PACIFIC VIEW CHARTER SCHOOL

WASC FOCUS ON LEARNING

SELF-STUDY

FALL 2015

Table of Contents

PREFACE

PACIFIC VIEW CHARTER SCHOOL
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PREFACE

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

The accreditation process has served to guide our schoolwide improvement process. The school continues to address the areas of improvement identified by the Visiting Committee in the 2009 Self-Study visit. During the mid-term visit in 2012, the Visiting Committee made no additional recommendations and identified that PVCS "has taken seriously its commitment to ensuring all students are prepared with skills to pursue opportunities after graduation." The school's Leadership Team has created an infrastructure that supports a collaborative environment that effectively and efficiently promotes the school's educational program with its primary focus on raising student achievement and closing the achievement gap. The school's Leadership Team reviews and revises the Action Plan on an annual basis.

Since the mid-term visit, there have been significant restructuring of the school in order to efficiently maximize the use of human and physical resources that include: school personnel and allocation of resources towards student achievement; and with the recent implementation of the Common Core State Standards and CAASPP assessments. The school's Executive Director re-examined job descriptions, including roles and responsibilities, which resulted in newly redesignated job titles, hiring of additional staff and development of positions based on findings from schoolwide data, and feedback from staff and parents. The school's Leadership Team is comprised of the following: Executive Director, Business Consultant, Director of Central Office & Finance, Director of Curriculum, K-8 Lead Teacher, High School Lead Teacher, and the Director of Student Services.

Schoolwide there has been a clear focus on student achievement for the past three years. In preparation for the WASC Self-Study Focus on Learning, the Leadership Team, developed a plan that included the collection, disaggregation and analysis of various types of data, sharing data with home groups during staff development meetings; implementing focus group meetings; and revising its ESLRs to Schoolwide Learner Outcomes. The focus groups reviewed schoolwide data including demographics, characteristics, instructional programs, assessments and curriculum. In order to obtain feedback from all stakeholders in this report, our school implemented focus groups and surveys of parents and students throughout the process. This past year, our school has undergone numerous changes with the implementation of the Common Core State Standards, adoption and now evaluation of the curriculum, and the

implementation and analysis of common core aligned assessments to drive curricular and instructional decision-making.

GOOGLE SITE FOR WASC SELF-STUDY

In an effort to shift towards paperless, Pacific View Charter School has created a WASC Google Site where all 'evidence documents' can be found and reviewed by the WASC Visiting Committee prior to our onsite WASC Self-Study Visit in Fall 2015.

To access the WASC Google Site click on the following link
https://sites.google.com/a/pacificview.org/wasc-pvcs-google-site/
Login credentials:

User ID: wasc2015@pacificview.org
Password: WASC2015 (uppercase)

The WASC 5 Criteria for Chapter 4 can be found on the top left column. Click on the WASC Criteria to view/download '*evidence documents'* made reference to throughout this report.

CHAPTER 1: STUDENT/COMMUNITY PROFILE – DATA & FINDINGS

INTRODUCTION

Pacific View Charter School (PVCS) opened its doors to the community in August 1999 serving grades K-12. Its authorizer, Oceanside Unified School District (OUSD) continues to serve as its SELPA provider. In 2008 PVCS moved to its current facility, which was then purchased in 2010 and is situated in Oceanside, California.

HISTORY

Pacific View Charter School is a direct-funded K-12 WASC-accredited charter school situated in Oceanside serving approximately 500 students each year. It provides a combination/hybrid of classroom and non-classroom-based instruction through a Personalized Learning Model. In August 2015, PVCS opened an additional site in Moreno Valley, with the capacity of serving a total of 200 students in grades 9-12, through a non-classroom based Learning Center.
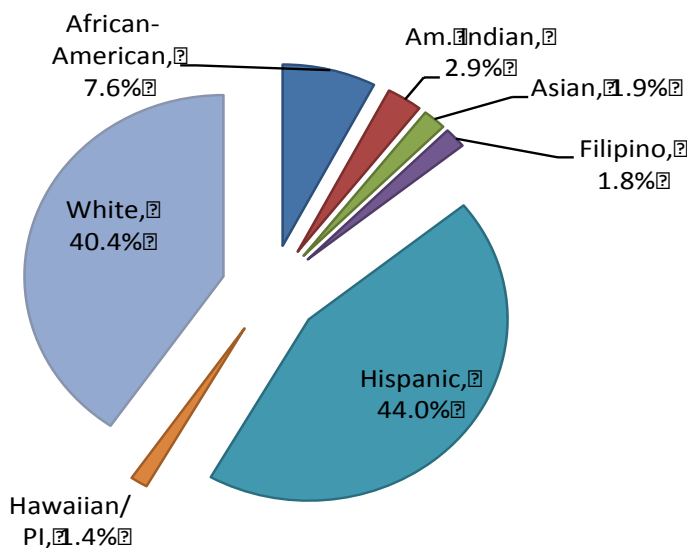The following pie chart illustrates PVCS current ethnic/racial demographics.

Figure 1: STUDENT ETHNIC/RACIAL DEMOGRAPHICS

The primary languages spoken at home are English and Spanish. The numerically significant subgroups include: 50% Socioeconomically Disadvantaged and 5% Students with Special Needs. The following chart illustrates student enrollment by race/ethnicity for the past four years.

ENROLLMENT BY ETHNICITY						
	AFRI-AM	**AM IND/ ALASKAN**	**ASIAN**	**FILIPINO**	**HISPANIC**	**NATIVE HAWAIIAN/ PI**	**WHITE**
2012-13	34	8	2	9	132	7	188
2013-14	28	14	2	10	107	4	185
2014-15	23	13	2	6	98	2	144
2015-16	32	12	8	7	185	6	170

Figure 2: ENROLLMENT BY ETHNICITY

Pacific View Charter School provides every student with a rigorous Common Core aligned academic curriculum and provides numerous academic interventions to address the learning gaps of its students.

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

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

CORE VALUES
The following are the Core Values for which all stakeholders are expected to adhere to:
- **The Personalized Learning Model:** We believe that creating an Individualized Learning Plan for students that encompasses the development of 21st Century skills and content knowledge will prepare them for success in college and the work force.

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

- **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 (SLO) are the critical elements that every PVCS graduate will possess. 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 Inquiry Process to address a problem, hypothesize, experiment, analyze, and draw conclusions as they investigate an issue/problem.
- Utilize Problem-solving techniques during conflict resolution and learn to compromise.

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 understanding and interpret effectively.
- Collaborate, produce, and manage interpersonal relationships within diverse groups and settings.

21st Century Scholars who:
- Use technology effectively to access, organize, research and present information.
- Demonstrate the ability to integrate technology as an effective tool in their daily lives.
- Have developed an academic plan with goals to guide them in their pursuit towards a college degree and/or career choices.
- Have a clear understanding of the UC A-G Course Requirements and the pathways to meet college eligibility requirements.

Socially Responsible Global Citizens who:
- Embrace and respect cultural diversity through the understanding of our global society.
- Will contribute to the improvement of their school and local community by maximizing learning and creating future educational goals.
- Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.

EDUCATIONAL PROGRAM

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

1. The Supervisory Teacher, parent/guardian or designated support person, and student collaborate in developing and achieving high academic success in a personalized learning program. Supervisory Teachers meet one-on-one with the student and parent/guardians at regularly scheduled conferences to review assignments completed by students.

2. A variety of instructional strategies are available at all levels to address individual student needs and school goals. These may include such things as: utilization of computer based instruction, online curriculum, small group learning, tutoring opportunities, educational field trips, community service, guided textbook use, and the ability to work in teacher offices, among others.

3. Curriculum is aligned to the Common Core State Standards. Specialized small group instruction may be offered to elementary, middle school, and high school students in various academic subjects and extra-curricular activities to provide support and promote social interaction.

4. High school students are encouraged to take community college classes to assist them in meeting graduation requirements and furthering their educational goals.

5. The high school program operates on a year-round flexible open entry/open exit model following a two-track system using a 175-day school year calendar. An extended year component is also offered as a 6-week intercession from April to May. The K-8 school program is closely aligned to a traditional school year and also uses a 175-day school year calendar.

6. An online course of study is available to students who choose to utilize the services of PVCS in a virtual environment. Online delivery may include but not be limited to instruction, curriculum, assigning lessons, tutoring, learning team meetings, communication, collecting and grading assignments.

Students in grades K-3 utilize K12 online curriculum, students in grades 4-5 use a variety of common core aligned materials including engageNY and LearnZillion. Middle and High school students use Edgenuity curriculum, along with common core aligned teacher developed curriculum in conjunction with traditional textbooks.

GRADES K-5

In grades K-3, 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, administers quiz(es), and/or oral/writing assessment, and monitor student

progress. K12 Virtual Curriculum offers a combination of interactive online lessons with offline materials that supports the diverse learning styles of students. Students in grades 4-5 may choose from the homeschool option or a 4-day a week onsite program taught by a credentialed teacher. During classroom time, students are able to collaborate with peers in Math, ELA, Science, Social Studies and other enrichment activities that supplement the curriculum. In addition grades K-5 may participate in optional enrichment classes and field trips multiple Fridays during each month. PVCS offers the following student academic support and enrichment for elementary students:

- Study Island, a web-based supplemental tool that provides RTI support guide decision-making; with rigorous and engaging lessons, and assessments that promote higher order thinking and inquiry.
- Spatial-Temporal (ST) Math, provides visual math instruction through game-based instructional software aimed to boost math comprehension and proficiency through visual learning.
- Enrichment: Monthly student events (field trips) within the community

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, administers quiz(es), and/or oral/writing assessment, and monitor student progress. Edgenuity Curriculum offers a combination of interactive online lessons with offline materials that supports the diverse learning styles of students. Students who choose the classroom options 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. Students also have access to CareerZone that provides students with assessments on learning styles, and a plethora of college and career resources. In addition, PVCS offers the following student academic support and enrichment for middle school students:

- Study Island, a web-based supplemental tool that provides RTI support guide decision-making; with rigorous and engaging lessons, and assessments that promote higher order thinking and inquiry.
- Spatial-Temporal (ST) Math, provides visual math instruction through game-based instructional software aimed to boost math comprehension and proficiency through visual learning.
- Computer Lab/Study Hall, provides students with access to onsite instructional aides for tutoring, a quiet environment for studying and administering assessments.
- Enrichment: Monthly student events (field trips) within the community; and onsite weekly Glee Club

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, administers quizzes, and/or oral/writing assessment, and monitor student progress.

Meeting times may vary in frequency depending on the individualized needs of the student. The majority of assessments are administered onsite for grades 9-12, to ensure academic integrity. There are several courses that may require weekly attendance in addition to the meeting with the Supervisory Teacher. They include math courses, Math 180, Read 180, English 3D, Spanish 1, English, Biology Lab and Work Experience. PVCS offers various curricular options for students, which include:

- Traditional textbook-based curriculum that is Common Core aligned and UC A-G approved
- Workshop classes, where students receive onsite instruction with a reduced student to teacher ratio of 25:1
- Online Courses which are UC A-G approved
- Credit Recovery Online Courses

PVCS offers the following academic and social enrichment programs:

- Tutoring onsite and workshops – by teachers and instructional aides for all core subjects
- Weekly Office hours are held by the Supervisory Teacher
- Enrichment which include field trips and onsite Glee Club
- Flag Football Team, Latin Cardio Dance and Yoga
- College & Career events – PVCS hosts monthly presentations by/at local colleges and trade schools, in addition to guest speakers from various colleges and careers.
- In the 2015-16 school year, PVCS will begin a Clubs program for students, based on student interest.

ENROLLMENT
Upon enrollment, a Supervisory Teacher is assigned who meets with the student and parent/guardian. The student is administered diagnostic assessments in Reading and Mathematics using web-based assessments, followed by a transcript review. 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 IEP's, the Resource Specialist conducts the Change of Placement IEP within 30 days of enrollment to ensure that IEP goals and student needs/modifications are addressed and provided. For students identified as English Learners, a home language survey is also administered.

Pacific View Charter School student enrollment has remained consistent for the past 3 years. Despite numerous outreach and recruitment efforts enrollment in grades K-8 remains low, a sharp contrast from grades 9-12, which remains high. However, in the 2015-16 school year, K8 enrollment has increased due to the expansion of the program to include direct instruction. The student demographics and reasons for enrollment differ for those in grades K-8 compared with those in grades 9-12. Our students in grades K-8 are predominately students whose

families select a smaller school environment for their child. In contrast the characteristics of our students who enroll in grades 9-12 are seeking a personalized learning program that will meet their individual needs. Many of which have not been successful in a traditional high school, and are credit deficient.

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 Adworks, and Yelp. In addition, links to our school's website can also be found in the Oceanside and San Marcos Chamber of Commerce. Our school is working to partner with the Moreno Valley Chamber of Commerce to promote its new school facility site.

The following chart illustrates student enrollment by grade level taken from CBEDS for the past four (4) years at PVCS. Data for the 2015-16 school year was taken as a one-day snapshot and does not accurately reflect the total enrollment expected for the 2015-16 school year.

ENROLLMENT BY GRADE: PVCS													
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
2012-13	3	9	7	4	10	12	6	26	16	26	57	128	142	446
2013-14	9	6	8	7	7	4	15	7	26	29	50	88	149	405
2014-15	6	10	6	6	5	4	7	9	13	22	43	95	119	345
2015-16	4	3	2	4	9	8	14	9	20	25	53	123	146	420

Figure 3: PVCS STUDENT ENROLLMENT BY GRADE LEVEL

The following chart illustrates the number of students enrolled by gender.

ENROLLMENT BY GENDER		
	MALE	FEMALE
2012-13	191	225
2013-14	170	235
2014-15	152	196
2015-16	171	249

Figure 4: ENROLLMENT BY GENDER

INSTRUCTIONAL DAY/YEAR
PVCS provides and educational program that includes 175 instructional days. The school year starts in August and ends in May for grades K-8; and runs from July to March for grades 9-12. A 6-week intercession is available for high school students during the months of April and May. All PVCS students in K-12 have access to classroom and non-classroom based instruction.

ATTENDANCE

The following chart illustrates the Average Daily Attendance for Pacific View Charter School. However, since PVCS is an independent study program, attendance is not based on seat time in the classroom but rather measured through the completion of course assignments as outlined in the Independent Study section of the California Education Code. As such, attendance issues such as truancy, chronic absenteeism, SARB or referrals are generally not an issue at PVCS.

The school's attendance policy can be found in the Parent/Student handbook. There is an established procedure for handling students who miss appointments and/or fail to complete the required assignments. These students are placed on academic probation and referred to the Student Success Team (SST) meeting process. If there is no improvement after several SST meetings, students may be asked to leave Pacific View Charter School.

ADA/school year (PERCENTAGES)											
	TOTAL ADA	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JULY	AUG
2012-13	96.38	95.42	95.58	95.65	95.21	96.12	98.94	98.8	97.4	96.9	95.5	96.3
2013-14	95.89	96.26	96.33	95.89	96.86	95.29	93.84	95.7	94.7	94.5	96.4	96.1
2014-15	98.14	98.01	90.86	98.12	98.49	97.76	97.19	97.5	96	95.2	98.6	96.9
2015-16											98	

Figure 5: ATTENDANCE RATES (BY MONTH & YEAR)

The following chart shows the ADA for P1 and P2 for the past 3 years.

ADA for P1 and P2		
	P1	P2
2012-13	506.73	478.51
2013-14	485.43	448.58
2014-15	471.95	439.93
2015-16	TBD	TBD

Figure 6: ATTENDANCE (during P1 an P2 counts)

FOSTER YOUTH

The following chart provides the number of foster youth enrolled at PVCS. These numbers may fluctuate throughout the school year.

	# FOSTER
2012-13	3
2013-14	5
2014-15	3
2015-16	3

Figure 4: ENROLLMENT OF FOSTER YOUTH

FREE/REDUCED LUNCH

Currently, PVCS has 50% of its students identified as free/reduced based on the Federal National School Lunch Program. However, PVCS has not applied for, nor receives Title I-III federal funding.

FREE/REDUCED LUNCH		
	NUMBER	%
2012-13	240	54%
2013-14	221	55%
2014-15	172	50%
2015-16	220	52%

Figure 5: NUMBER/PERCENTAGE OF FREE/REDUCED LUNCH

STUDENTS WITH SPECIAL NEEDS

Pacific View Charter School complies with all applicable provisions of the IDEA Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. PVCS is solely responsible for compliance with Section 504 and ADA. Oceanside Unified School District is the SELPA provider for the school. The following chart illustrates the number of students identified with Special Needs.

SPED		
	NUMBER	PERCENTAGE
2012-13	41	9.0%
2013-14	35	8.6%
2014-15	43	12.0%
2015-16	pending	pending

Figure 6: STUDENTS WITH SPECIAL NEEDS

PVCS provides direct services as identified in the student's IEP, in the Resource Room for completion of course work. Direct services include: reading, writing, and math services for students to address their academic needs. Teachers work with students on developing guidelines, chunking and pacing guides. The Resource staff also provides study guides for modified curriculum for students who struggle academically. Assessments are administered for initial and triennials, which includes student transition surveys for students age 15 and older, and used for developing the transition plan. Students are also provided with "untimed" STAR, CAASPP, CAHSEE, testing in the resource office, as identified in their IEP. Students, in collaboration with their teachers and the Resource staff develop a Transition Plan for post-high school plans before their 16th birthday.

Resource teachers collaborate with teachers in the development and monitoring of Students with Special Needs. A monthly progress report is submitted on the 5th of each month to the Resource Specialist. Teachers and parents also provide input forms for the IEP. The Resource Specialist, and teachers attend SST meetings for students referred for SPED assessment. The SPED team includes the Resource Specialist, Speech Therapist, Psychologist, Occupational Therapist and Adaptive Physical Education Specialist.

ENGLISH LANGUAGE LEARNERS
The following charts provide the total number of English Language Learners, CELDT results, reclassification rates, and student enrollment by primary language. PVCS has adopted Pearson's AGS Foundation Curriculum and Read 180, LBook, and ReadLive, to support English Language Learners as their English Language Development (ELD) course. STAR Enterprise is also used to monitor reading and vocabulary growth. ELL students are also placed in writing workshops to monitor their listening, speaking, reading and writing skills. Teachers use SDAIE strategies.

ELL's receive instruction that includes: ELA, ELD, intervention courses and CAHSEE prep courses if applicable. PVCS continues to struggle with Long-term English Learners (LTEL). Characteristics of LTEL's at PVCS include students with poor attendance rates, struggle to pass CAHSEE, are credit deficient, have significant attendance gaps in their education from other schools (from months to years), family dynamics, socio-economic factors, transportation issues, juvenile delinquency, and absence from their education as a result of travelling to other countries to visit family. To address their academic needs, PVCS will adopt Scholastic English 3D starting in Fall 2015 and will continue to pursue professional development opportunities for teachers in ELD and ELA frameworks.

ENGLISH LANGUAGE LEARNERS (CELDT SCORES) SCHOOLWIDE					
	BEGINNING	EARLY INTERMEDIATE	INTERMEDIATE	EARLY ADVANCED	ADVANCED
2012-13	0	3	9	8	2
2013-14	0	2	12	15	2
2014-15	0	2	9	18	5
2015-16	TBD	TBD	TBD	TBD	TBD

Figure 7: CELDT RESULTS FOR ELL

LANGUAGE FLUENCY				
	# ELL	% OF ELL	IFEP	RFEP
2012-13	44	10.0%	5	26
2013-14	44	11.0%	8	43
2014-15	33	18%	11	61
2015-16	TBD	TBD	TBD	TBD

Figure 8: NUMBER/PERCENTAGE OF ELL BY CLASSIFICATION

RECLASSIFICATION RATES		
	TOTAL #	PERCENTAGE
2012-13	2	4.5%
2013-14	12	27.0%
2014-15	15	46.0%
2015-16	TBD	TBD

Figure 9: ANNUAL RECLASSIFICATION RATES

Reclassification rates at PVCS are based on the following criteria that include CELDT results, semester report cards, performance on CST (CAASPP), STAR Enterprise assessments, teacher and parent input and academic performance in core courses. Reclassification rates are calculated by dividing the total number of reclassified students by the total number of ELL students enrolled in the school.

ENROLLMENT BY PRIMARY LANGUAGE		
	SPANISH	ENGLISH
2012-13	33	396
2013-14	31	354
2014-15	31	298
2015-16	108	309

Figure 10: ENROLLMENT BY PRIMARY LANGUAGE

RESPONSE TO INTERVENTION (RTI) MODEL: Grades 9-12

In Spring 2012, PVCS piloted the RTI 3-tier model for students in grades 9-12 in an effort to identify and address the academic, and social emotional needs of its students. Upon evaluating the program's strengths and needs it was expanded to a 4-tier model and implemented school-wide in the 2013-14 school year. The overall goal of the RTI program is to identify students who are 'at-risk' and likely to struggle and provide the appropriate curriculum and level of assistance in order to support the student academically towards grade level standards.

Students are assessed using the STAR Enterprise Reading and Math web-based assessments. The Tier Level is based on a compilation of the STAR Enterprise results, academic history and performance on statewide assessments. The Director of Student Services create schoolwide reports to track and monitor student progress. The Supervisory teacher reviews the scale score, grade equivalency and the percentile ranking from the initial screening. These results are then shared and discussed with the student and parent/guardian. Discussion takes place on the Tier Level designation. The student is then placed in the appropriate math course, goals are established, and interventions are provided. For Reading, goals are established using Lexile growth in the Read 180 Program and student progress in workshop courses. Students are assessed every 6-7 weeks and monitored for academic progress. The results are shared with the student and parent/guardian and other staff as appropriate. The RTI team, comprised of the ELA/math teacher, Instructional Aide, and Supervisory teacher then evaluate the effectiveness of instruction and intervention after each assessment. For reading, curriculum is modified as needed to support reading comprehension, vocabulary development and writing. For math, instruction and the level of instructional support/intervention are modified to meet the individualized needs of the student. Student results are collected, analyzed and discussed during PLC meetings.

The following is the RTI 4-Tier and Intervention Chart for Grade 9 ELA:

T i e r	Category	Scaled Score	Percentile Rank	Instruction
	Above benchmark	At/above 1316	At/above 80th percentile	Student is placed in core curriculum and recommended for AP classes. Attends ELA workshop class. Student receives enrichment activities within ELA instructional group.
1	At benchmark	888-1315	40th-79th	Student is placed in core curriculum and attends ELA workshop class. Student is placed in appropriate instructional group .
2	On watch	715-887	25th-39th	Student is placed in core curriculum with modifications and receives supplements to support reading improvement. Student attends ELA workshop class and is placed in appropriate instructional group.
3	Intervention	551-713	10th-24th	Student is placed in core curriculum with modifications. Student attends ELA workshop class and is placed in appropriate instructional group. Student is assigned to Read 180. Supervisory teachers supplement instruction with focus skills.
4	Urgent Intervention	550 and below	Below 10th percentile	Student is placed in core curriculum with modifications. Student attends ELA workshop and is placed in appropriate instructional group. Student is assigned to Read 180. Supervisory teachers supplement instruction with focus skills.

Figure 11: RTI 4-TIER ELA INTERVENTION CHART - GRADE 9

The following is the RTI 4- Tier and Intervention Chart for Grade 10 ELA:

T i e r	Category	Scaled Score	Percentile	Instruction
	Above Benchmark	At/ above 1326	At/above 80th	Student is placed in core curriculum and recommended for AP classes. Attends ELA workshop class. Student receives enrichment activities within ELA instructional group.
1	At benchmark	952-1325	40th-79th	Student is placed in core curriculum and attends ELA workshop class. Student is placed in appropriate instructional group.
2	On Watch	822-951	25th-39th	Student is placed in core curriculum with modifications and receives supplements to support reading improvement. Student attends workshop class and is placed in appropriate instructional group.
3	Intervention	622-821	10th-24th	Student is placed in core curriculum with modifications. Student attends ELA workshop and is placed in appropriate instructional group to address focus skills. Student is assigned to Read 180. Supervisory teacher supplements instruction with focus skills.
4	Urgent Intervention	Below 622	Below 10th	Student is placed in core curriculum and receives modifications. Student attends ELA workshop and is placed in appropriate instructional group. Student is placed in Read 180. Supervisory teacher supplements instruction to support development of focus skills..

