p> <p>Curriculum Committee and PLCs will work to create exit criteria from intervention courses during the 21/22 school year</p>
	1.The school has a multi-tiered system of academic interventions to support students' progress towards graduation.	1. There is a need to develop leadership opportunities for students	Restorative Alliance will hold regular meetings and plans for leadership

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<b>E</b>	<p>2. The school has a multi-tiered system of behavior management practices, which is based upon Restorative Practices.</p> <p>3. The school has a full time therapist, school psychologist and academic counselor to support both the social/emotional and academic needs of students.</p> <p>4. Students are provided with a variety of learning environments based on student needs which includes onsite classes, Teacher Offices, Resource Room, and Study Hall.</p> <p>5. Students consistently report feeling safe and connected to their school.</p> <p>6. The personalized learning model ensures that students are able to build relationships with their teachers and are supported in their learning and social and emotional development.</p>	<p>2. There is a need to continue to encourage more parent participation in activities</p> <p>3. The school needs to find ways to encourage more student involvement in school activities and school clubs/events to provide students with the opportunity to build social skills and connect with peers.</p>	<p>opportunities for students.</p> <p>Brainstorm ideas for parent participation through the Restorative Alliance</p>
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When examining the overall strengths and areas of growth for the school, the following themes become apparent.

### Themes in Areas of Strength

- Schoolwide Processes and Procedures
- Sound Fiscal Practices
- Collaboration between students, parents/guardians and teachers in student academics
- The school has an emphasis on meeting the needs of individual students which includes both academic as well as social and emotional support
- The school has a dedicated and committed staff who focus on developing relationships with students

### Themes in Areas of Growth

- Increased college and career readiness activities
- Parent involvement in school wide events, activities and use of technology
- Development and sustainability of intervention programs and special education to improve reading and math performance

- Leadership opportunities for students

The growth themes are used to develop the goals for the Schoolwide Action Plan and aligned LCAP. The developed goals were then aligned to measurable outcomes to ensure that Pacific View can measure progress towards the accomplishment of the goals. The actions and services tied to each goal were then developed by the leadership team and evaluated by the staff for input to ensure that the goals could be accomplished through the completion of the action/service. Finally, the business department allocated appropriate funding resources to complete the actions and services in the school's annual and long-range projected budgets.

## Chapter V: Schoolwide Action Plan

**Goal # 1:** All students will graduate from Pacific View with a post-graduation plan for entrance into colleges, universities, trade schools or the workforce, depending on their individual goals

**Identified Need:** Pacific View predominantly serves a high risk population of students who have had significant barriers to graduation. Specific actions and services need to be implemented in order to prepare students for life beyond high school.

### Measurable Outcomes to Meet the Goal:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase percentage of students entering community college	51/112 (45%) of the 2020 graduates enrolled in community college				60% of graduates will enroll in community college
Credit deficient students will increase the number of credits completed each semester	Develop a process for collecting data on the number of credits completed each year by credit deficient students and collect data to establish a baseline				75% of credit deficient students will earn a years worth of credits during a years worth of instruction at PVCS
Decrease number of cohorted high school students who become credit deficient	14% of credit deficient students are cohorted from the 9-12th grade				7% of credit deficient students are in the 4 year cohort
Graduates will develop a clear post-graduation plan	78% of students report having a clear plan for graduation				100% of graduating students will have a clearly defined graduation plan
Increase graduation rate as measured through the Dashboard	56% of students graduate as measured by the graduation rate indicator				75% of student graduate as measured by the graduation rate indicator



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Graduation Rate indicator					
English Learners will be appropriately placed in ELD	Develop ELD course and develop process for tracking EL placement				95% of all EL students will be appropriately placed in ELD
Increase in Reclassification Rates for continuously enrolled students ( 2 or more years in the school)	17% of continuously enrolled students were reclassified in the 19/20 school year. 100% of students who reclassified were continuously enrolled.	30% of continuously enrolled EL students will reclassify.	50% of continuously enrolled EL students will reclassify.		
FAFSA completions rates will increase	33% of graduating students have completed FAFSA				50% of graduating students will complete the FAFSA
Maintain student access to a broad course of study including the full A-G required suite of courses	100% of high school students have access to broad course of study and all required A-G courses				100% of high school students have access to broad course of study and all required A-G courses

**Actions, Resources, Expenditures, Responsible Party to Accomplish Goal #1:**

<b>Action Title</b>	<b>Description</b>	<b>Total Funds Allocated</b>	<b>Responsible Party</b>	<b>Deadline</b>
Grade Level by Credits	Change the way student grade levels are awarded from age to credits earned and monitor how this change influences the behavior of students, especially those who are credit deficient	44,070	Leadership (primarily School Counselor)	Late August 2021 and each year.
DASS Status and Graduation Rate	Monitor how DASS status affects graduation rates for students	25,940	Director of Curriculum, Leadership	May 2022 and each year

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Identify & Intervene Credit Deficient Students	The school counselor will identify students who are credit deficient, tag them in the SIS so all teachers are aware and schedule meetings with families to make a plan for remediation	10,162	School Counselor Lead Teacher/SST Coordinator	August 2021 and upon enrollment
Graduation Plan Update and Training	Revise and rename Learning Planners for high school students to Graduation Planners. Train teachers on how to use the plan and to communicate with families.	13,128	Director of Curriculum, High School Lead Teacher	June 2021
Track Data on SSTs	Track the data on SST meetings: credit recovery, continued enrollment	5,280	Lead Teachers, report to Leadership	May 2021 and each semester
Tracking of 4 year cohorts	Begin to track progress towards graduation for students enrolled from the beginning of 9th grade	17,325	School Counselor Director of Curriculum	Fall 2021
Credit Completion Tracking	Develop system for tracking credits earned for HS school students to ensure that students are making gains in the high school program and are completing requirements for graduation	26,700	School Counselor Director of Curriculum	Fall 2021
Develop Graduation Pathway Planning Schoology Course	Create a place in Schoology where all graduation activities will be tracked for each individual student from 9th to 12th grade.	39,257	Director of Curriculum	June 2021
Expand College and Career presentations	Partner with local community colleges to increase outreach to PVCS students by hosting presentations twice a year.	6,226	School Counselor	Fall 2021 and ongoing
Career Fair	Host career fair for students	31,140	School Counselor Lead Teachers	Spring 2022
Expand college field trips	Take students on two field trips for each school site	4,525	School Counselor Lead Teachers	Spring 2022

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Virtual Career Presentations	Continue to offer virtual career presentations through Schoology	2,625	School Counselor	Ongoing
Financial Aid	School counselor will continue to offer financial aid meetings individually for families. Bilingual staff will conduct meetings to ensure access to Spanish speaking families	10,037	School Counselor	Ongoing
Add additional career exploration electives	Add 27 courses through Edgenuity to encourage students to expand knowledge of career opportunities while earning elective credit.	27,125	Director of Curriculum	July 2021
Translation services	Information regarding post-graduation options will be provided to families in English and Spanish to ensure access for all families.	6,250	School Counselor, Director of Student Services	Ongoing
Revise Exit Course	Teachers will enroll students in the Exit course at the beginning of senior year. Students will begin graduation plan through survey, assignments and meeting with counselor	41,217	Director of Curriculum Lead Teacher	Fall 2021
Exit Course Survey Analysis	School counselor will tailor career presentations based on data from initial Exit Course Survey	5,626	School Counselor	Fall 2021 and ongoing
Teacher Training on Exit Course	High school teachers will receive training on new Exit Course/Graduation Plans for graduating students.	40,757	Lead Teacher	Fall 2021
Resume Writing Workshops	Host resume writing workshop in spring and summer.	1,044	School Counselor	Spring 2022
Course Options	Continue to ensure that all students have access to standards aligned curriculum including the full A-G suite of courses.	261,065	Director of Curriculum	Ongoing

Parent participation	Continue to promote parent participation in the weekly meetings, schoolwide events and meetings with the school counselor.	23,560	Lead Teachers Leadership	Ongoing
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**Goal # 2:** Increase student achievement in Math and ELA for students receiving intervention to build deficient skills.

**Identified Need:** Students often arrive at Pacific View after being unsuccessful at another school, especially in high school. Students need additional support to remediate deficiencies in math and ELA in order to master content and to be able to graduate college and career ready. Additionally, special education and English language learners are performing below their peers in these areas and interventions need to be implemented to close the achievement gap for these student groups.