Figure 12: RTI 4-TIER ELA INTERVENTION CHART - GRADE 10

The following is the RTI 4-Tier and Intervention Chart for Grade 11 ELA:

Tier	Category	Scaled Score	Percentile	Instruction
	Above benchmark	At/above 1334	At/above 80th	Placed in core curriculum and recommended for AP classes. Attends ELA workshop class. Student receives enrichment within ELA instructional group.
1	At Benchmark	982-1333	40th-79th	Placed in core curriculum and attends ELA workshop class. Student is placed in appropriate instructional group to address focus skills.
2	On Watch	851-981	25th-39th	Student is placed in core curriculum with modifications and receives supplements to support reading improvement. Student attends ELA workshop class and is placed in appropriate instructional group to address focus skills.
3	Intervention	636-850	10th- 24th	Student is placed in AGS curriculum and is assigned to Read 180. Student attends ELA workshop class and is placed in appropriate instructional group. Supervisory teachers supplement instruction with focus skills.
4	Urgent Intervention	Below 636	Below 10th	Student is placed in AGS curriculum and Read 180. Student attends ELA workshop class and is placed in appropriate instructional group. Supervisory teachers supplement instruction with focus skills.

Figure 13: RTI 4-TIER ELA INTERVENTION CHART - GRADE 11

The following is the RTI 4-Tier and Intervention Chart for Grade 12 ELA:

Tier	Category	Scaled Score	Percentile	Instruction
	Above benchmark	At/above 1340	At/above 80th	Placed in core curriculum and recommended for AP classes. Attends ELA workshop class. Student receives enrichment within ELA instructional group.
1	At benchmark	1050-1339	40th-79th	Placed in core curriculum and attends ELA workshop class. Student is placed in appropriate instructional group.
2	On Watch	891-1049	25th-39th	Student is placed in core curriculum with modifications and receives supplements to support reading improvement. Student attends workshop class and is placed in appropriate instructional group.
3	Intervention	670-890	10th-24th	Student is placed in AGS curriculum and is assigned to Read 180. Student attends ELA workshop class and is placed in appropriate instructional group. Supervisory teachers supplement instruction with focus skills.
4	Urgent Intervention	Below 699	Below 10th	Student is placed in AGS curriculum and Read 180. Student attends ELA workshop class and is placed in appropriate instructional group. Supervisory teachers supplement instruction with focus skills.

Figure 14: RTI 4-TIER ELA INTERVENTION CHART - GRADE 12

The following is the RTI 4- Tier and Intervention Chart for Grade 9 math:

Tier	Category	Scaled Score	Percentile Rank	Instruction
	Above benchmark	At/above 881	At/above 80th percentile	Attends workshop class and is provided with enrichment. Math tutoring is available as needed.
1	At/above benchmark	775-880	40th-79th	Attends workshop class. Math tutoring is available as needed.
2	On watch	720-775	Between 25th-39th percentile	Attends workshop. Math teacher observes and assigns intervention as needed. Tutoring highly recommended
3	Intervention	640-720	Between 10th-24th percentile	Attends workshop plus 30 minutes of intervention. Homework completed within Math tutoring with the support of Instructional aide.
4	Urgent Intervention	Below 640	Below 10th percentile	Attends workshop plus 30 minutes of intervention. 1 additional hour per week with aide or service with Resource Specialist. Homework completed within Math tutoring.

Figure 15: RTI 4-TIER MATH INTERVENTION CHART - GRADE 9

The following chart is the RTI 4-Tier and Intervention Chart for Grade 10 math:

Tier	Category	Scaled Score	Percentile	Instruction
	Above benchmark	At/above 889	At/Above 80th	Attends math workshop and is provided with enrichment. Math tutoring is available as needed.
1	At benchmark	781-888	40th-79th	Attends workshop class . Math tutoring is available as needed.
2	On Watch	723-780	25th-39th	Attends workshop. Math teacher observes and assigns intervention as needed. Tutoring highly recommended.
3	Intervention	639-722	10th-24th	Attends workshop plus 30 minutes of intervention . Homework is completed within math tutoring.
4	Urgent Intervention	Below 639	Below 10th	Attends workshop plus 30 minutes of intervention. 1 additional hour per week with Aide or service with Resource Specialist. Homework is completed within math tutoring.

Figure 16: RTI 4-TIER MATH INTERVENTION CHART - GRADE 10

The following chart is the RTI 4-Tier and Intervention Chart for Grade 11 math:

Tier	Category	Scaled Score	Percentile	Instruction
	Above Benchmark	At/above 918	Above 80th percentile	Attends workshop class and is provided with enrichment. Math tutoring is available as needed.
1	At Benchmark	803-917	40th-79th	Attends workshop class. Math tutoring is available as needed.
2	On Watch	755-803	25th-39th	Attends workshop. Math teacher observes and assigns intervention as needed. Tutoring highly recommended
3	Intervention	687-755	10th and 24th	Attends workshop plus 30 minutes of intervention. Math homework is completed within math tutoring.
4	Urgent Intervention	Below 687	Below 10th	Attends workshop plus 30 minutes with aide. 1 additional hour per week with Aide or service with Resource Specialist. Math homework is completed within Math tutoring.

Figure 17: RTI 4-TIER MATH INTERVENTION CHART - GRADE 11

The following chart is the RTI 4-Tier and Intervention Chart for Grade 12 math:

Tier	Category	Scaled Score	Percentile	Instruction
	Above benchmark	At/above 935	Above 80th	Attends math workshop class and is provided with enrichment.
1	At/above benchmark	819-934	40th-79th	Attends workshop class . Math tutoring is available as needed.
2	On Watch	770-818	25th-39th	Attends workshop. Math teacher observes and assigns intervention as needed. Tutoring highly recommended
3	Intervention	699-769	10th-24th	Attends workshop plus 30 minutes with aide following class. Homework is completed within Math tutoring.
4	Urgent Intervention	Below 699	Below 10th	Attends workshop plus 30 minutes with aide. 1 additional hour per week with Aide or service with Resource Specialist. Math homework is completed within Math tutoring.

Figure 18: RTI 4-TIER MATH INTERVENTION - GRADE 12

As stated earlier, all students are administered the STAR Enterprise Math and STAR Enterprise ELA assessment at the beginning of the school year. Supervisory Teachers review the results, which are used for course placement, and interventions. The goal is for students to advance by one performance level annually. Progress is monitored throughout the year and recorded on RTI charts to assess effectiveness of curriculum, instruction and student performance. Math and reading growth is also measured through Lexile, grade equivalency (GE), and instructional reading level (IRL). The high school student population at PVCS is transient with continuous enrollment throughout the school year. Therefore, the intervention program is not necessarily a yearlong program. Although some students may not move an entire performance level within a year, an increase in grade levels and/or CAHSEE passing rates, and improvement in academic grades, are monitored and celebrated since they indicate student academic growth.

PVCS is in the process of developing an RTI program for students in grades K-8, which will include the collection and analysis of data, appropriate placement in the Tiered system and appropriate interventions.

BENCHMARK ASSESSMENTS
Pacific View Charter School administers assessments in reading and mathematics at the beginning of each math and language arts class upon enrollment using STAR Enterprise. The Supervisory Teacher, Lead Teacher and Director of Student Services monitor student progress and communicate results with student and their parent/guardian.

Discussion on benchmark assessment results takes place during Leadership, Curriculum and PLC Meetings and during staff meetings with teachers to ensure students are progressing academically, are on track towards graduation, and are provided with appropriate interventions as identified in the RTI Model.

The following charts illustrate the percentage of students who have improved by at least one performance level for 2-8 and grade 9-12 for Reading and Math for the past 3 years.

GRADE 2-8 READING ASSESSMENT

	2012-13	2013-14	2014-15
URGENT INTERVENTION	46%	40%	33%
INTERVENTION	42%	43%	50%
ON WATCH	51%	14%	0%
BENCHMARK	5%	91%	81%
ABOVE BENCHMARK	64%	0%	100%
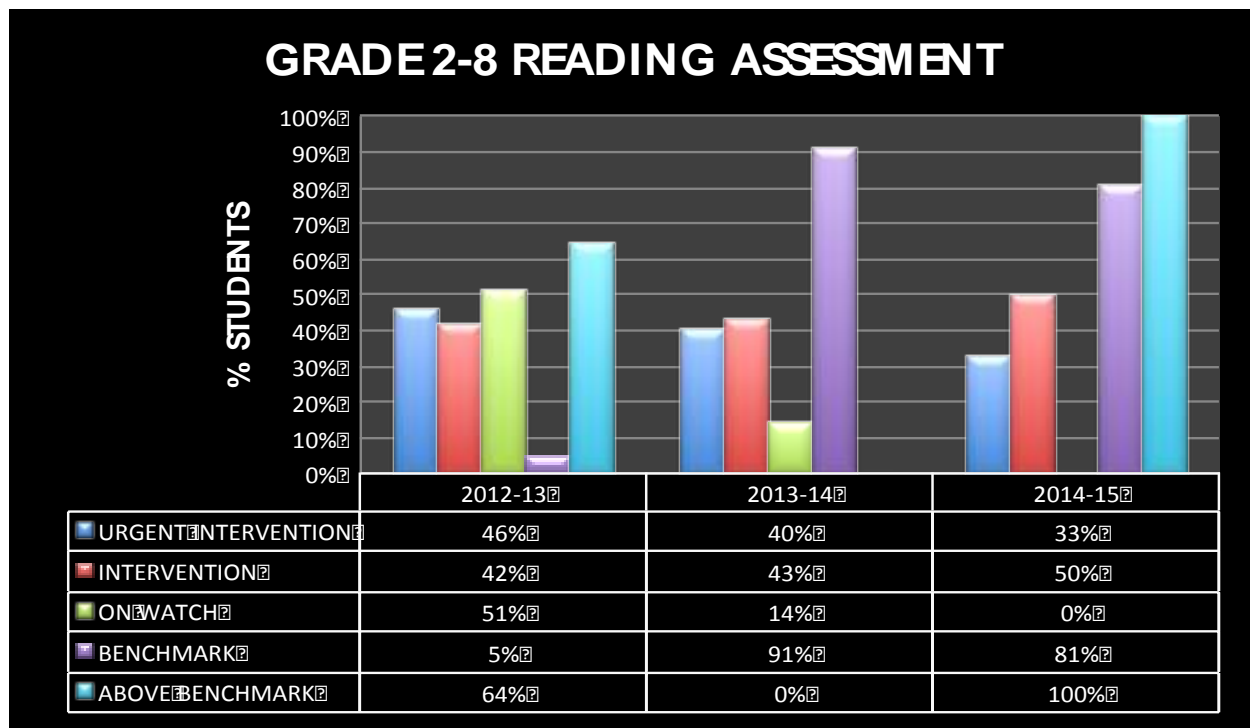
Figure 19: 2012-15 READING ASSESSMENT RESULTS: GRADE 2-8

GRADE 9-12: READING ASSESSMENT

	2012-13	2013-14	2014-15
URGENT INTERVENTION	46%	29%	37%
INTERVENTION	42%	45%	58%
ON WATCH	51%	41%	29%
BENCHMARK	5%	92%	88%
ABOVE BENCHMARK	64%	0%	100%
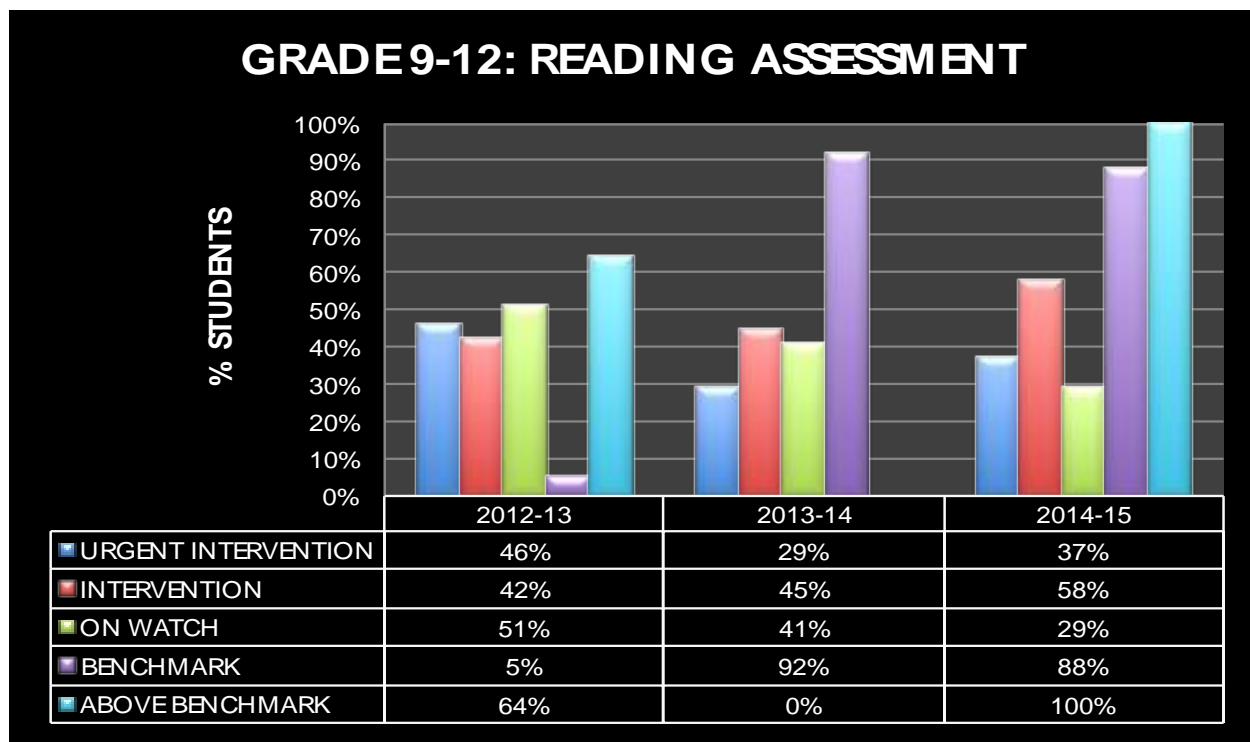
Figure 20: 2012-15 READING ASSESSMENT RESULTS: GRADE 9-12

GRADE 2-8 MATH ASSESSMENT

% STUDENTS

	2013-14	2014-15
■ URGENT INTERVENTION	38%	67%
■ INTERVENTION	20%	57%
■ ON WATCH	67%	44%
■ BENCHMARK	84%	89%
■ ABOVE BENCHMARK	0%	100%
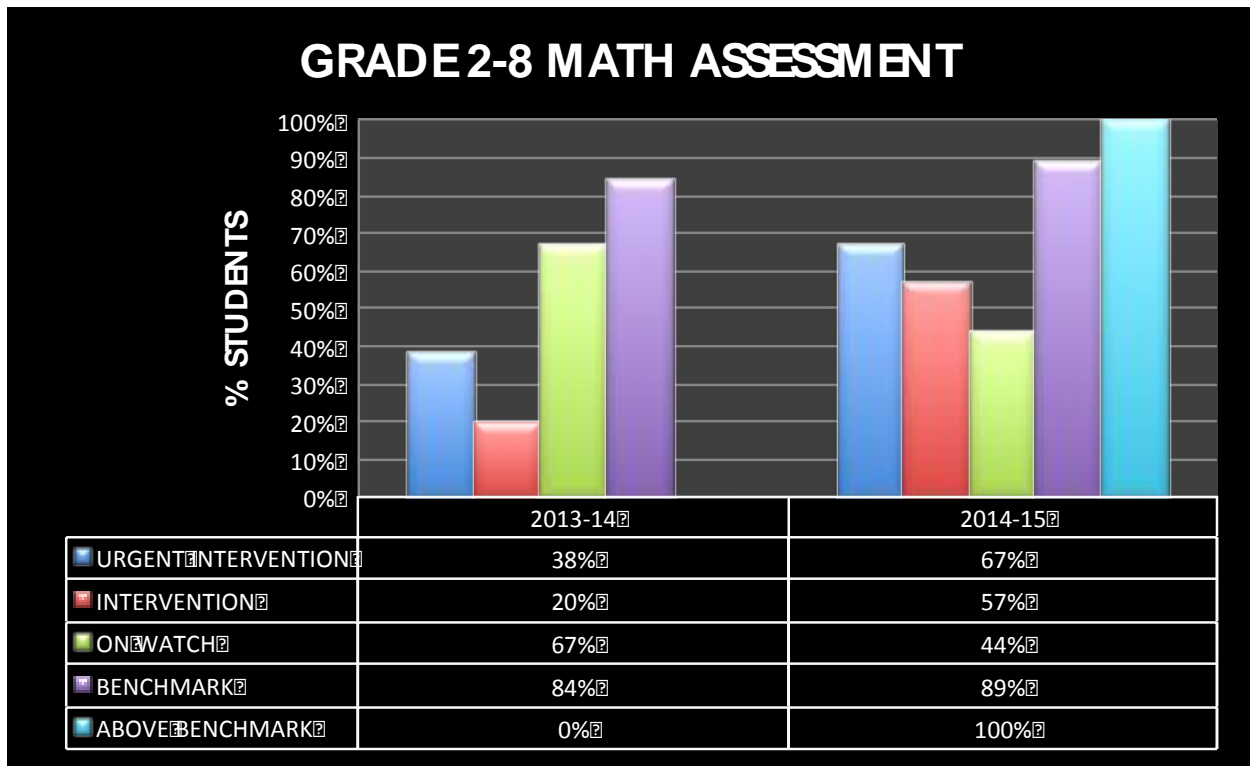
Figure 21: 2013-15 MATH ASSESSMENT RESULTS: GRADE 2-8

GRADE 9-12: MATH ASSESSMENT

% STUDENTS

	2012-13	2013-14	2014-15
■ URGENT INTERVENTION	92%	91%	53%
■ INTERVENTION	65%	77%	70%
■ ON WATCH	79%	78%	60%
■ BENCHMARK	85%	96%	87%
■ ABOVE BENCHMARK	9%	0%	100%

Figure 22: 2012-15 MATH ASSESSMENT RESULTS: GRADE 9-12

The following charts illustrate how students enrolled in Math 180 Intervention course performed on STAR Math during the 2014-15 school year. PVCS offered two Math 180 courses, taught by two different instructors. The two charts represent the two courses and shows scale scores at the beginning of the year and end of year assessment.
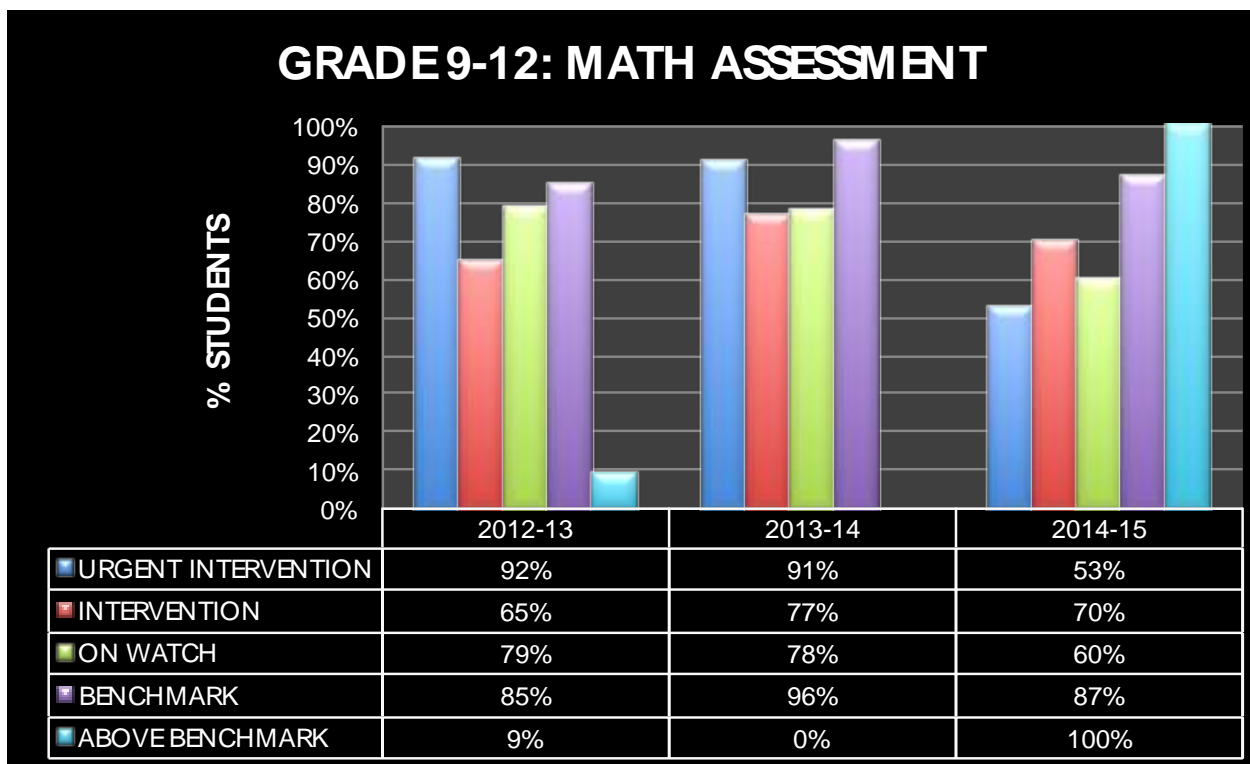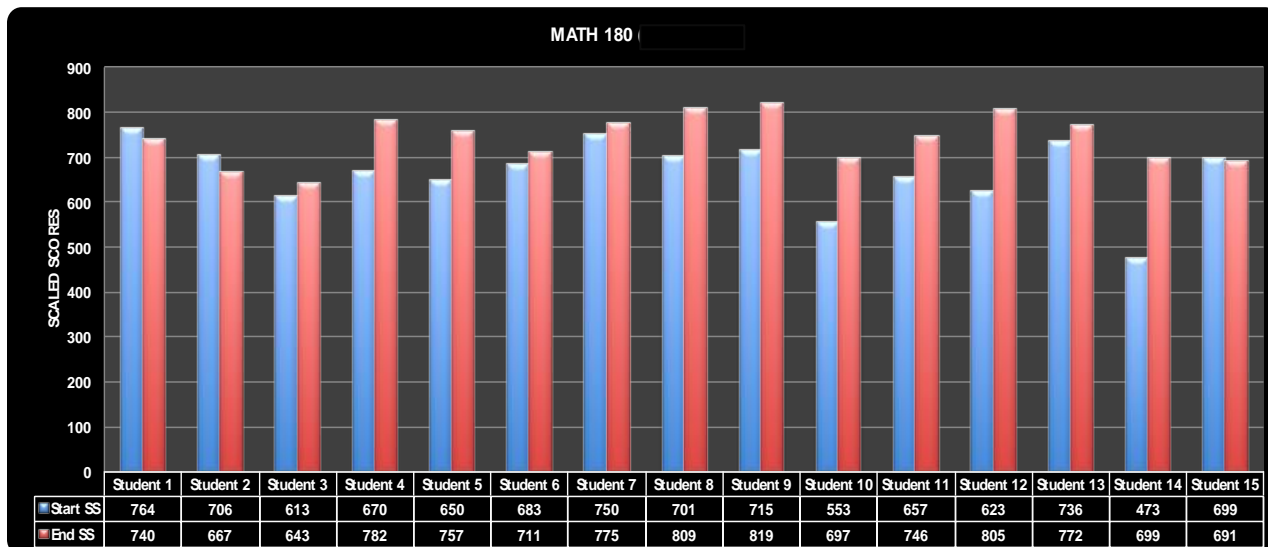
MATH 180

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15
Start SS	764	706	613	670	650	683	750	701	715	553	657	623	736	473	699
End SS	740	667	643	782	757	711	775	809	819	697	746	805	772	699	691

Figure 23: 2014-15 MATH 180/STAR MATH RESULTS

MATH 180

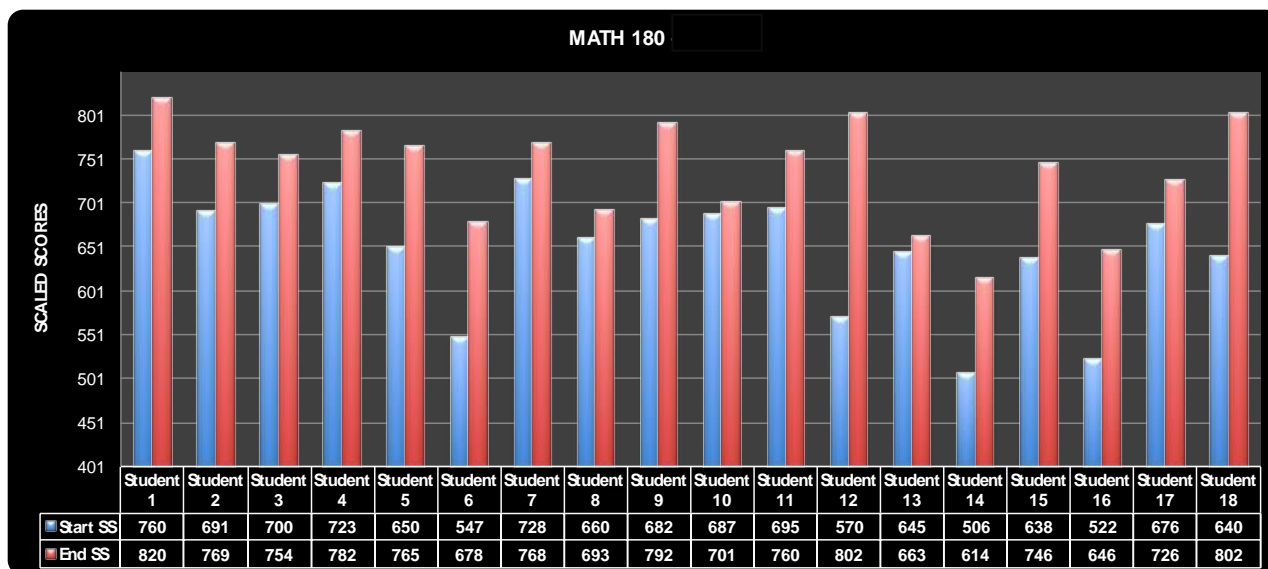|	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16	Student 17	Student 18
Start SS	760	691	700	723	650	547	728	660	682	687	695	570	645	506	638	522	676	640
End SS	820	769	754	782	765	678	768	693	792	701	760	802	663	614	746	646	726	802

Figure 24: 2014-15 MATH 180/STAR MATH RESULTS

CALIFORNIA STANDARDIZED TEST – 2012-2013

The following charts illustrate the percentage of students who scored proficient and advanced on the California Standardized Testing (CST) from Spring 2012 – Spring 2013 by grade level, subject, and by numerically significant subgroup. Note, charts with an *asterisk reflect a sample size of under 45 students, which results in percentages that may appear skewed. Our identified numerically significant subgroups include:

- Hispanic

- White
- Socioeconomically Disadvantaged (SED)

The California Department of Education (CDE) eliminated the administration of the CST in ELA and Math as of Spring 2014, with the exception of CST Science for grades 5, 8 and 11, which is administered annually.
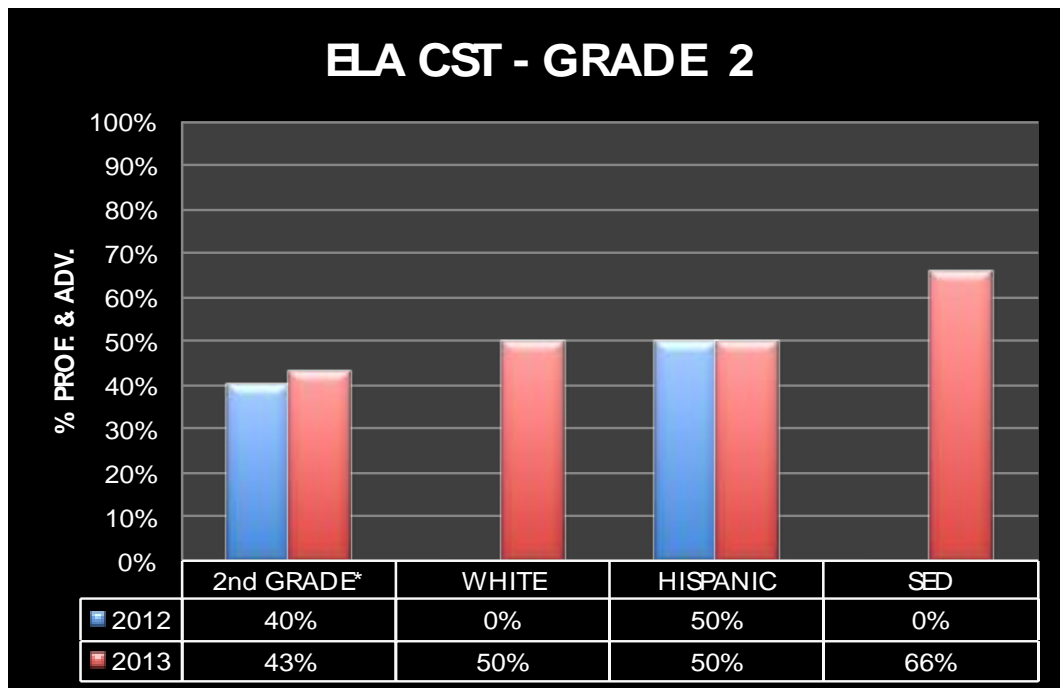
ELA CST - GRADE 2

	2nd GRADE*	WHITE	HISPANIC	SED
2012	40%	0%	50%	0%
2013	43%	50%	50%	66%

Figure 25: 2012-13 ELA CST RESULTS GRADE LEVEL & BY SUBGROUP - GRADE 2

MATH CST - GRADE 2

	2nd GRADE*	WHITE	HISPANIC	SED
2012	40%	0%	50%	0%
2013	43%	50%	50%	67%
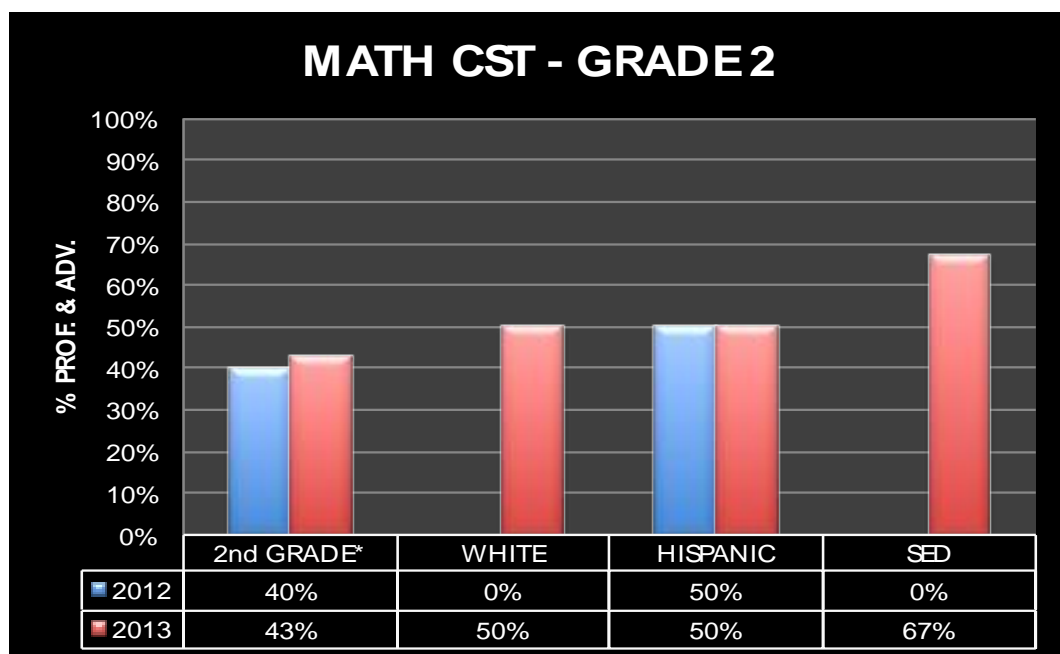
Figure 26: 2012-13 MATH CST RESULTS GRADE LEVEL & BY SUBGROUP - GRADE 2

ELA CST - GRADE 3

	3rd GRADE*	WHITE	HISPANIC	SED
■ 2012	61%	67%	33%	40%
■ 2013	50%	0%	0%	0%
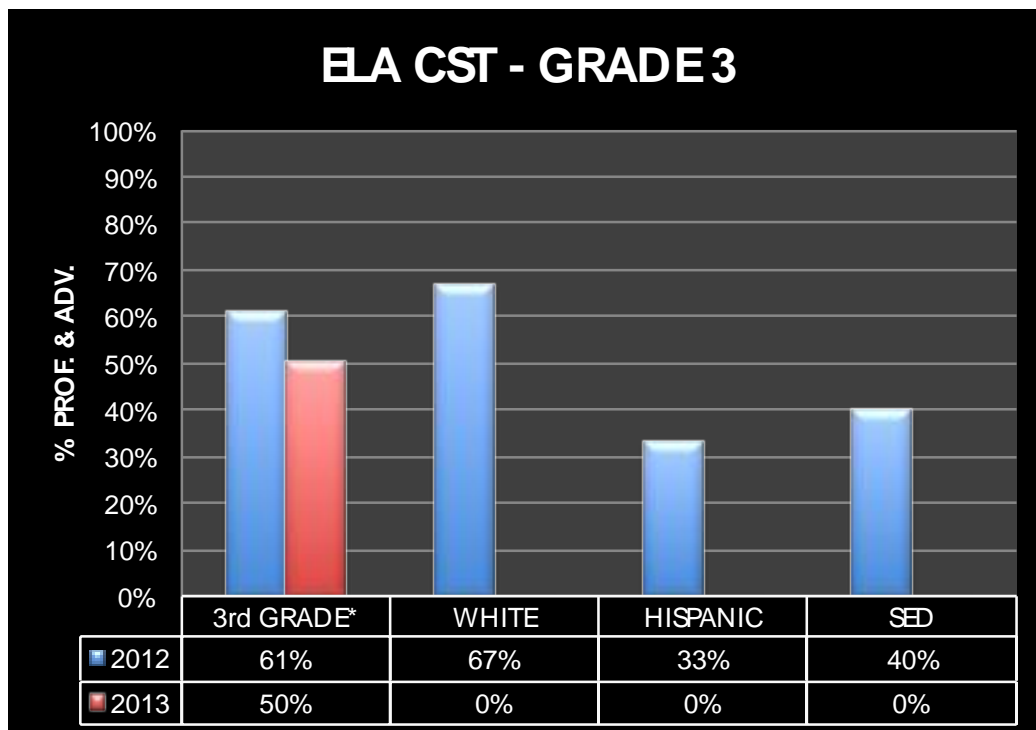
Figure 27: 2012-13 ELA CST RESULTS BY GRADE LEVEL & SUBGROUP – GRADE 3

MATH CST - GRADE 3

	3rd GRADE	WHITE	HISPANIC	SED
■ 2012	69%	78%	33%	40%
■ 2013	25%	0%	0%	0%
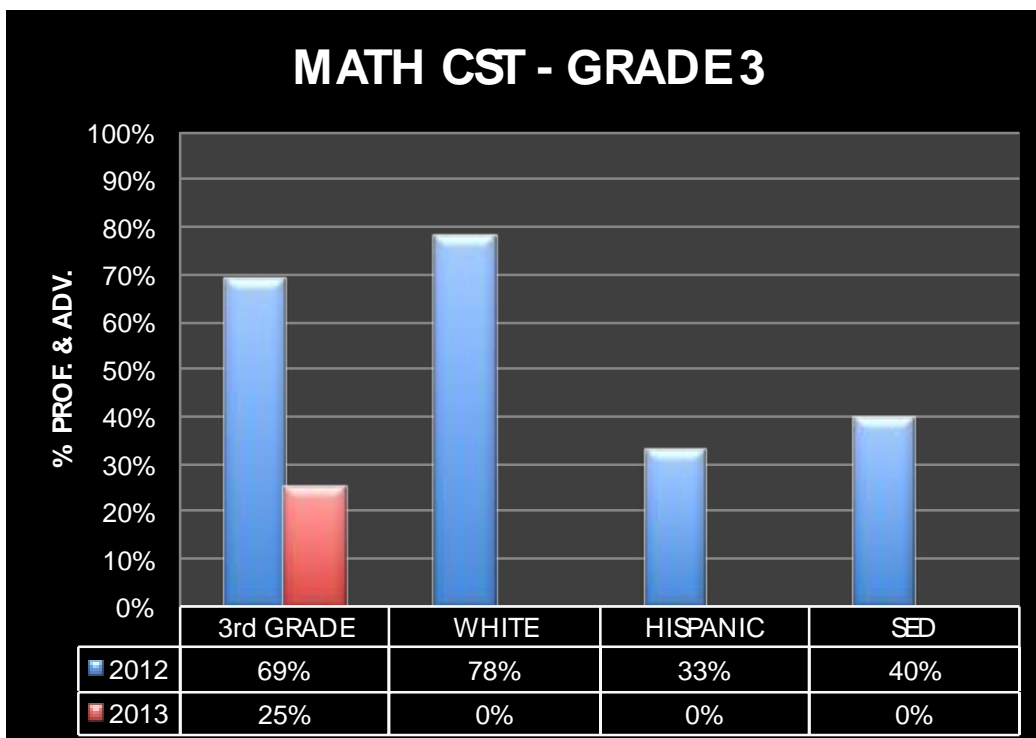
Figure 28: 2012-13 MATH CST RESULTS BY GRADE LEVEL & SUBGROUP – GRADE 3

ELA CST - GRADE 4

	4th GRADE*	WHITE	HISPANIC	SED
2012	67%	55%	100%	78%
2013	50%	50%	67%	50%
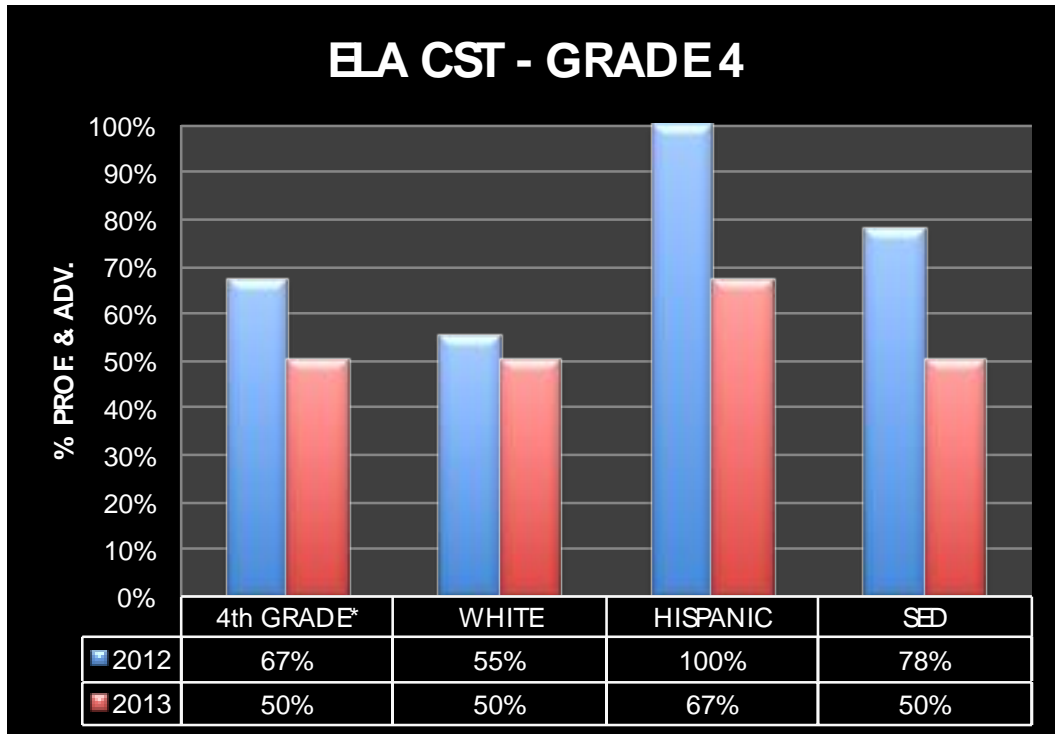
Figure 29: 2012-13 ELA CST RESULTS BY GRADE LEVEL & SUBGROUP – GRADE 4

MATH CST - GRADE 4

	4th GRADE*	WHITE	HISPANIC	SED
2012	27%	33%	0%	22%
2013	26%	50%	33%	17%
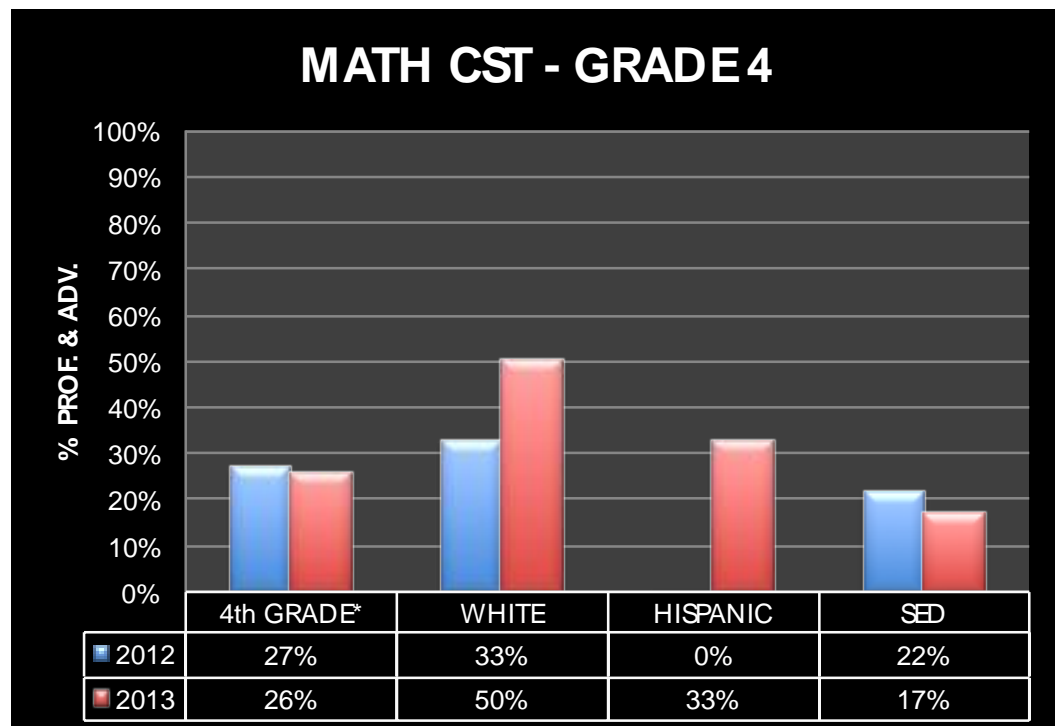
Figure 30: 2012-13 MATH CST RESULTS BY GRADE LEVEL & SUBGROUP - GRADE 4

ELA CST - GRADE 5

	5th GRADE*	WHITE	HISPANIC	SED
2012	75%	60%	100%	100%
2013	65%	66%	83%	60%
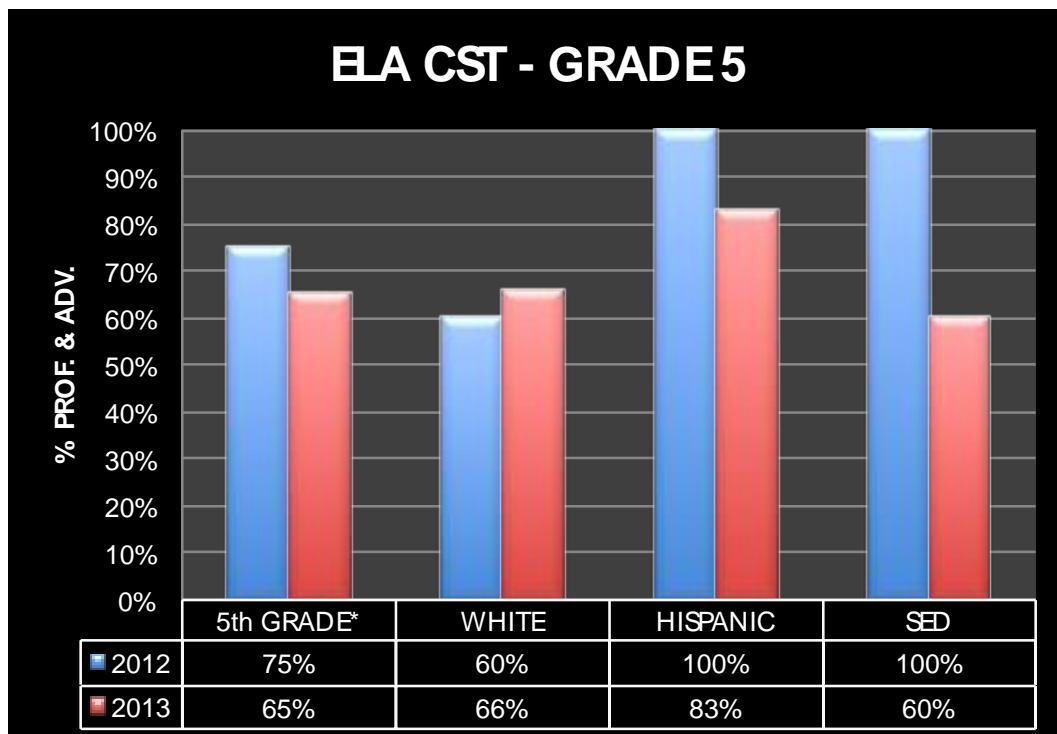
Figure 31: 2012-13 ELA CST RESULTS BY GRADE LEVEL & SUBGROUP - GRADE 5

MATH CST - GRADE 5

	5th GRADE*	WHITE	HISPANIC	SED
2012	63%	60%	50%	100%
2013	50%	67%	50%	40%
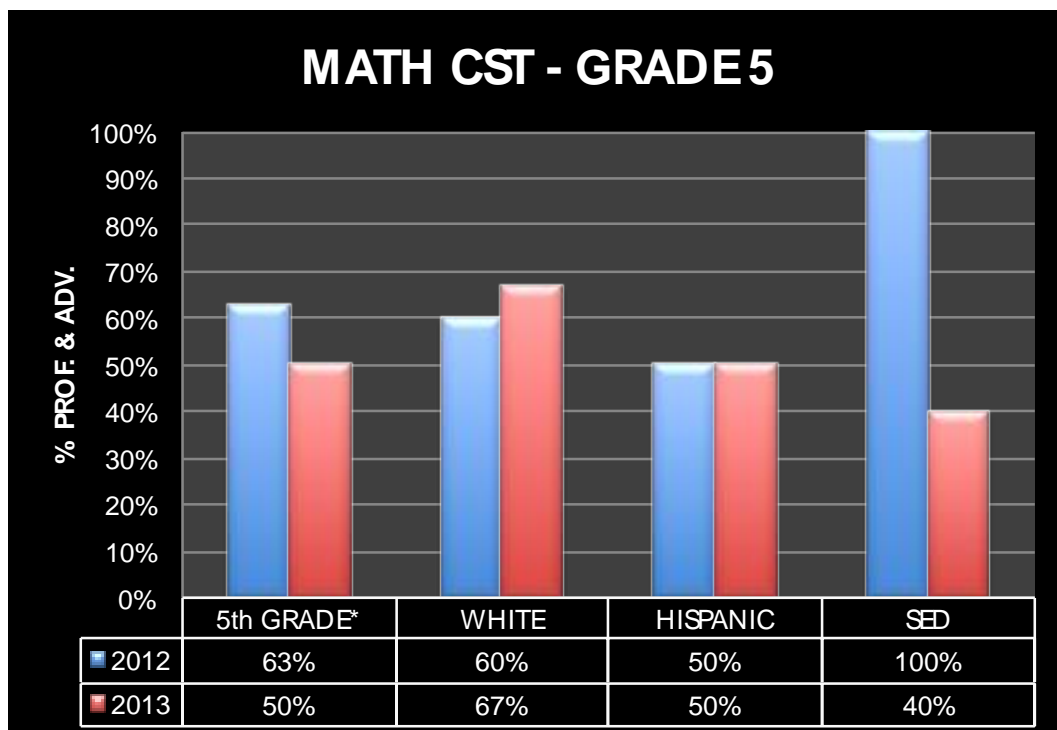
Figure 32: 2012-13 MATH CST RESULTS BY GRADE LEVEL & SUBGROUP - GRADE 5