**Measurable Outcomes to Meet the Goal:**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students will be placed in appropriate interventions for ELA and Math	70% of students are appropriately placed				95% of students are appropriately placed
Metric for Local Assessment	As the school is changing local assessments, a baseline and desired outcome will be developed next year with implementation of new assessment	Develop plan for administering assessments across grades 2-12, administer assessment and create baseline numbers and targets for growth			

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Continue to increase number of high school students taking Math 3 and above prior to graduation	76 students took at least 1 semester of Math 3 during the 20/21 school year				150 students will take at least 1 semester of Math 3 during the school year
Students in grades 6-8 who are continuously enrolled will increase in SBAC scaled scores	Average Scaled Score for 18/19: -Grade 8: 2514 -Grade 7: 2480 -Grade 6: 2488				Increased scores by 50 points
Scaled Score increase on Math SBAC for grade 11 students	18/19 Average Scale Score 2484				Increase scores by 100 points
Scaled Score increase on ELA SBAC for grade 11 students	18/19 Average Scale Score 2550				Increase scores by 100 points

**Actions, Resources, Expenditures, Responsible Party to Accomplish Goal #2:**

<b>Action Title</b>	<b>Description</b>	<b>Total Funds Allocated</b>	<b>Responsible Party</b>	<b>Deadline</b>
Credentialed Teachers	Continue to hire only fully credentialed teachers and assign them appropriately, including special education staff.	2,276,341	Leadership	Ongoing
Course Placement Training	Train teachers on appropriate course placement, with an emphasis on math course placement	113,952	Director of Curriculum	Fall 2021 and ongoing
Reading Intervention	Revise and implement high school Reading Intervention course for struggling readers with a	230,000	Director of Curriculum	September 2021

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	focus on SPED Students (Stem Literacy) and English Learners (ELD)		Director of Student Services	
Exit Criteria for Intervention	Develop exit criteria for intervention courses	5,225	Director of Curriculum	Spring 2022
Study Skills	Offer Study Skills Course to high school students to build skills and practice goal work in reading and math	115,000	SPED Coordinator	Fall 2021 and ongoing
Possible Reading Intervention Independent Study	Explore independent study reading intervention course for high school	12,809	Curriculum Committee	Fall 2021
Middle School Intervention	Develop schedule for middle school that includes a period for reading intervention and a period for math intervention	471,726	Lead Teachers	Summer 2021
K8 Reading Program	Develop and implement a reading program for K8 home study and classroom students	24,000	Lead Teachers Site Supervisor MV	Fall 2021
Co-Teaching Inclusion Model	Middle school students with special needs will receive services in ELA and math through co-teaching, allowing them to remain in the LRE, while still receiving targeted intervention and instruction.	748,032	Sped Coordinator Lead Teachers	Fall 2021
Diagnostic Assessment	Purchase new diagnostic assessment, train teachers on use, implement schoolwide and develop baseline and growth criteria in reading and math	11,000	Director of Curriculum	Summer/Fall 2021 and Spring 2022
Spiral Math Courses	PLCs will continue to align and spiral high school math curriculum	4,800	Director of Curriculum	Ongoing 2021-22

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			Math PLC Team	
SBAC Practice Sessions	Implement math review sessions prior to SBAC for high school students	21,080	Director of Curriculum	Spring 2021
Credit Deficient Math	Require math credit deficient students to take math courses in grades 10-11. Tracked through graduation planners and reviewed in IEP/504/SST meetings.	72,002	Director of Curriculum Sped Coordinator	Ongoing
Home Study Student Tutoring	Provide tutoring for home study only students.	65,282	Site Supervisor MV	Beginning Fall 2021
Plan for addressing learning loss K8.	The K8 team will develop and deliver learning packets for summer for students enrolled in home study and the middle school classes to help mitigate learning loss and prepare students for the next school year.	2,000	K8 Lead Teacher Site Supervisor MV	Summer 2021
Cross Curricular Activities	PLCs will meet in cross-curricular groups to plan for activities that cross the different subject matter	5850	Director of Curriculum PLC Leads	2021-22 School Year
Instructional Coaching/Framework	Continue teacher coaching and schoolwide implementation of the PVCS Instructional Framework	190,324	Director of Curriculum Director of Student Services Lead Teachers	Fall 2021
Hotspots	Increase the number of hot spots available to students for check out	64,410	Technology Tech Director of Curriculum	Fall 2021

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Chromebooks	Continue to provide Chromebooks for all students in grades 6-12 and any student K-5 who needs one	158,269	Technology Tech  Director of Curriculum	Fall 2021
ELL instructional strategies training	All teaching staff will be trained in teaching strategies to support language development for ELL students and how to best prepare students for the ELPAC exam.	63,643	Director of Student Services	Fall 2021
ELD Curriculum	Purchase curriculum to support designated ELD course for high school students	5,000	Director of Curriculum	Fall 2021
Hire ELD teaching staff	Hire a teacher who will be dedicated to instruction of ELD students, teach a designated ELD course and support the growth of programs and services for EL students.	136,834	Leadership Team	Summer 2021
Provide designated ELD instruction for students.	Offer a designated ELD course for English Language Learners	17,900	Director of Curriculum  Director of Student Services	Fall 2021

**Goal # 3:** Expand and improve resources and services to students and parents to provide a sense of safety, school connectedness, and to support students' social emotional wellness.

**Identified Need:** Pacific View Charter School students have experienced an increase in academic and social challenges due to Covid, campus closure, and a distance learning-only model of instruction. Additional supports are needed to support students' social and emotional health in order for them to be successful academically.



**Measurable Outcomes to Meet the Goal:**

<b>Metric</b>	<b>Baseline</b>	<b>Year 1 Outcome</b>	<b>Year 2 Outcome</b>	<b>Year 3 Outcome</b>	<b>Desired Outcome for 2023–24</b>
Maintain low suspension rate	3.3% in 2019/20 (data from 20/21 does not accurately reflect regular school years)				Suspensions remain at or below 3%
Maintain 97% attendance rate	97-98% for 2021 school year				97%-98% attendance rate
Students report that they feel safe at school as measured by student survey	76% of students report that they feel safe at school				95-100% of students report that they feel safe at school as measured through student surveys.
All Students will have access to schoolwide SEL Support Program	Students have access to restorative practices, counseling and support but there is not a schoolwide implementation of SEL.				100% of students will have access to SEL programs including staff development, student participation and SEL-based curriculum and lessons.

**Actions, Resources, Expenditures, Responsible Party to Accomplish Goal #3:**

<b>Title</b>	<b>Description</b>	<b>Total Funds Allocated</b>	<b>Responsible Party</b>	<b>Deadline</b>
Alternative to Suspension	Develop an Alternative to Suspension Program through the restorative alliance. This program would allow students to stay on campus and not be sent home in the case of rule violation.	728,557	Director of Student Services	End of School Year 21/22
Alternative Discipline	Implement alternative methods of discipline including - in-school reflection (learning activities related to offense, separation from class, volunteer activities, counseling)	381,778	Director of Student Services	Ongoing through school year 21/22

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PD for Behavior/Restorative Practices	Professional development for staff to intervene and manage difficult behavior in the classroom	20,431	Director of Student Services, Director of Curriculum	Fall 21/22
BIPs	IEP team will determine if additional behavior supports are needed in the form of behavior intervention plans for current and enrolling students and plans will be developed for students demonstrating need for increased behavior support	50,947	Sped Coordinator  School Psychologist	Fall 21/22 and ongoing
Plan for tracking student retention	Develop and implement a plan for tracking retention rates of students from 9th grade to graduation and from middle school to high school	6,124	Director of Curriculum  School Counselor	Fall 21/22
SEL School Wide Research	Begin research on the development of a SEL Schoolwide Program, including: PD for Teachers; Social and emotional support; SEL Curriculum and training for all teaching staff	28,726	Director of Curriculum Director of Student Services	Ongoing through 21/22
SEL Staff Training	Conduct PD for staff on how to infuse SEL into work environment	31,662	Restorative Alliance	Ongoing through 21/22
SEL Student Support	Implement SEL program for students through staff training and purchase of new curriculum	26,726	Director of Curriculum Director of Student Services	Ongoing through 21/22
Leadership Opportunities	Restorative Alliance will develop and implement further opportunities for students leadership in school	25,000	Director of Student Services	Ongoing through 21/22

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Counseling	Expand counseling services from part time to full time and to include Moreno Valley Campus	71,456	Director of Finance	Fall 21/22
Interquest	Reinstate monthly Interquest Canine Detection Dogs program	1,800	Director of Finance	Ongoing through 21/22
Security Guard	Reinstate campus security guard	54,000	Director of Finance	Ongoing through 21/22
Therapy Dogs	Expand therapy dog program: Bring out therapy dogs during lunches, break times and to assist students when they are having social/emotional difficulty. Increase frequency of therapy dog meetings to encourage participation	8,850	Site Supervisor	Ongoing through 21/22
Therapeutic Program for Students in Special Education	Begin research on requirements for implementation of a therapeutic program	22,200	Sped Coordinator	Fall 21/22
School Spirit	Bring back college and school spirit days on campus	74,004	Marketing Team	Ongoing through 21/22
Parent Training	Train parents to use LMS for student grades and determine if parent accounts in Pathways are useful for families	2,500	Director of Curriculum, Curriculum Committee	Ongoing through 21/22
Safety Apps	Safety Committee will look into school safety monitoring tools/apps	13,689	Technology Tech	Fall 21/22
Students on Campus	Revise check in and check out procedures for for students	18,741	Director of Student Services	Fall 21/22
Facilities	Maintain safe and secure facilities through frequent monitoring of facilities need and upkeep	1,201,516	Director of Students Services	Ongoing through 21/22