SCIENCE CST - GRADE 5

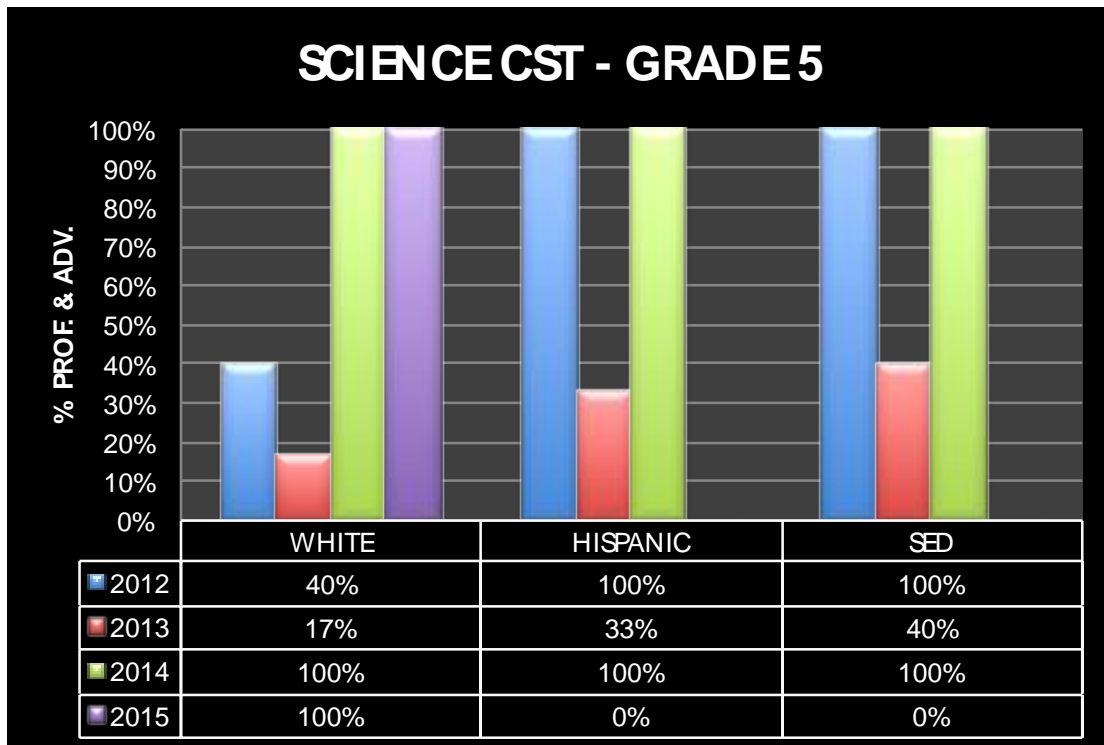|	WHITE	HISPANIC	SED
2012	40%	100%	100%
2013	17%	33%	40%
2014	100%	100%	100%
2015	100%	0%	0%

Figure 33: 2012-15 SCIENCE CST RESULTS BY GRADE LEVEL & SUBGROUP - GRADE 5

Note: For 2012 a total of 8 students were administered the CST Science; 14 students in 2013; and 1 student in 2014.
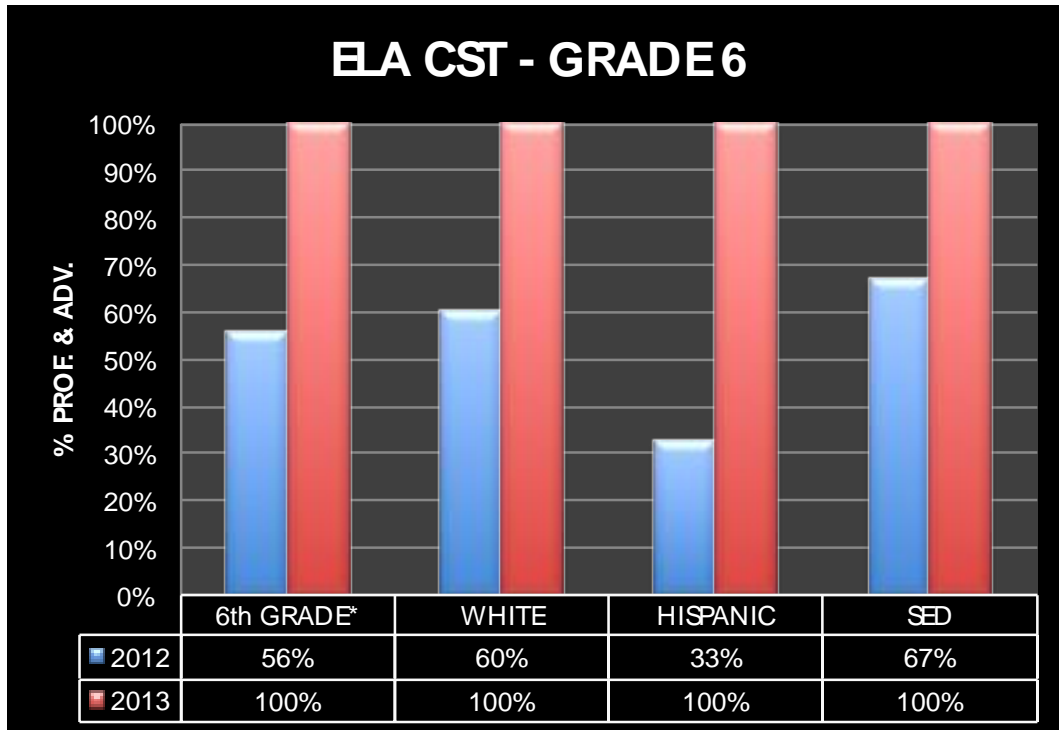
ELA CST - GRADE 6

	6th GRADE*	WHITE	HISPANIC	SED
2012	56%	60%	33%	67%
2013	100%	100%	100%	100%

Figure 34: 2012-13 ELA CST RESULTS BY GRADE LEVEL & SUBGROUP - GRADE 6

MATH CST - GRADE 6

	6th GRADE*	WHITE	HISPANIC	SED
2012	20%	22%	0%	33%
2013	67%	100%	0%	100%
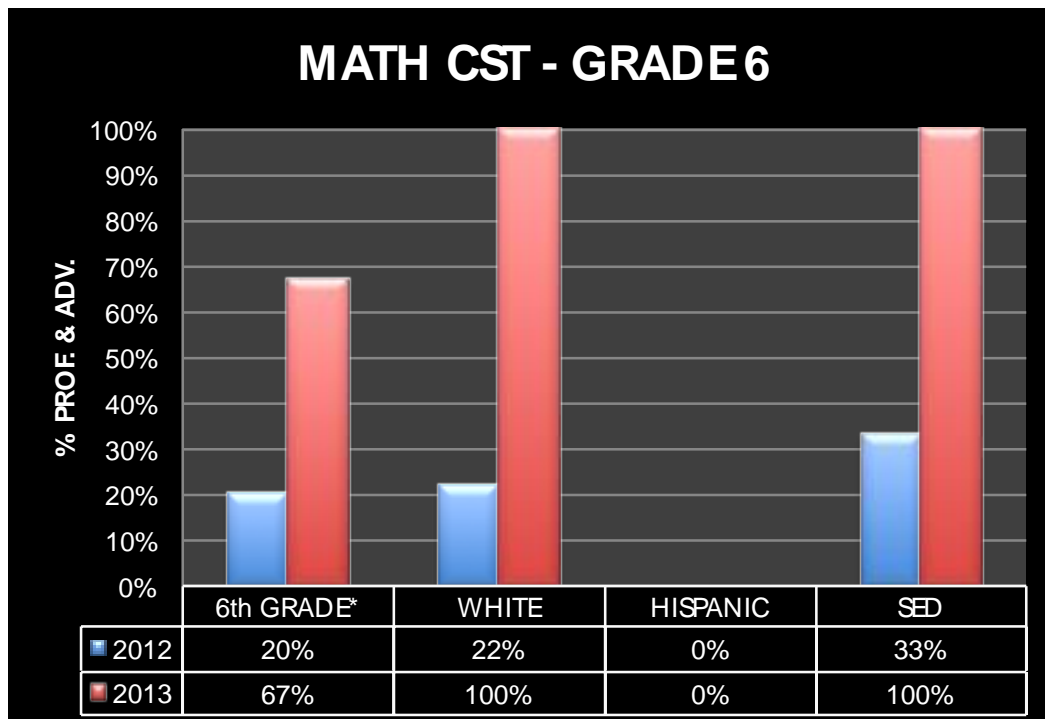
Figure 35: 2012-13 MATH CST RESULTS BY GRADE LEVEL & SUBGROUP - GRADE 6

ELA CST - GRADE 7

	7th GRADE*	WHITE	HISPANIC	SED
2012	60%	63%	44%	63%
2013	55%	66%	56%	57%
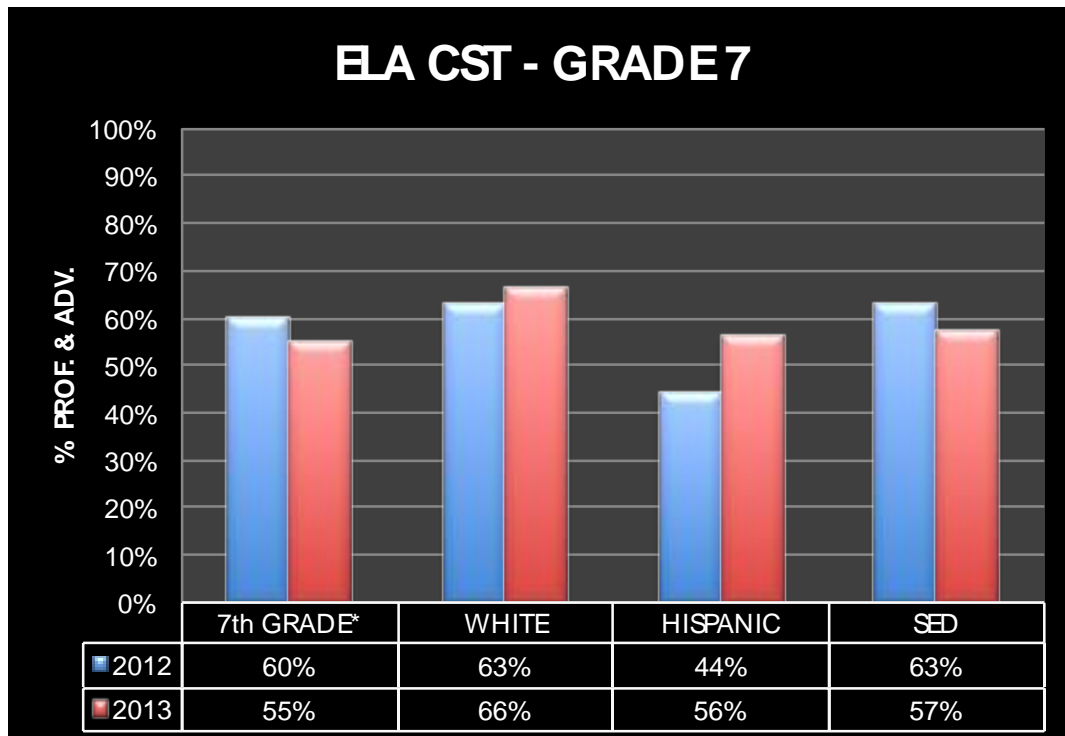
Figure 36: 2012-13 ELA CST RESULTS BY GRADE LEVEL & SUBGROUP - GRADE 7

MATH CST - GRADE 7

	7th GRADE*	WHITE	HISPANIC	SED
2012	21%	38%	0%	18%
2013	33%	50%	25%	43%
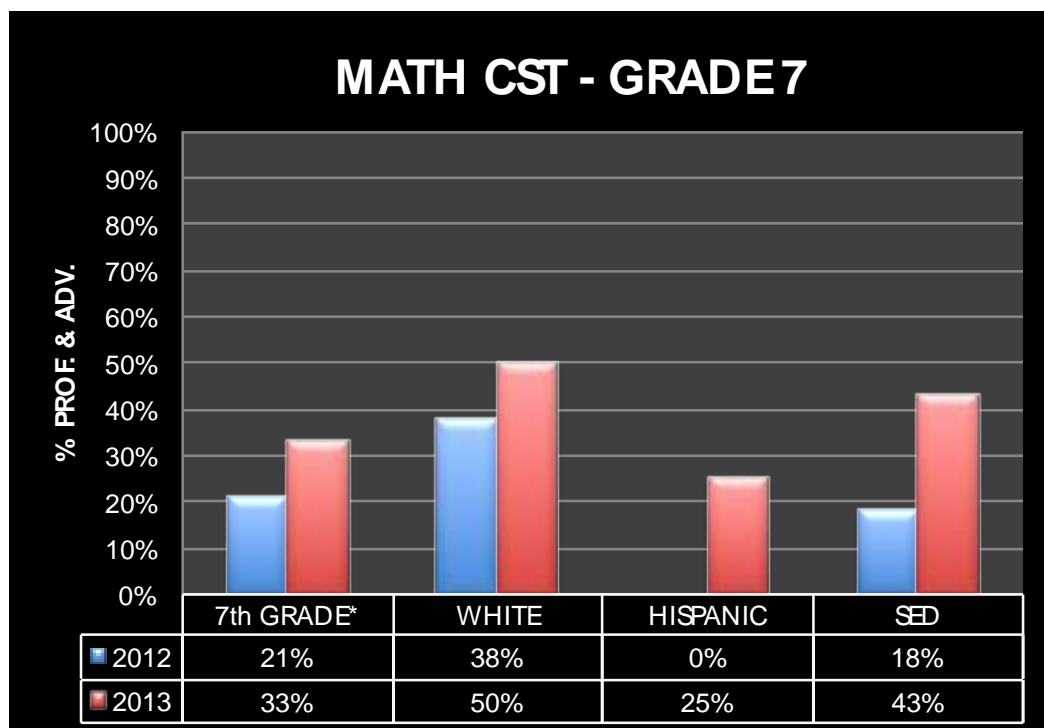
Figure 37: 2012-13 MATH CST RESULTS BY GRADE LEVEL & SUBGROUP - GRADE 7

ELA CST - GRADE 8

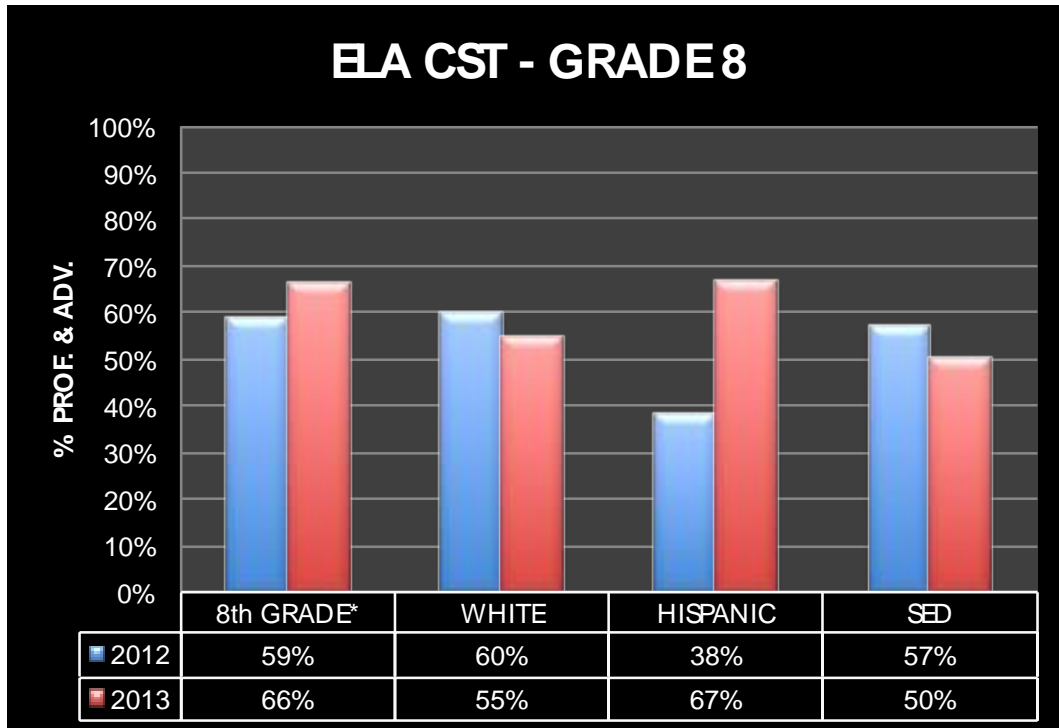|	8th GRADE*	WHITE	HISPANIC	SED
2012	59%	60%	38%	57%
2013	66%	55%	67%	50%

Figure 38: 2012-13 ELA CST RESULTS BY GRADE LEVEL & SUBGROUP - GRADE 8

Although students in grade 8 were also administered the General math CST in 2012 and 2013, no student scored proficient/advanced, therefore a chart was not generated.
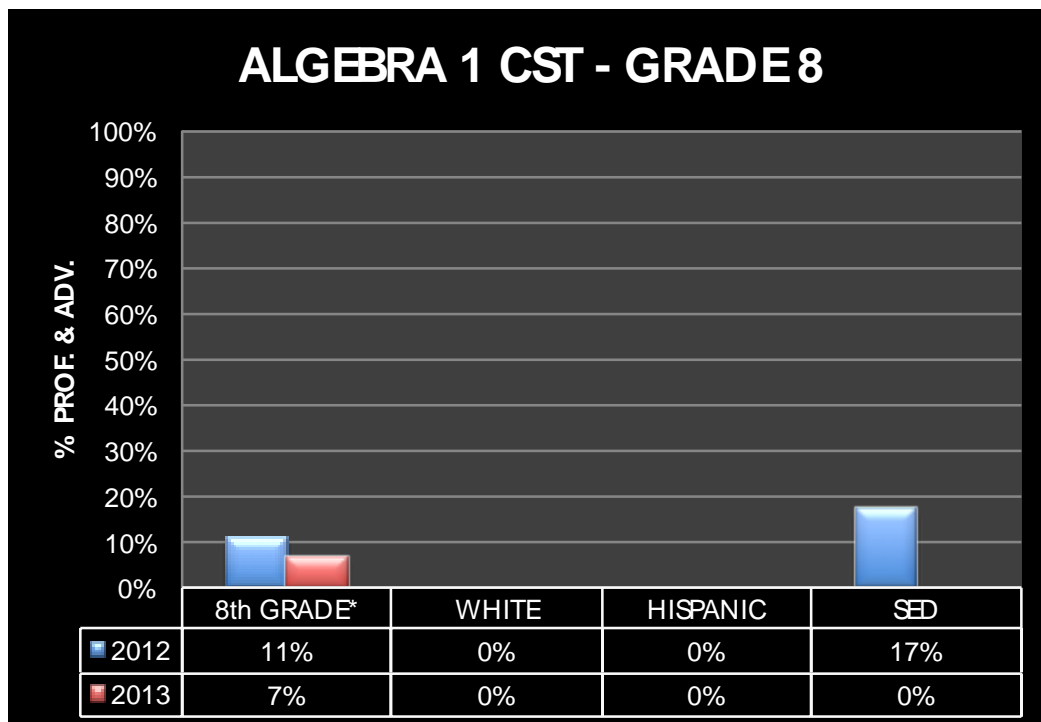
ALGEBRA 1 CST - GRADE 8

	8th GRADE*	WHITE	HISPANIC	SED
2012	11%	0%	0%	17%
2013	7%	0%	0%	0%

Figure 39: 2012-13 ALGEBRA CST RESULTS BY GRADE LEVEL & SUBGROUP - GRADE 8

HISTORY CST - GRADE 8

	8th GRADE	WHITE	HISPANIC	SED
2012	47%	60%	13%	40%
2013	42%	30%	33%	33%
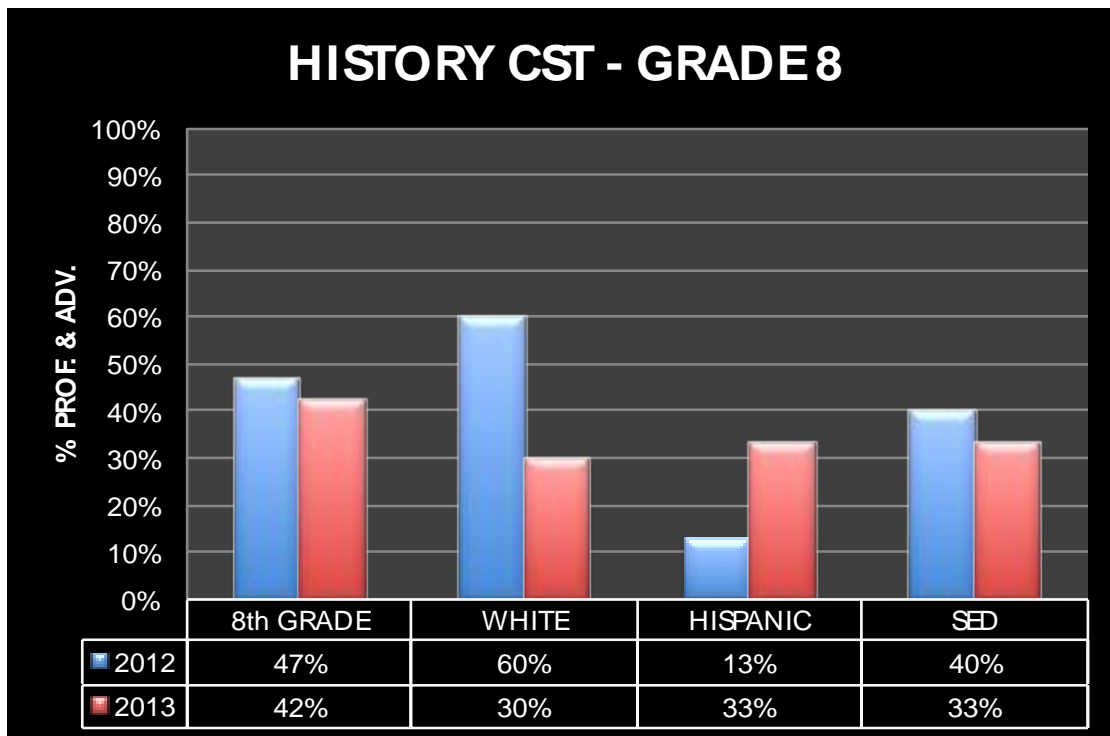
Figure 40: 2012-13 HISTORY CST RESULTS BY GRADE LEVEL & SUBGROUP - GRADE 8

SCIENCE CST - GRADE 8

	8th GRADE	WHITE	HISPANIC	SED
2012	59%	60%	50%	60%
2013	61%	66%	50%	33%
2014	48%	81%	26%	63%
2015	27%	0%	28%	0%
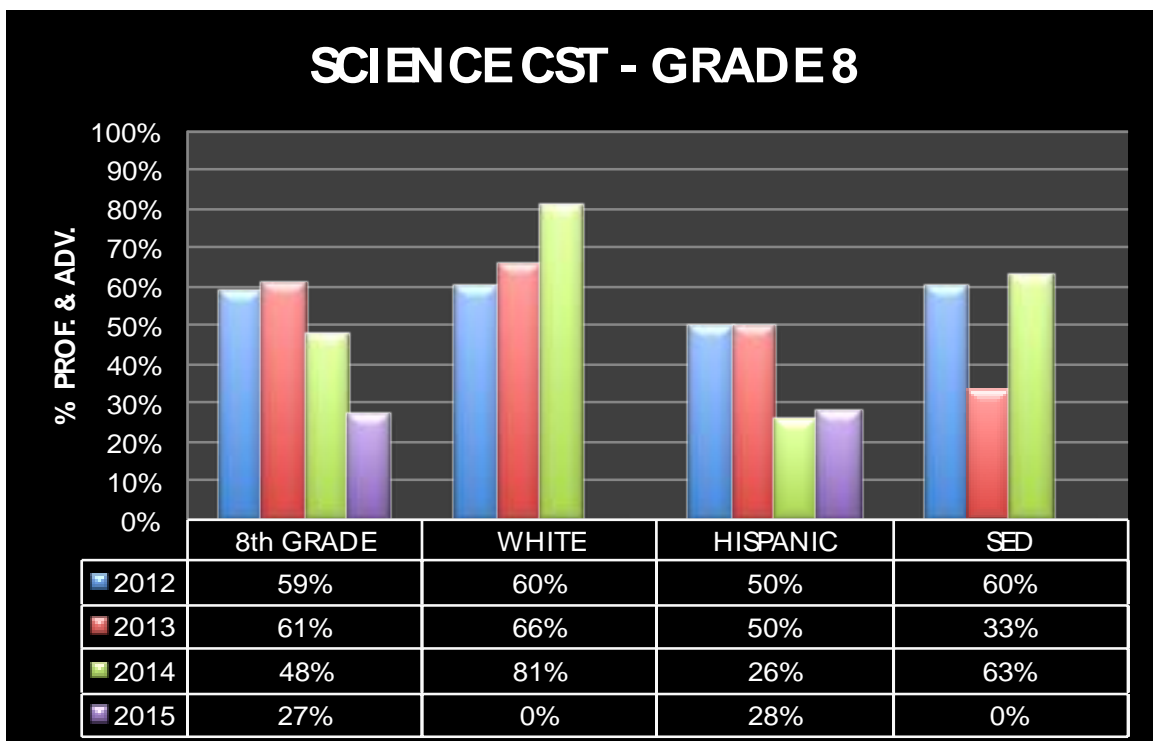
Figure 41: 2012-15 SCIENCE CST RESULTS BY GRADE LEVEL & SUBGROUP - GRADE 8

ELA CST - GRADE 9

	9th GRADE*	WHITE	HISPANIC	SED
2012	57%	71%	46%	50%
2013	57%	80%	40%	48%
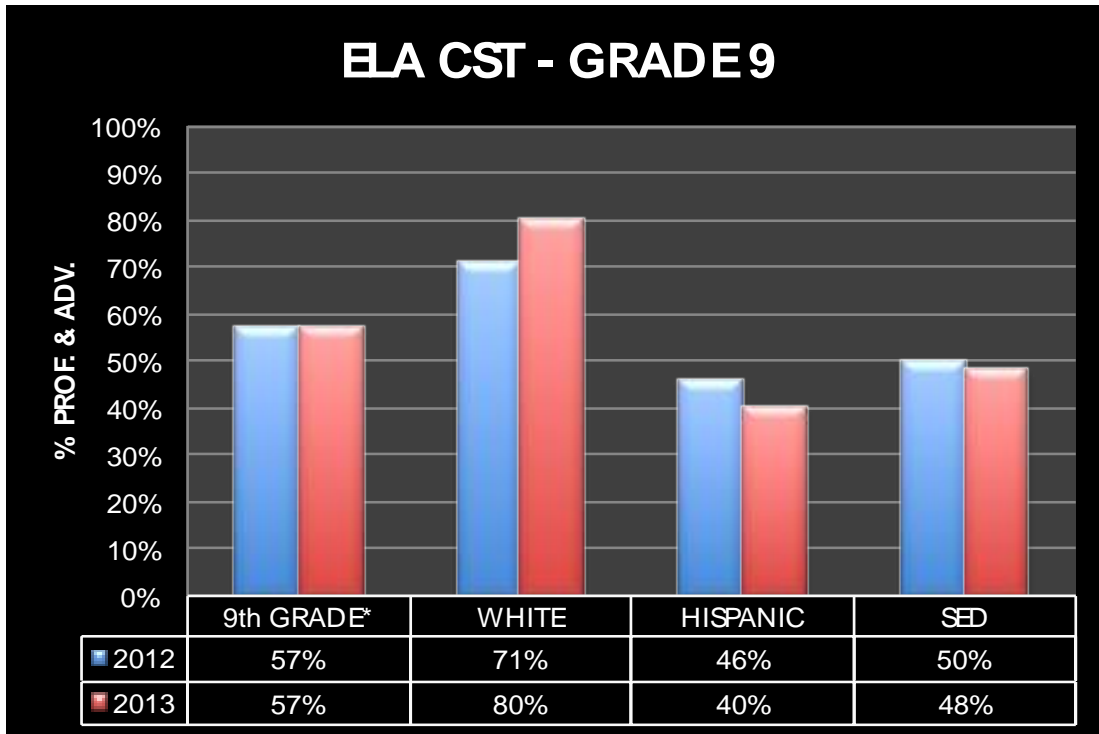
Figure 42: 2012-13 ELA CST RESULTS BY GRADE LEVEL & SUBGROUP - GRADE 9

GENERAL MATH CST - GRADE 9

	9th GRADE*	WHITE	HISPANIC	SED
2012	18%	22%	0%	29%
2013	27%	40%	21%	38%
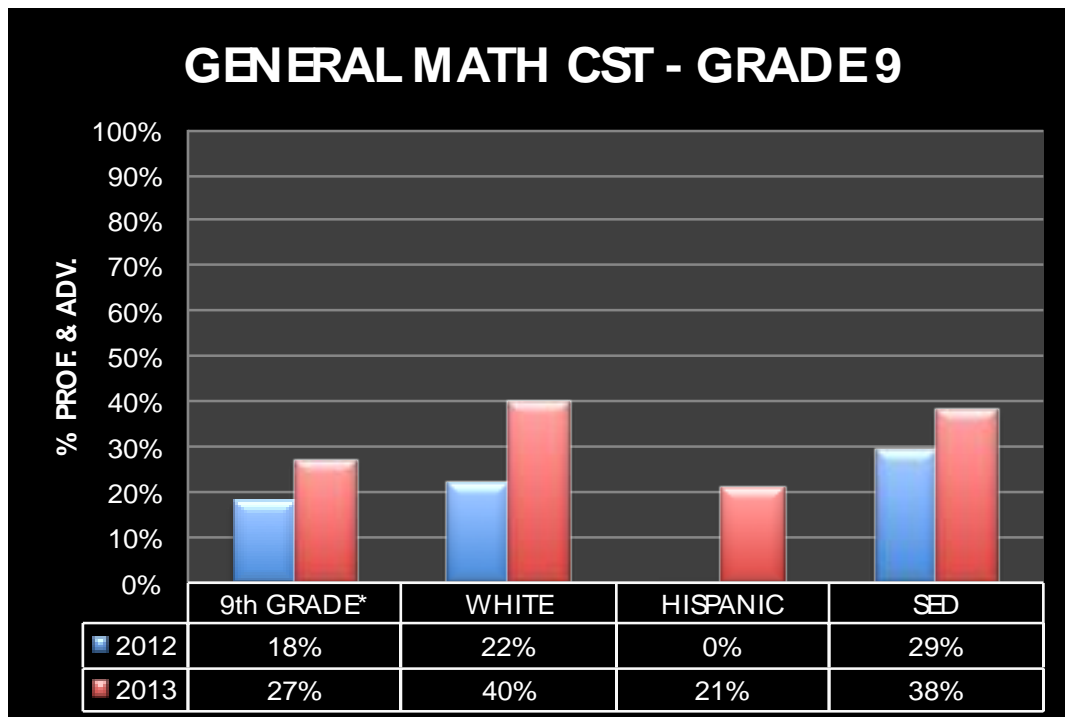
Figure 43: 2012-13 MATH CST RESULTS BY GRADE LEVEL & SUBGROUP - GRADE 9

ALGEBRA 1 CST - GRADE 9

	9th GRADE*	WHITE	HISPANIC	SED
2012	16%	22%	14%	20%
2013	8%	0%	0%	0%
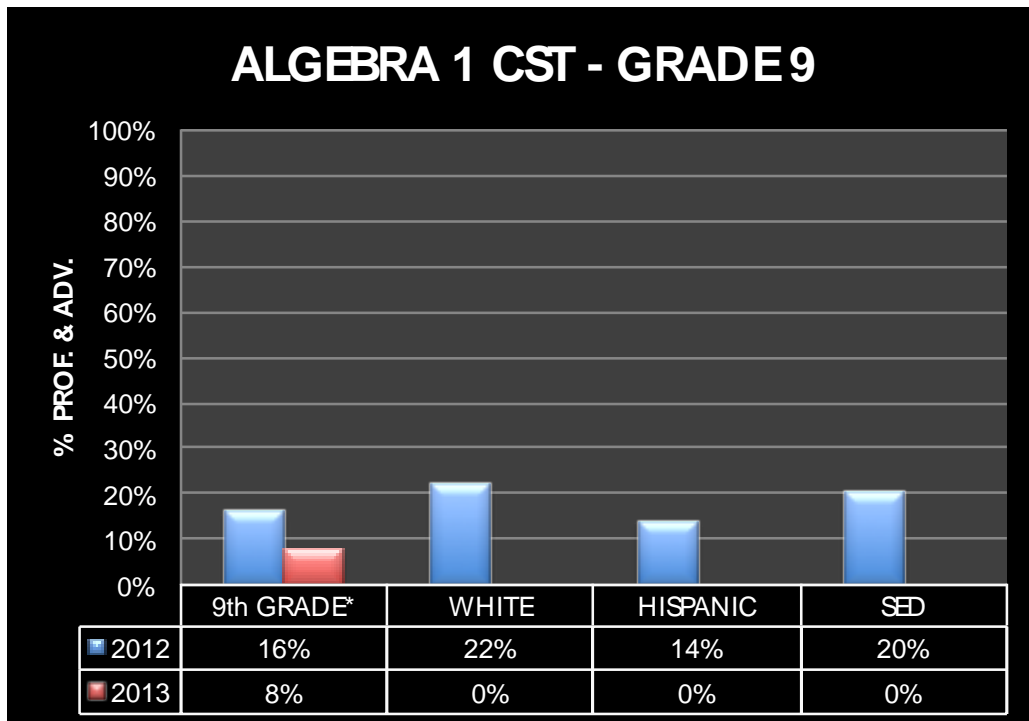
Figure 44: 2012-13 ALGEBRA 1 CST BY GRADE LEVEL & SUBGROUP - GRADE 9

GEOMETRY CST - GRADE 9

	9th GRADE*	WHITE	HISPANIC	SED
2012	14%	20%	0%	0%
2013	40%	0%	50%	25%
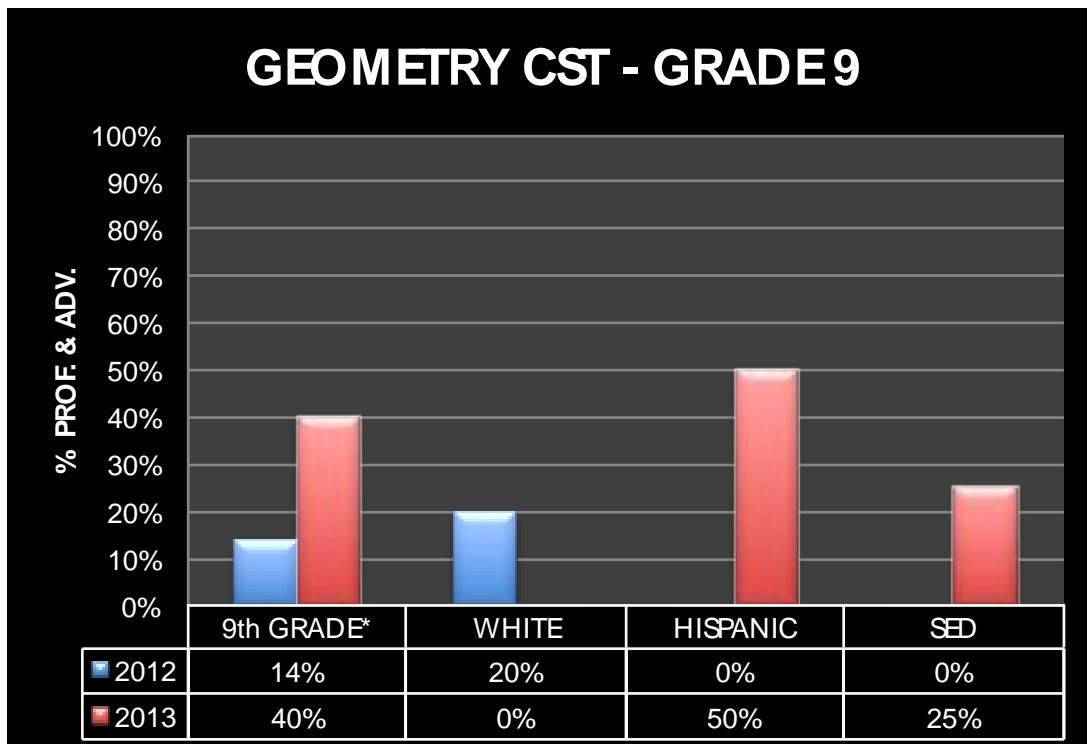
Figure 45: 2012-13 GEOMETRY CST BY GRADE LEVEL & SUBGROUP - GRADE 9

WORLD HISTORY CST - GRADE 9

% PROF. & ADV.

	9th GRADE	WHITE	HISPANIC	SED
2012	6%	10%	0%	17%
2013	30%	33%	0%	40%
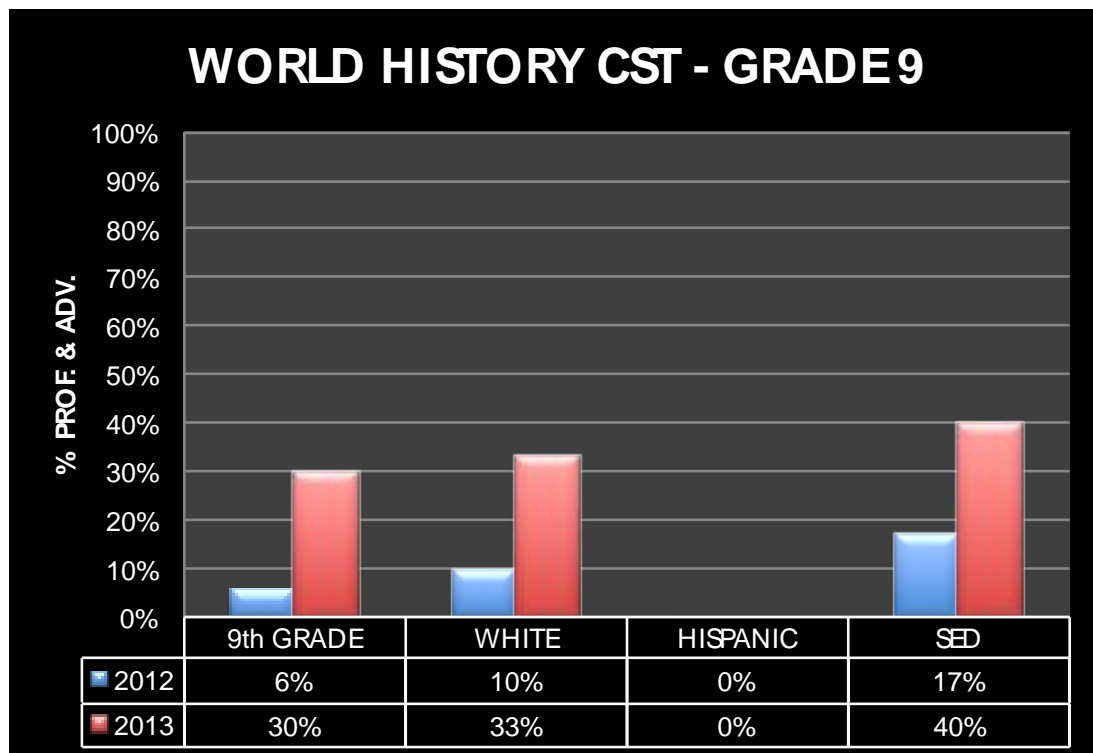
Figure 46: 2012-13 WORLD HISTORY CST BY GRADE LEVEL & SUBGROUP - GRADE 9

EARTH SCIENCE CST - GRADE 9

% PROF. & ADV.

	9th GRADE	WHITE	HISPANIC	SED
2012	41%	50%	41%	33%
2013	31%	57%	12%	43%
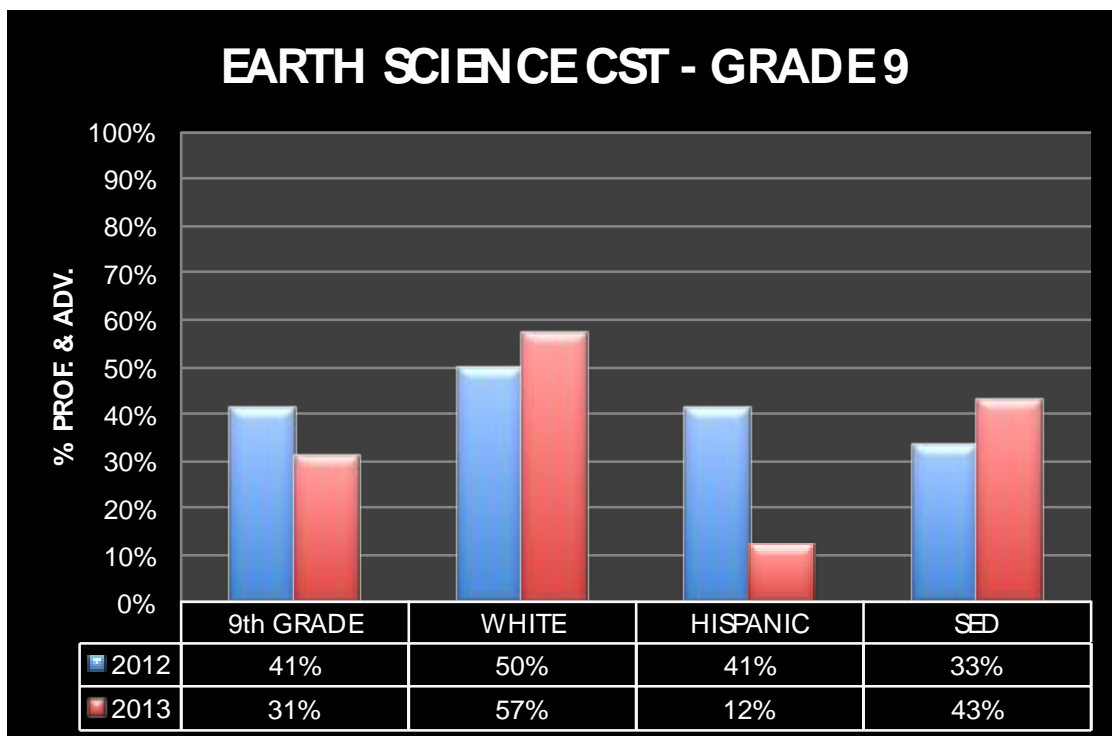
Figure 47: 2012-13 EARTH SCIENCE CST BY GRADE LEVEL & SUBGROUP - GRADE 9

ELA CST - GRADE 10

	10th GRADE	WHITE	HISPANIC	SED
2012	31%	38%	24%	26%
2013	31%	45%	16%	30%
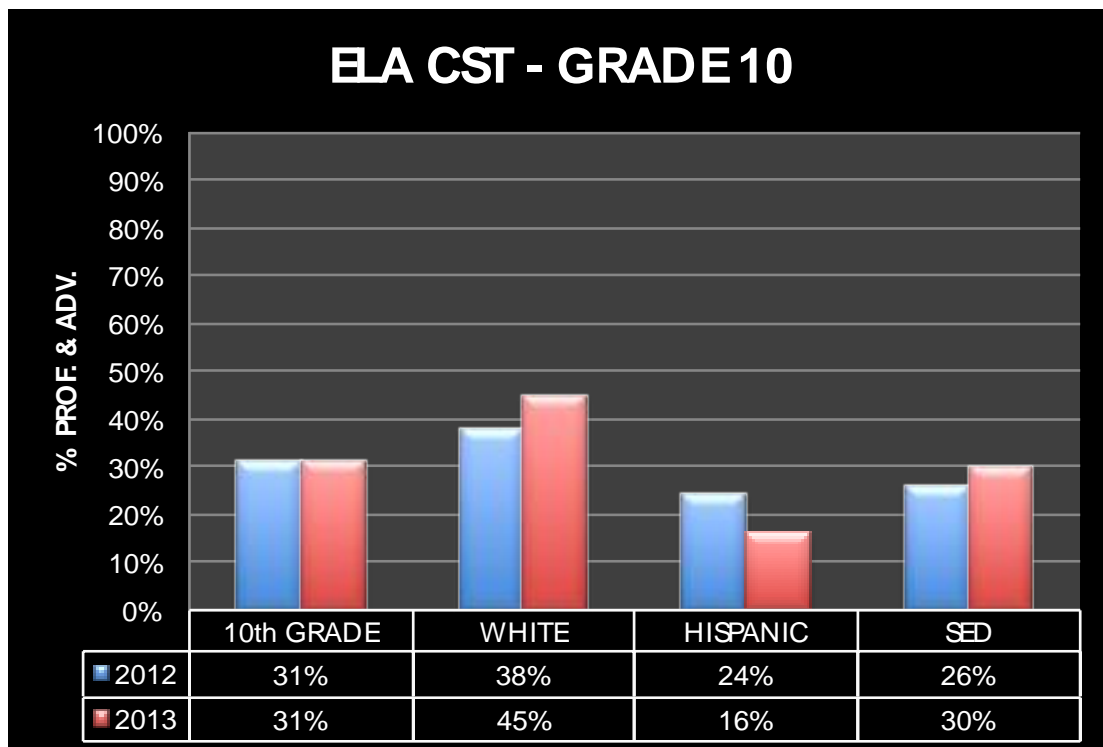
Figure 48: 2012-13 ELA CST BY GRADE LEVEL & SUBGROUP - GRADE 10

ALGEBRA 1 CST - GRADE 10

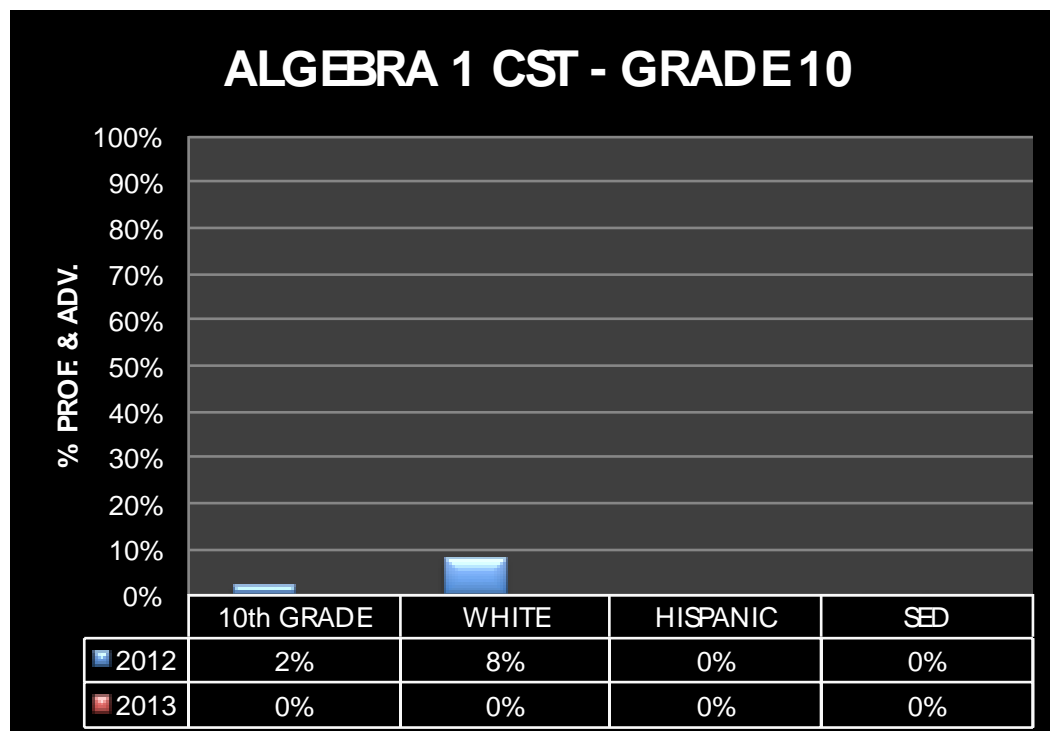|	10th GRADE	WHITE	HISPANIC	SED
2012	2%	8%	0%	0%
2013	0%	0%	0%	0%