			HR/Business Services	
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**Goal # 4:** Continue to implement strategies to grow enrollment at both school sites

**Identified Need:** Growth in student enrollment is required to maintain and increase student programs and services and to provide funding to keep up with increasing operational costs to operate the schools.

**Measurable Outcomes to Meet the Goal:**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall Student Enrollment Numbers	581	630	660	690	720

**Actions, Resources, Expenditures, Responsible Party to Accomplish Goal #4:**

Title	Description	Total Funds Allocated	Responsible Party	Deadline
Schola	The school will contract with Schola, an online recruitment company to help target families interested in local school options	5680	Marketing Team	Fall 2021 for 3 months to gauge effectiveness.
Virtual Program	Continue to develop the virtual services and programs to meet the needs of additional distance learners	50,000	Executive Director/Leadership	Ongoing
Validated Data	Develop validated data metrics for renewal criteria to prepare for charter renewal	78,000	Director of Curriculum	Spring/Summer 2022
iHeartRadio	School is being advertised on the iHeartRadio app.	3,400	Marketing Team	Fall 2021

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Bus Backs	Bus back advertisements run on local busses in North County	15,000	Marketing Team	Ongoing
Social Media	The school programs are advertised through social media: Facebook, Instagram, Tiktok, Youtube	21,000	Marketing Team	Ongoing
Counselor Referrals	The school counselor reaches out to local counselors to promote the school	40,000	School Counselor	Ongoing
School Videos	The school will develop videos to promote the school programs	2,500	Marketing Team	Ongoing
Chamber of Commerce	Continue to partner with the Chamber of Commerce to promote the school	1,050	Marketing Team	Ongoing
Middle School Summer	Explore options for summer programs for middle school students	28,000	Leadership Team	Spring 2021

Pacific View Charter School's leadership team has developed a system for tracking progress towards completing the actions and services identified in the Schoolwide Action Plan to accomplish the identified school goals in alignment with the LCAP process. At the beginning of the school year, the leadership team reviews the SAP/LCAP as a team and identifies the first actions and services that need to be implemented for the school year. The Director of Curriculum leads the staff in a review of the LCAP goals, measurable outcomes and actions to ensure that all staff are aware of the tasks. The Curriculum Committee reviews the LCAP goals and the PLC Leads work with each department to set department goals aligned to the SAP/LCAP goals. These are then shared with the staff and reviewed each semester in the Curriculum Committee. Leadership sets quarterly check in dates for progress towards the goals and reviews data at these meetings. Each spring the Leadership team reviews all progress using the Annual Update LCAP template, reviews current data and meets with stakeholders to solidify goals for the upcoming year, ensuring a continuous school improvement process.

## Appendices:

- A. [Local Control and Accountability Plan \(LCAP\)](#)
- B. [Student Survey Results](#)
- C. [Parent/Guardian Survey Results](#)
- D. [Staff Survey Results](#)
- E. [Master Schedule](#) (Tabs for High School Classes, Middle School Classes and Virtual Learning Opportunities)
- G. [Course Catalog](#)
- H. [UC List of Approved Courses](#)
- I. [California School Dashboard performance indicators](#)
- J. School accountability report card (SARC)
  - [2016-2017](#)
  - [2017-2018](#)
  - [2018-2019](#)
- K. [CBEDS](#) school information form
- L. [Graduation requirements](#)
- M. Any pertinent additional data
  - i. [Annual Report](#)
  - ii. Student Work Samples by Subject Matter
    - [Math](#)
    - [ELA](#)
    - [Science](#)
    - [SS](#)
    - [Electives](#)
- N. [Current Budgetary information](#),
  - [19-20 Multi Year Projection](#)
  - [18-19 Multi Year Projection](#)
- O. [Glossary](#) of terms unique to the school.