Figure 49: 2012-13 ALGEBRA 1 CST BY GRADE LEVEL & SUBGROUP - GRADE 10

Although students in grade 10 were also administered the Geometry and Algebra 2 CST in 2012 and 2013, no student scored proficient/advanced, therefore charts were not generated.
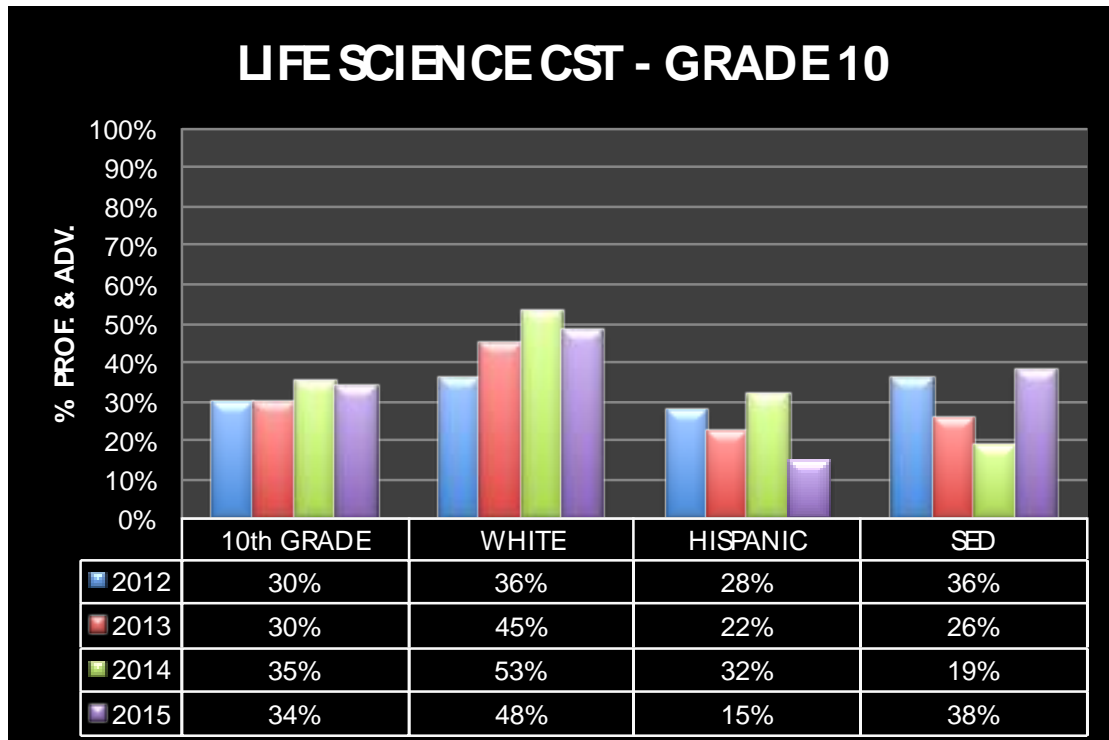
LIFE SCIENCE CST - GRADE 10

	10th GRADE	WHITE	HISPANIC	SED
2012	30%	36%	28%	36%
2013	30%	45%	22%	26%
2014	35%	53%	32%	19%
2015	34%	48%	15%	38%

Figure 50: 2012-15 LIFE SCIENCE CST BY GRADE LEVEL & SUBGROUP - GRADE 10

EARTH SCIENCE CST - GRADE 10

	10th GRADE	WHITE	HISPANIC	SED
2012	15%	19%	18%	16%
2013	31%	60%	11%	51%
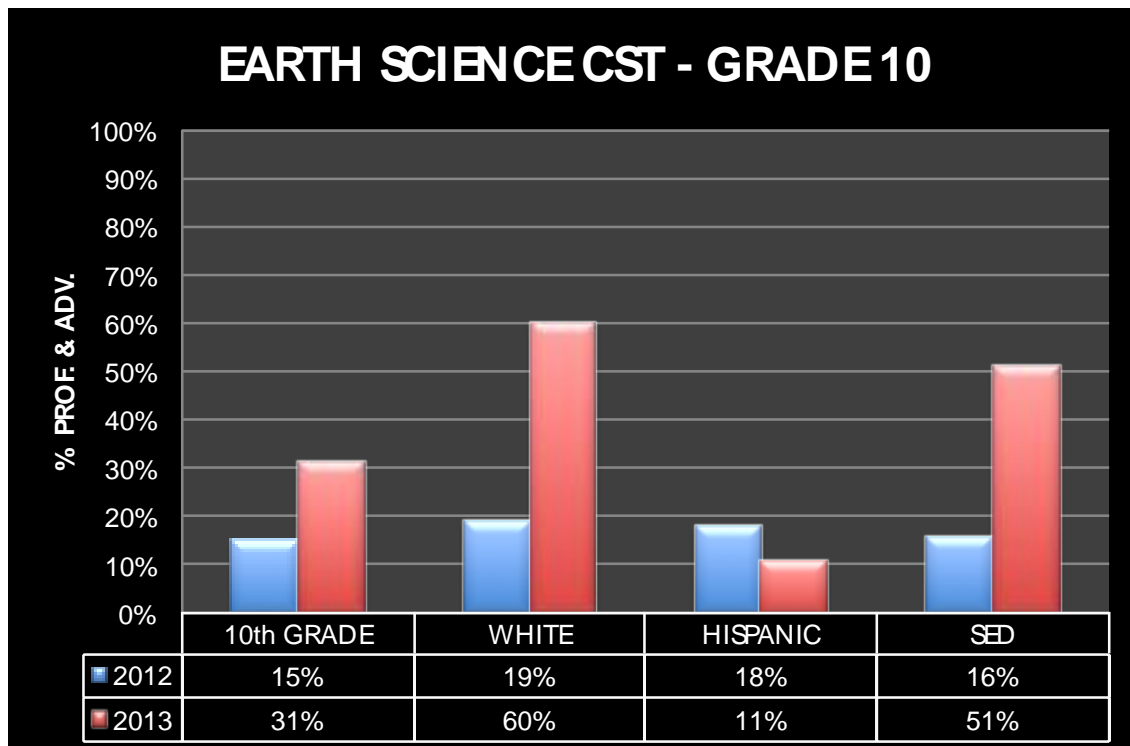
Figure 51: 2012-13 EARTH SCIENCE CST BY GRADE LEVEL & SUBGROUP - GRADE 10

BIOLOGY CST - GRADE 10

	10th GRADE	WHITE	HISPANIC	SED
2012	24%	50%	12%	31%
2013	38%	57%	13%	50%
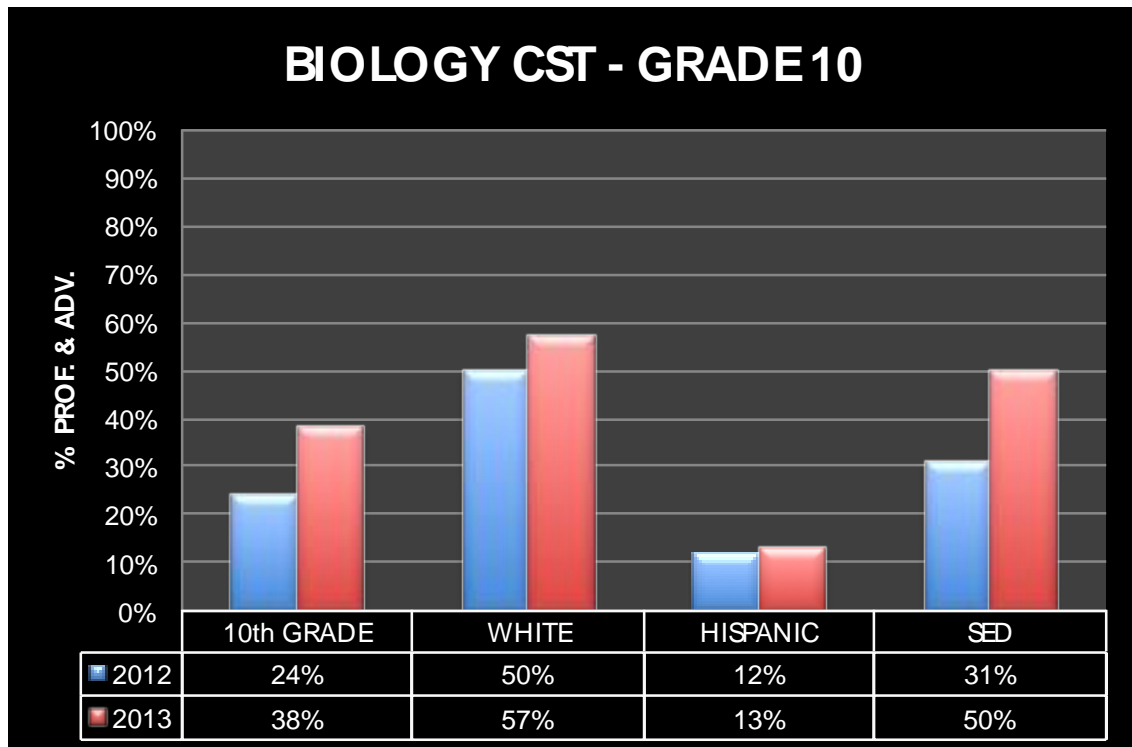
Figure 52: 2012-13 BIOLOGY CST BY GRADE LEVEL & SUBGROUP - GRADE 10

WORLD HISTORY CST - GRADE 10

	10th GRADE	WHITE	HISPANIC	SED
2012	12%	16%	11%	27%
2013	23%	39%	16%	25%
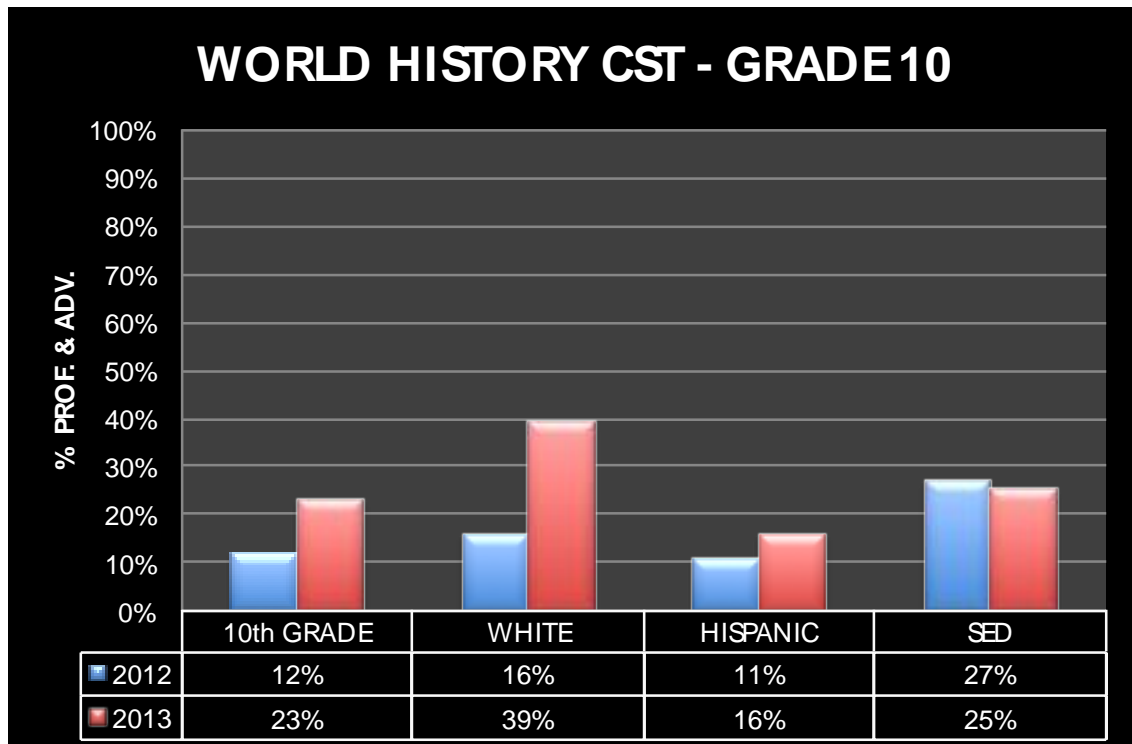
Figure 53: 2012-13 WORLD HISTORY CST BY GRADE LEVEL & SUBGROUP - GRADE 10

ELA CST - GRADE 11

	11th GRADE	WHITE	HISPANIC	SED
2012	34%	38%	28%	33%
2013	32%	52%	25%	27%
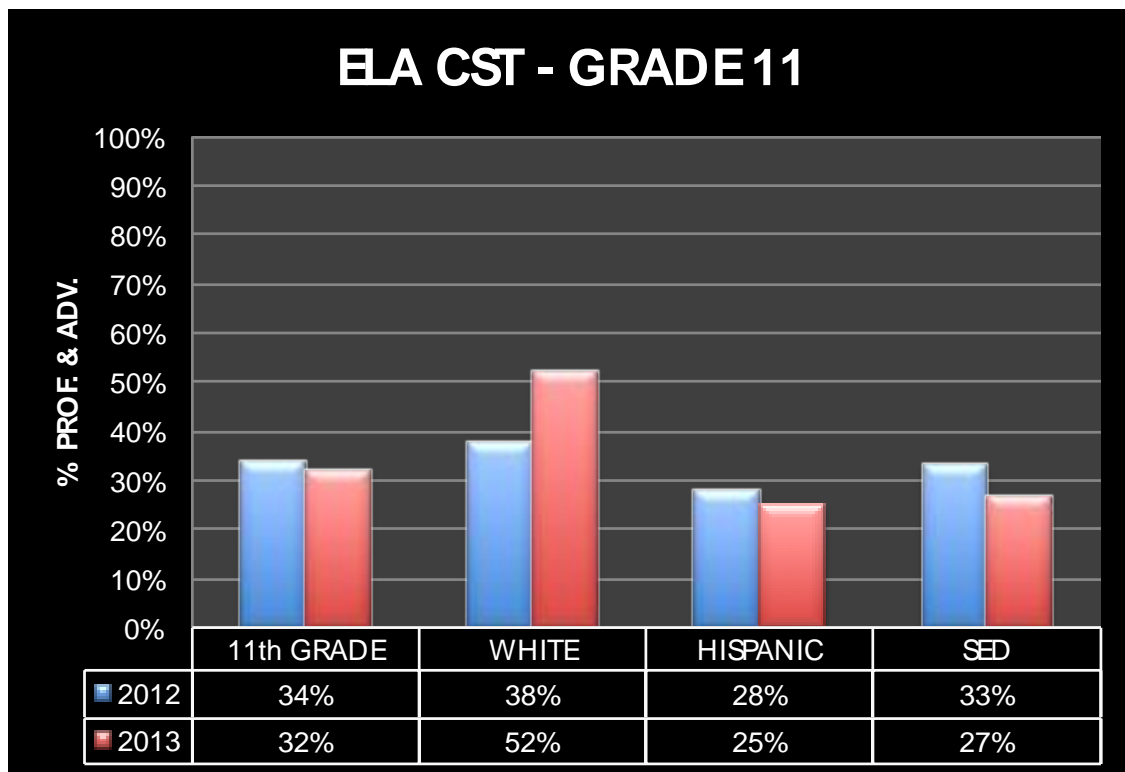
Figure 54: 2012-13 ELA CST BY GRADE LEVEL & SUBGROUP - GRADE 11

ALGEBRA 1 CST - GRADE 11

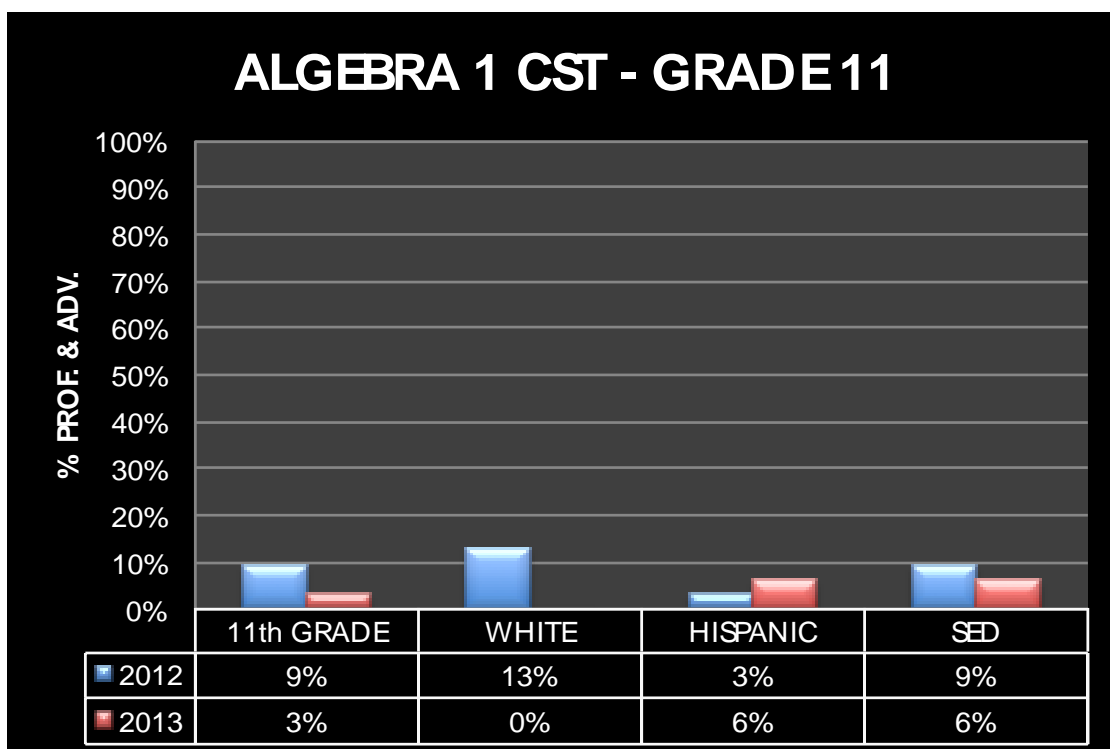|	11th GRADE	WHITE	HISPANIC	SED
2012	9%	13%	3%	9%
2013	3%	0%	6%	6%

Figure 55: 2012-13 ALGEBRA 1 CST BY GRADE LEVEL & SUBGROUP - GRADE 11

Although students in grade 11 were also administered the Geometry and Algebra 2 CST in 2012 and 2013, no student scored proficient/advanced, therefore charts were not generated.
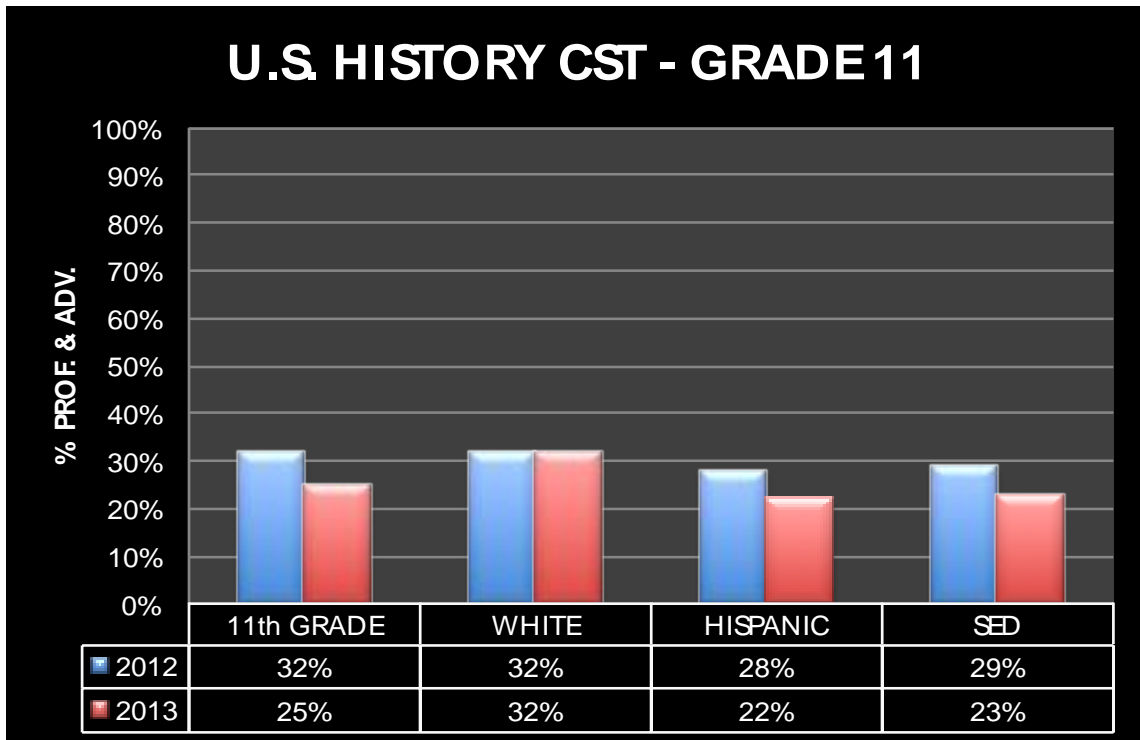
U.S. HISTORY CST - GRADE 11

	11th GRADE	WHITE	HISPANIC	SED
2012	32%	32%	28%	29%
2013	25%	32%	22%	23%

Figure 56: 2012-13 U.S. HISTORY CST BY GRADE LEVEL & SUBGROUP - GRADE 11

EARTH SCIENCE CST - GRADE 11

	11th GRADE	WHITE	HISPANIC	SED
2012	32%	32%	28%	36%
2013	24%	33%	19%	8%
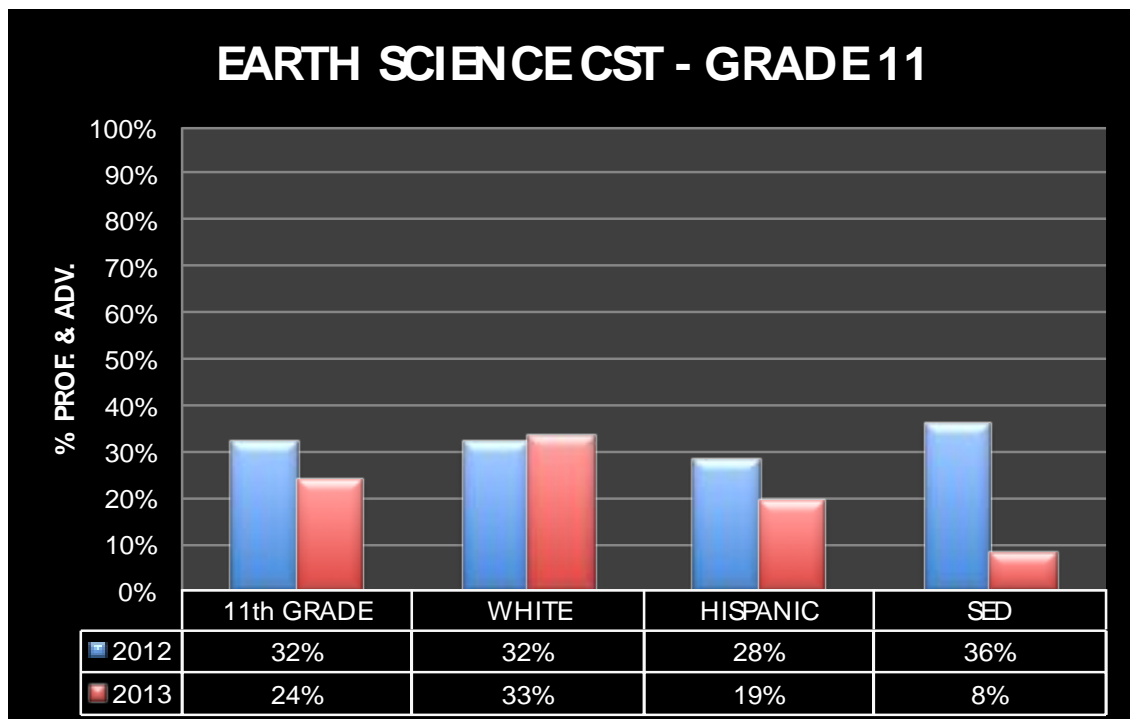
Figure 57: 2012-13 EARTH SCIENCE CST BY GRADE LEVEL & SUBGROUP - GRADE 11

INTEGRATED SCIENCE CST - GRADE 11

% PROF. & ADV.

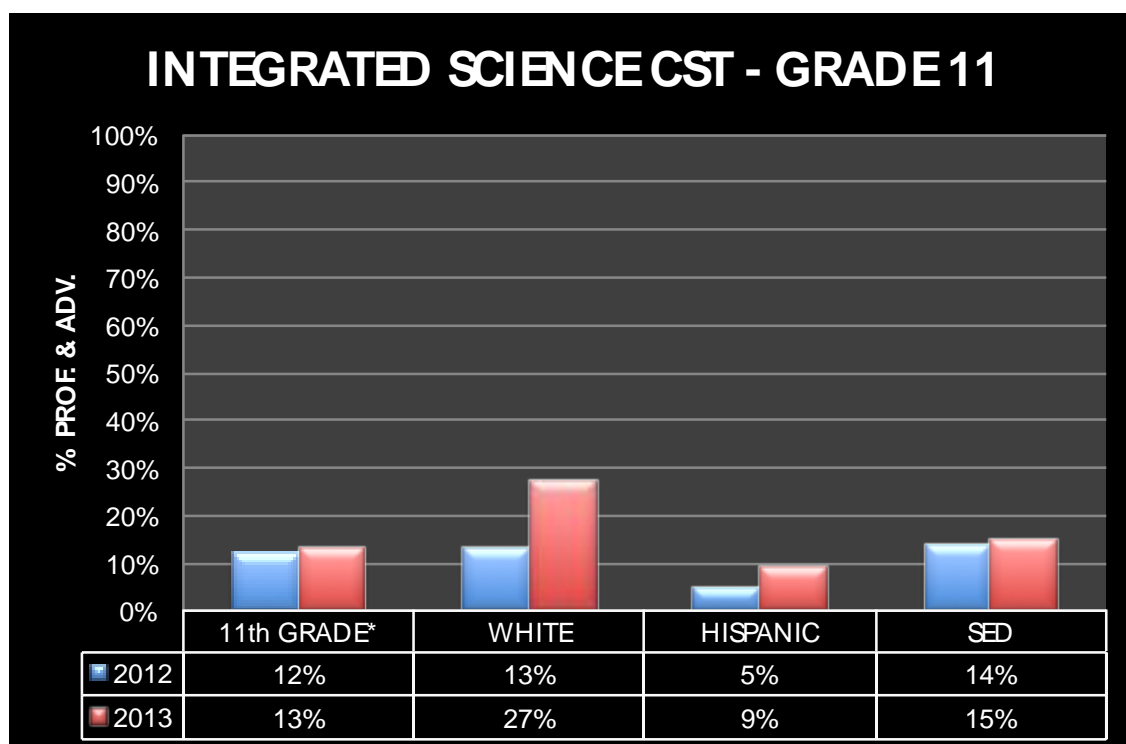|	11th GRADE*	WHITE	HISPANIC	SED
2012	12%	13%	5%	14%
2013	13%	27%	9%	15%

Figure 58: 2012-13 INTEGRATED SCIENCE CST BY GRADE LEVEL & SUBGROUP - GRADE 11

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS

In addition with the recent implementation of the Common Core State Standards, the CDE has implemented the California Assessment Administration for Student Performance and Progress (CAASPP) in ELA and Math for all students in grades 3-8 and 11 that was administered in 2015. Spring 2015 CAASPP results serve as the school's baseline for developing annual growth targets.

The Smarter Balanced Summative Assessments (CAASPP), which are delivered by computer consist of two sections: a computer-adaptive test and a Performance Task (PT) based on the Common Core State Standards for English language arts/literacy and mathematics. The computer-adaptive section includes a range of items types such as selected response, constructed response, table, fill-in, graphing, etc. The PT are extended activities that measure a student's ability to integrate knowledge and skills across multiple standards, a key component of college and career readiness.

The following charts illustrate the percentage of students who exceeded standards, met standards, nearly met standards and did not meet standards for schoolwide, subgroup and grade level results by subject. For purposes of the CAASPP assessment, students who met grade level standards (aka proficiency) are those classified as "% std met" and "% std exceeded."

The total number of students tested by grade level and subject (ELA/Math) varies by grade and for the following charts is denoted by "n". Therefore n=144, denotes that 144 students were tested.
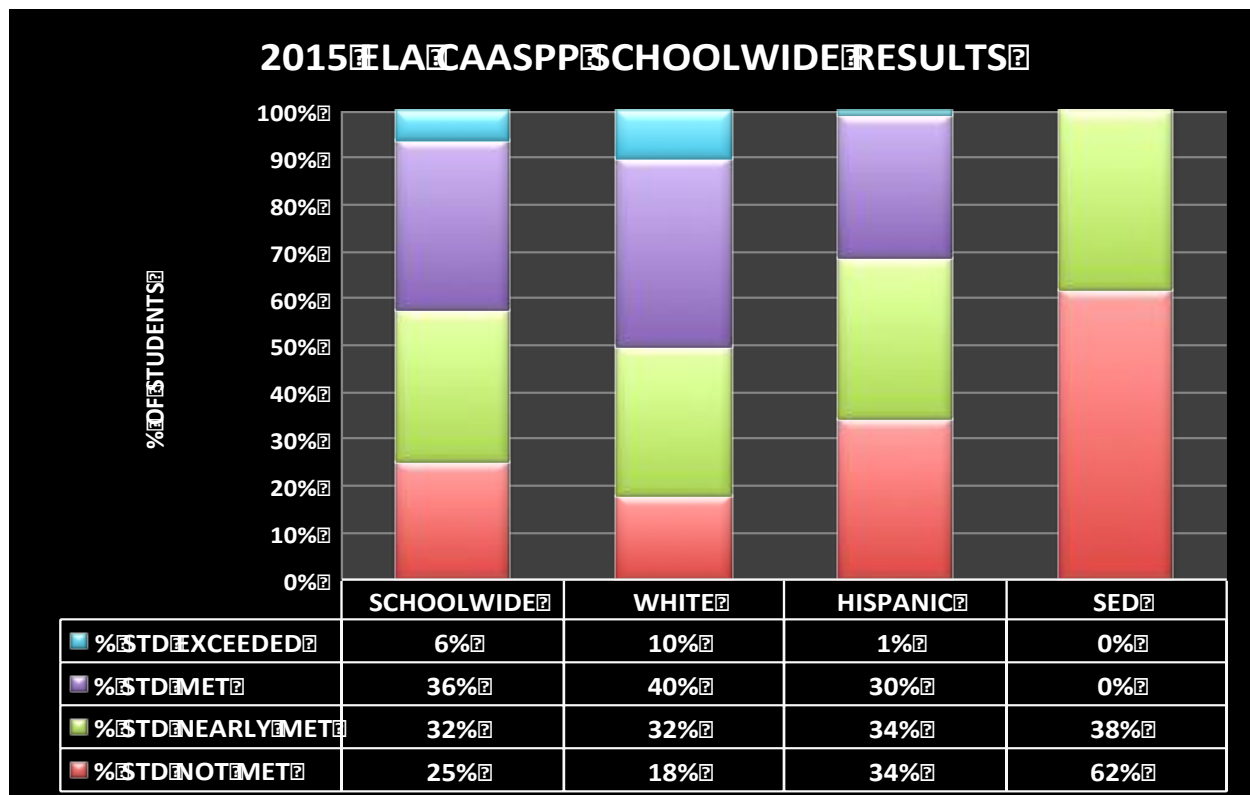
2015 ELA CAASPP SCHOOLWIDE RESULTS

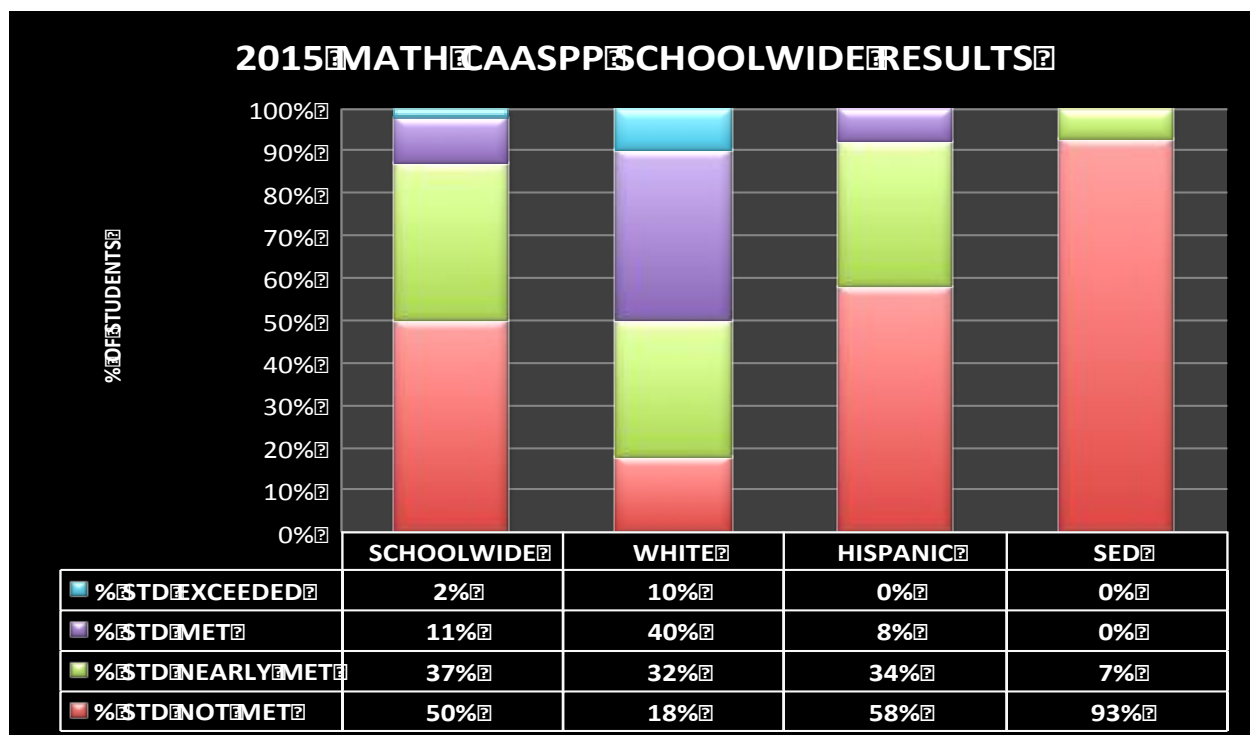|	SCHOOLWIDE	WHITE	HISPANIC	SED
% STD EXCEEDED	6%	10%	1%	0%
% STD MET	36%	40%	30%	0%
% STD NEARLY MET	32%	32%	34%	38%
% STD NOT MET	25%	18%	34%	62%

Figure 59: 2015 ELA CAASPP SCHOOLWIDE RESULTS (n=144)

2015 MATH CAASPP SCHOOLWIDE RESULTS

	SCHOOLWIDE	WHITE	HISPANIC	SED
% STD EXCEEDED	2%	10%	0%	0%
% STD MET	11%	40%	8%	0%
% STD NEARLY MET	37%	32%	34%	7%
% STD NOT MET	50%	18%	58%	93%

Figure 60: 2015 MATH CAASPP SCHOOLWIDE RESULTS (n=137)

2015 ELA CAASPP RESULTS - GRADE 3

	GRADE 3	WHITE	HISPANIC	SED
% STD EXCEEDED	0%	0%	0%	0%
% STD MET	33%	0%	50%	50%
% STD NEARLY MET	0%	0%	0%	0%
% STD NOT MET	67%	0%	50%	50%
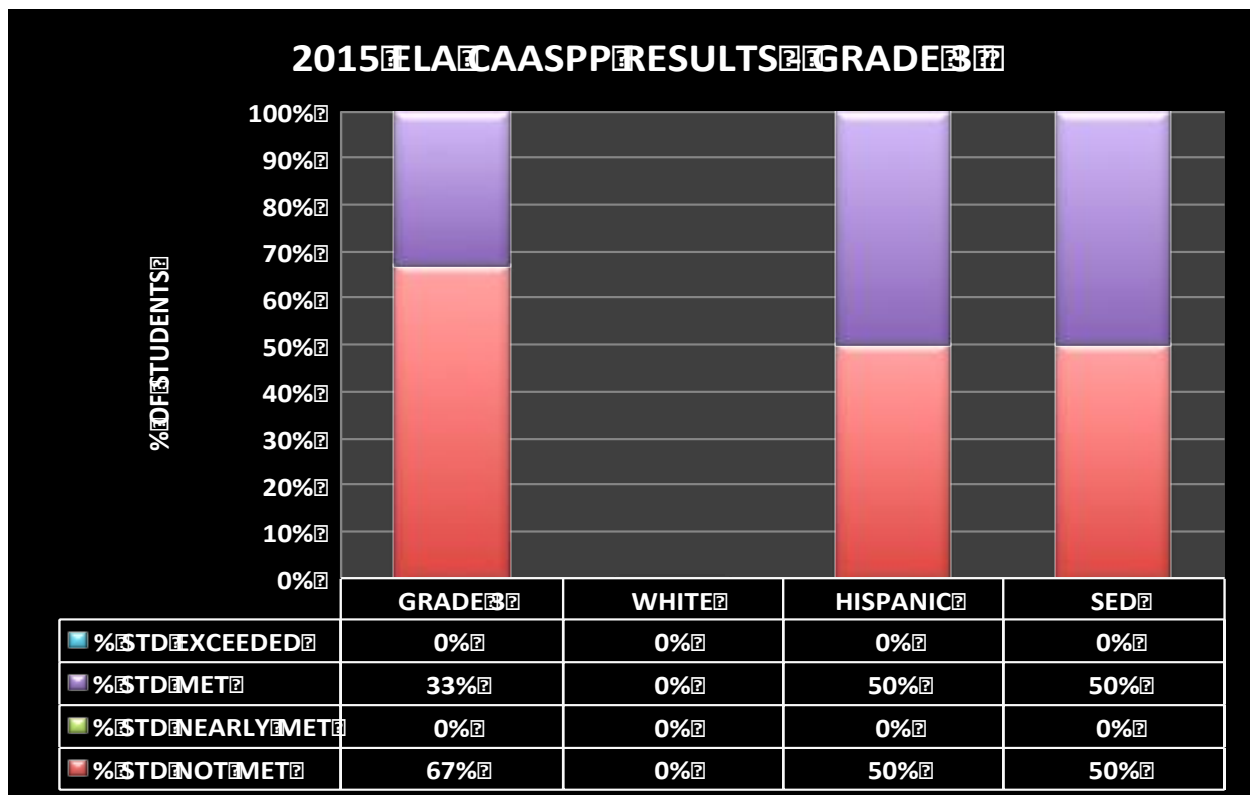
Figure 61: 2015 ELA CAASPP - GRADE 3 (n=3)

2015 MATH CAASPP RESULTS - GRADE 3

	GRADE 3	WHITE	HISPANIC	SED
% STD EXCEEDED	0%	0%	0%	0%
% STD MET	0%	0%	0%	0%
% STD NEARLY MET	25%	0%	50%	0%
% STD NOT MET	75%	100%	50%	100%
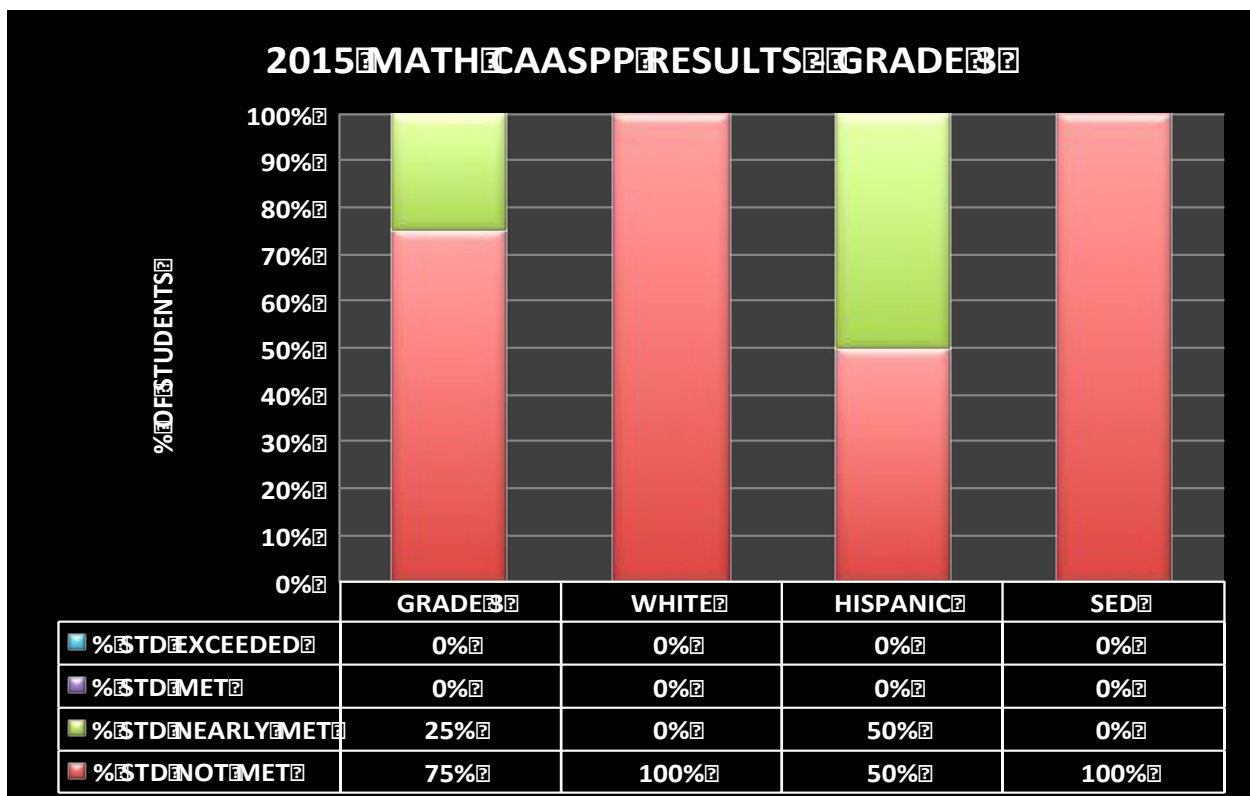
Figure 62: 2015 MATH CAASPP - GRADE 3 (n=3)

2015 ELA CAASPP RESULTS - GRADE 4

	GRADE 4	WHITE	HISPANIC	SED
% STD EXCEEDED	0%	0%	0%	0%
% STD MET	57%	0%	40%	0%
% STD NEARLY MET	29%	0%	40%	0%
% STD NOT MET	14%	0%	20%	100%
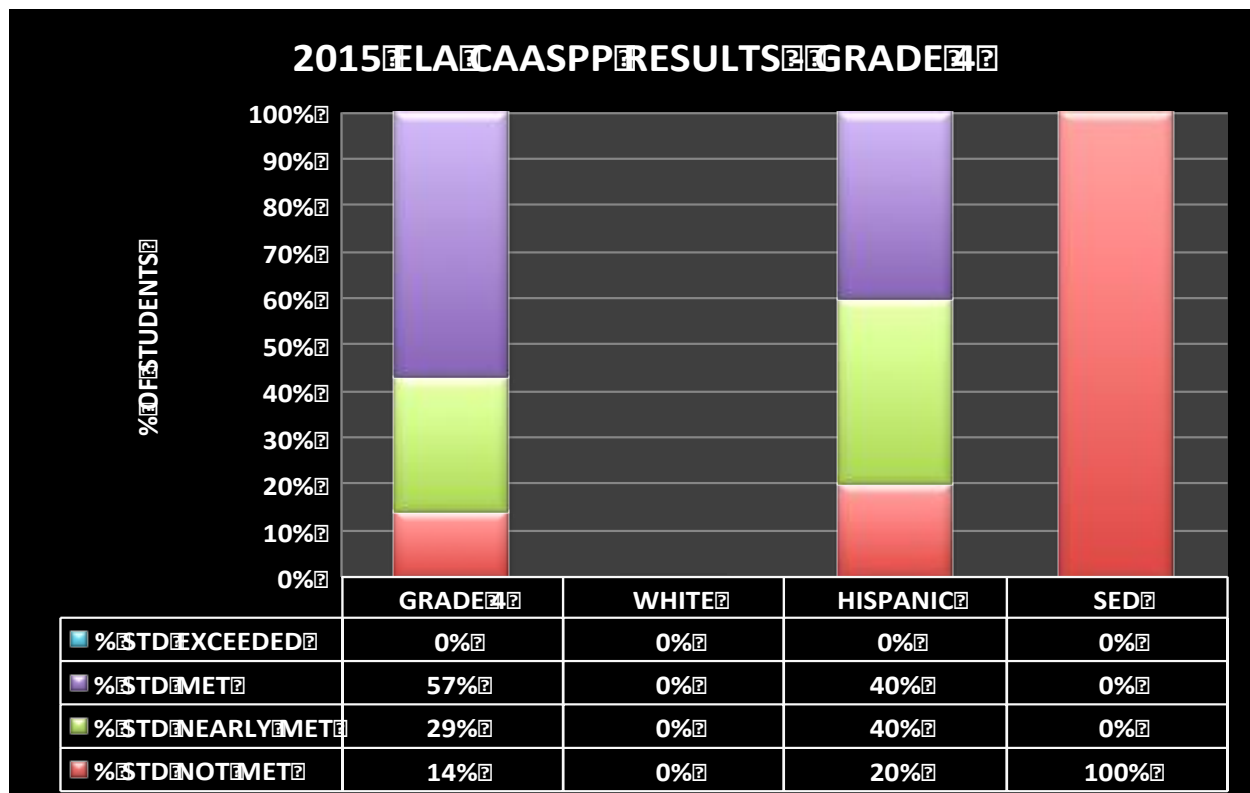
Figure 63: 2015 ELA CAASPP RESULTS - GRADE 4 (n=7)

2015 MATH CAASPP RESULTS - GRADE 4

	GRADE 4	WHITE	HISPANIC	SED
% STD EXCEEDED	0%	0%	0%	0%
% STD MET	29%	0%	20%	0%
% STD NEARLY MET	57%	100%	60%	100%
% STD NOT MET	14%	0%	20%	0%
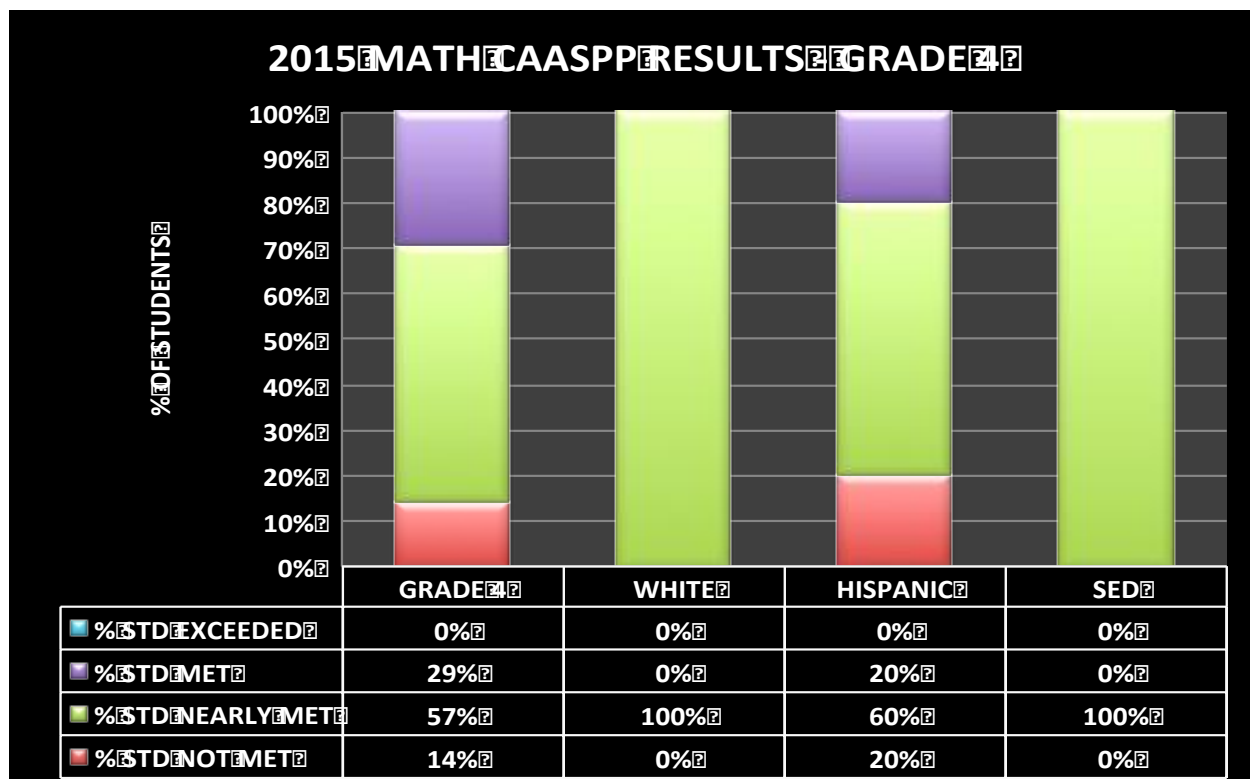
Figure 64: 2015 MATH CAASPP RESULTS - GRADE 4 (n=7)

2015 ELA CAASPP RESULTS - GRADE 5

	GRADE 5	WHITE	HISPANIC	SED
% STD EXCEEDED	0%	0%	0%	0%
% STD MET	80%	100%	0%	0%
% STD NEARLY MET	0%	0%	0%	0%
% STD NOT MET	20%	0%	100%	0%
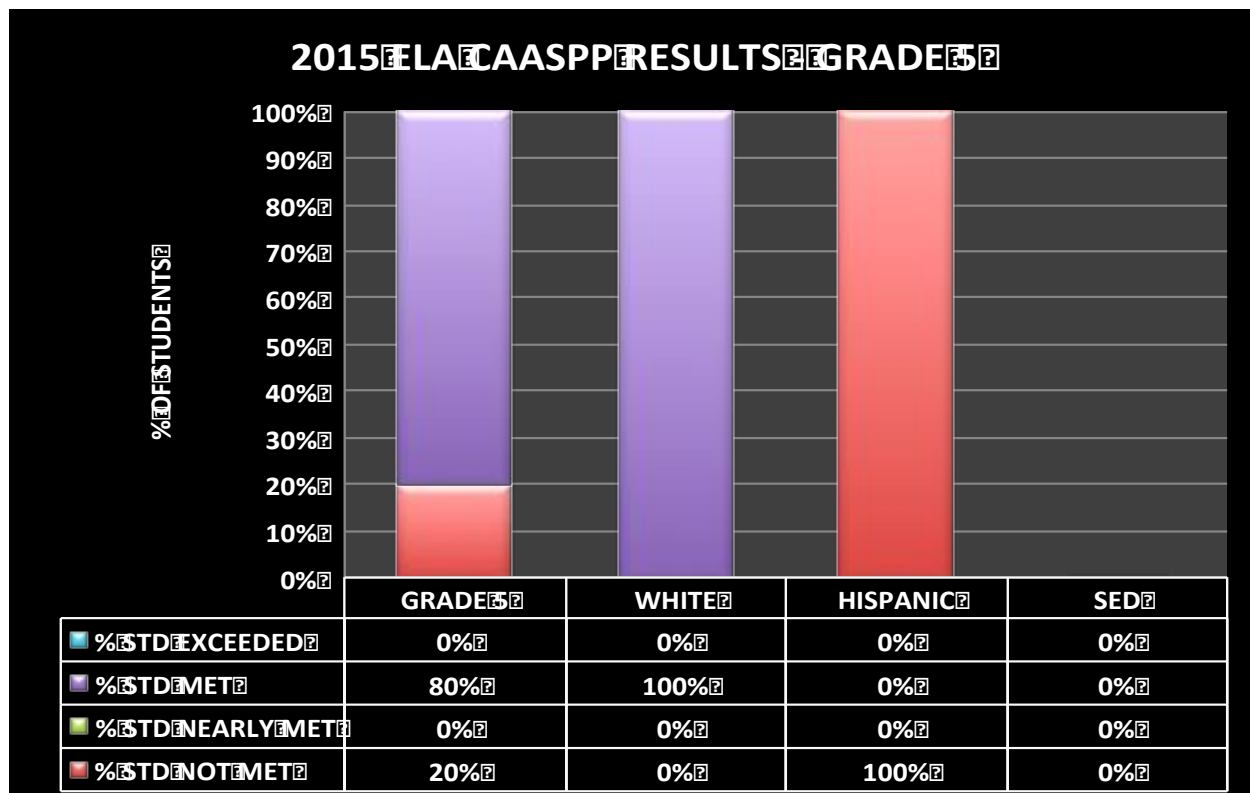
Figure 65: 2015 ELA CAASPP RESULTS - GRADE 5 (n=5)

2015 MATH CAASPP RESULTS - GRADE 5

	GRADE 5	WHITE	HISPANIC	SED
% STD EXCEEDED	40%	67%	0%	0%
% STD MET	20%	0%	0%	0%
% STD NEARLY MET	40%	33%	100%	0%
% STD NOT MET	0%	0%	0%	0%
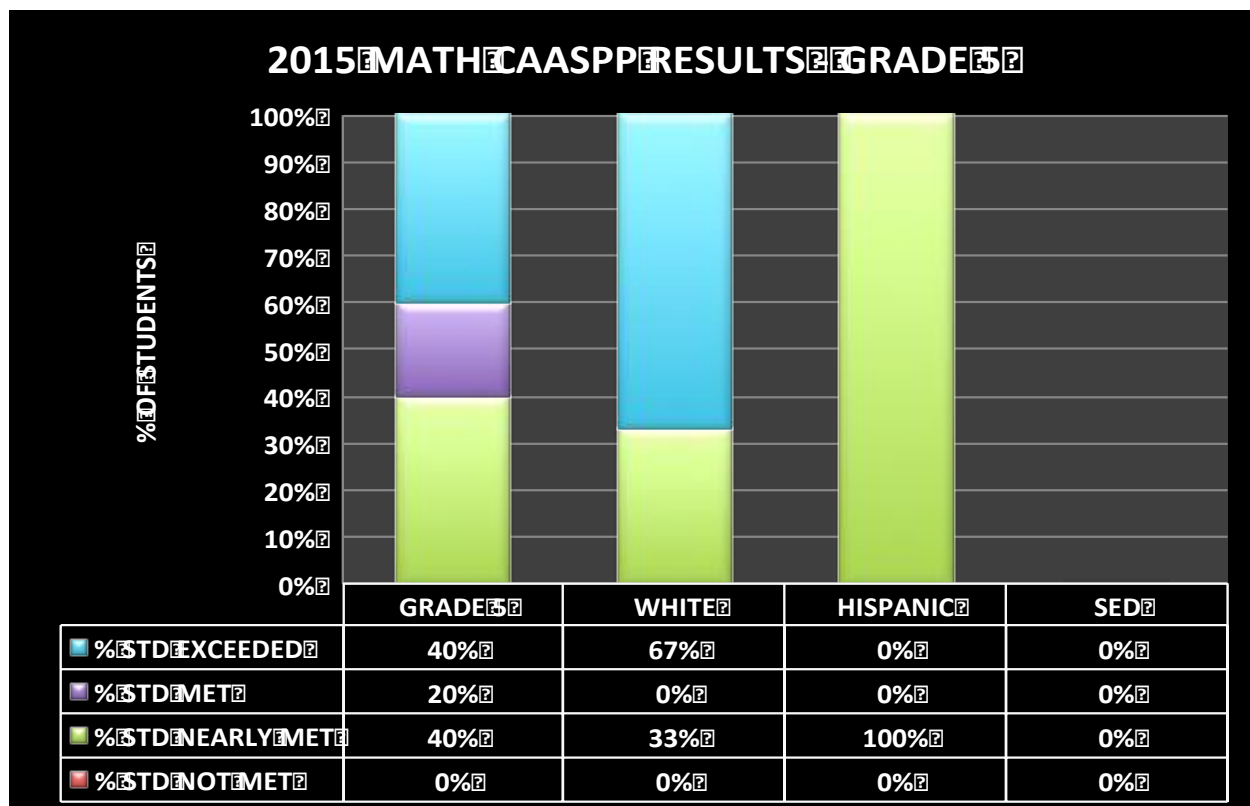
Figure 66: 2015 MATH CAASPP RESULTS - GRADE 5 (n=5)

2015 ELA CAASPP RESULT - GRADE 6

	GRADE 6	WHITE	HISPANIC	SED
■ % STD EXCEEDED	20%	100%	0%	0%
■ % STD MET	20%	0%	25%	0%
■ % STD NEARLY MET	40%	0%	50%	50%
■ % STD NOT MET	20%	0%	25%	50%
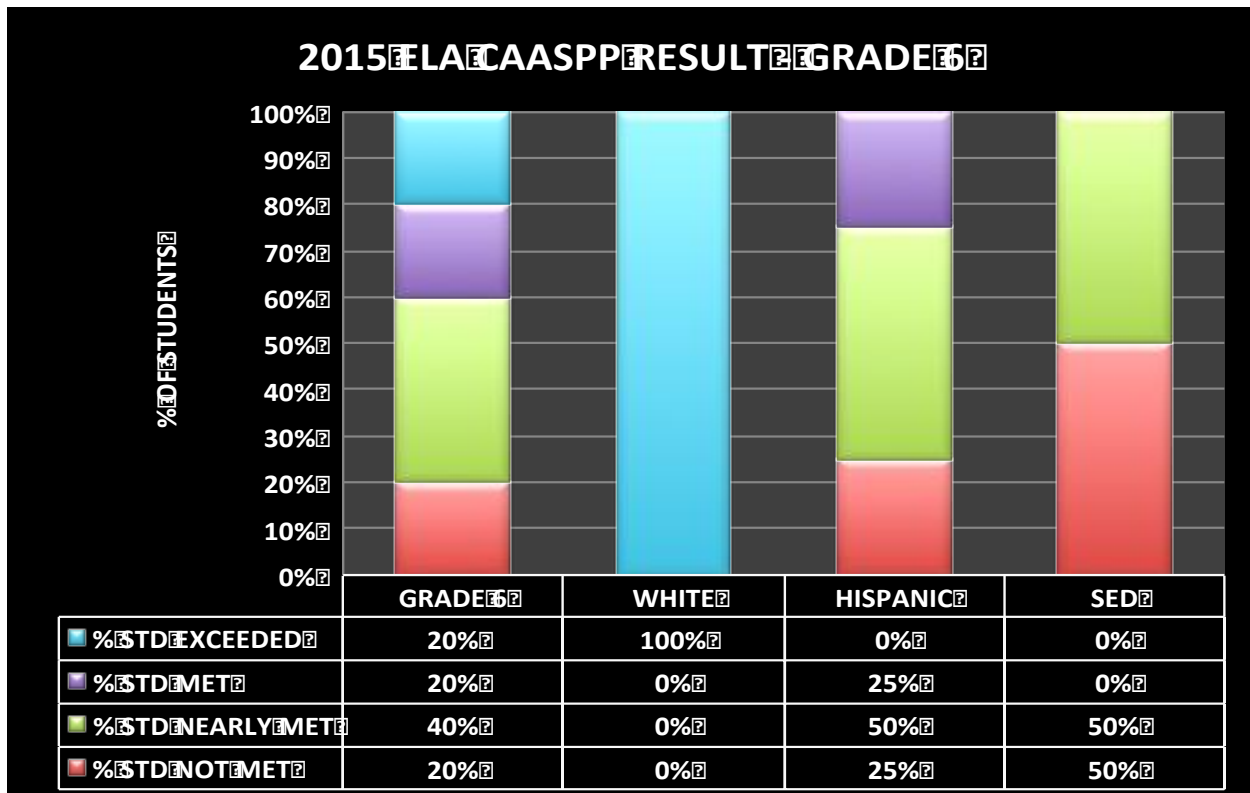
Figure 67: 2015 ELA CAASPP RESULTS - GRADE 6 (n=5)

2015 MATH CAASPP RESULTS - GRADE 6

	GRADE 6	WHITE	HISPANIC	SED
■ % STD EXCEEDED	20%	100%	0%	0%
■ % STD MET	0%	0%	0%	0%
■ % STD NEARLY MET	20%	0%	25%	25%
■ % STD NOT MET	60%	0%	75%	75%
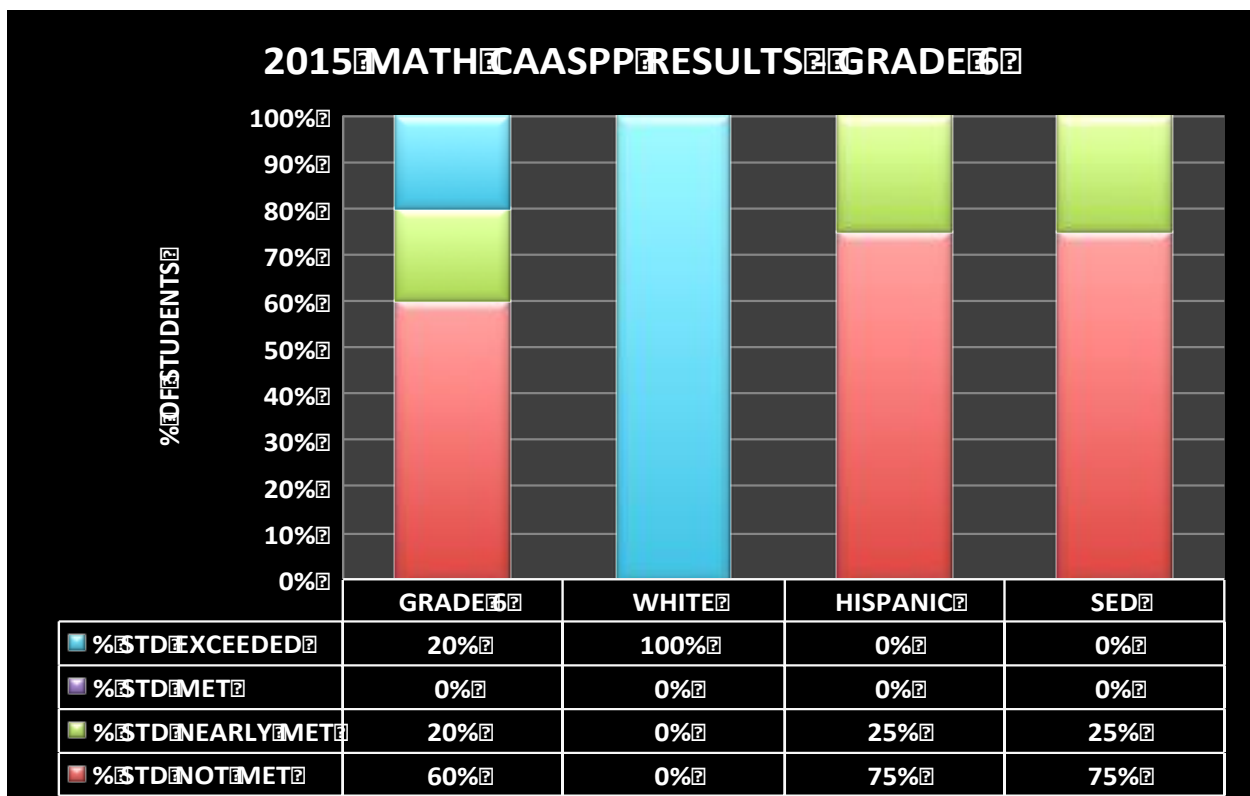
Figure 68: 2015 MATH CAASPP RESULTS - GRADE 6 (n=5)

2015 ELA CAASPP RESULTS - GRADE 7

	GRADE 7	WHITE	HISPANIC	SED
% STD EXCEEDED	7%	0%	0%	0%
% STD MET	57%	67%	50%	0%
% STD NEARLY MET	14%	17%	17%	0%
% STD NOT MET	21%	17%	33%	100%
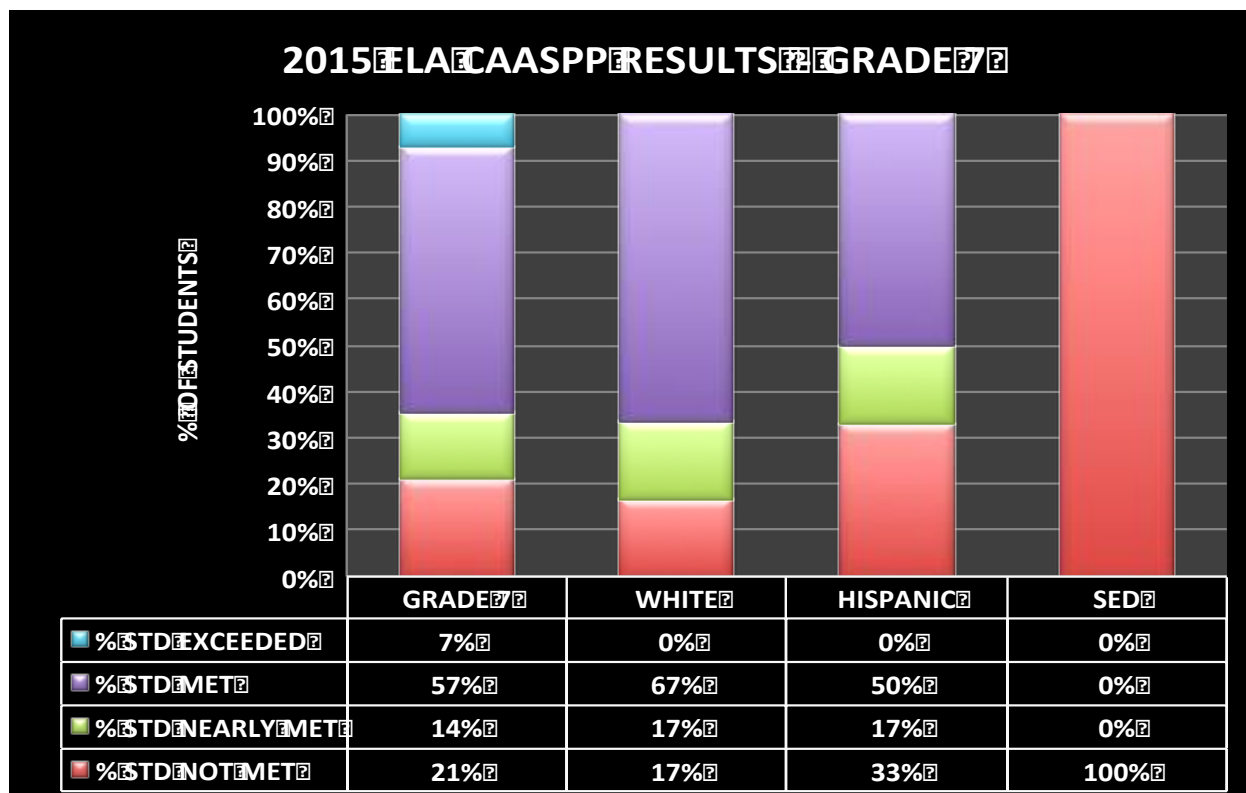
Figure 69: 2015 ELA CAASPP RESULTS - GRADE 7 (n=14)

2015 MATH CAASPP RESULTS - GRADE 7

	GRADE 7	WHITE	HISPANIC	SED
% STD EXCEEDED	0%	0%	0%	0%
% STD MET	36%	17%	33%	0%
% STD NEARLY MET	57%	83%	50%	0%
% STD NOT MET	7%		14%	100%
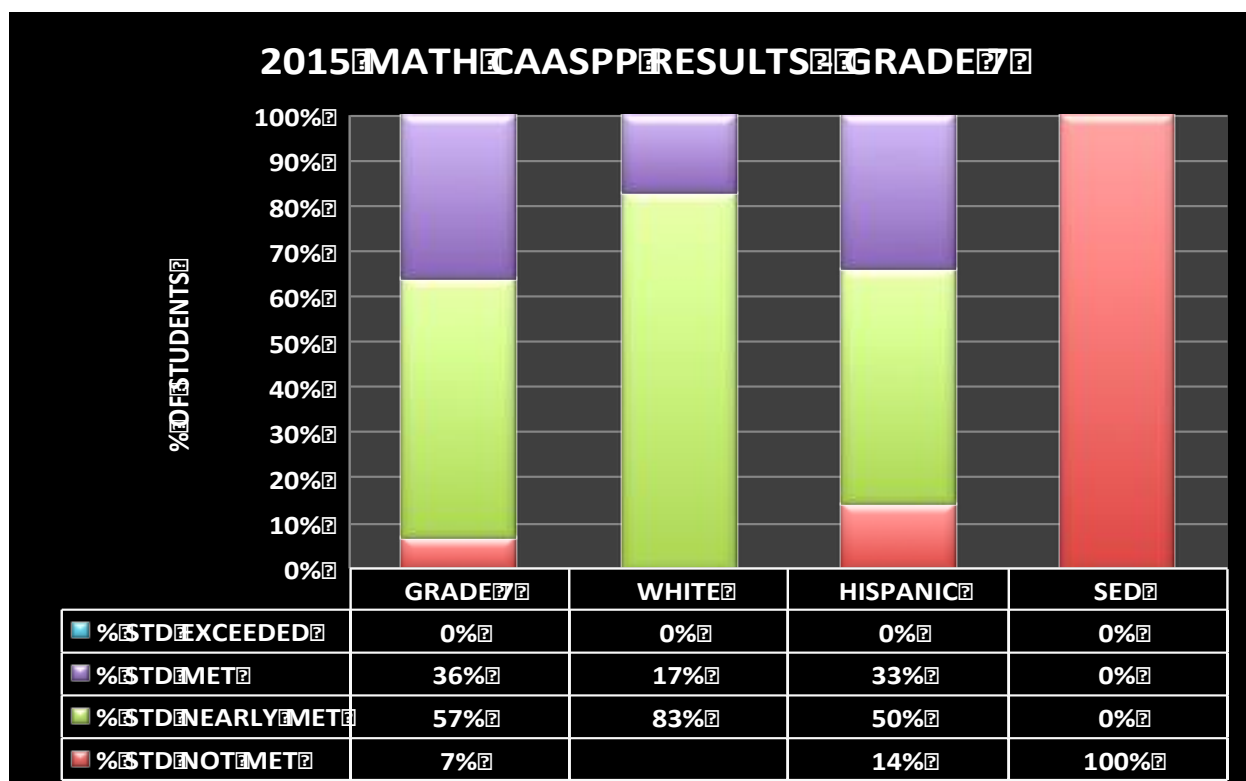
Figure 70: 2015 MATH CAASPP RESULTS - GRADE 7 (n=14)

2015 ELA CAASPP RESULTS - GRADE 8

	GRADE 8	WHITE	HISPANIC	SED
% STD EXCEEDED	8%	0%	0%	0%
% STD MET	31%	25%	29%	0%
% STD NEARLY MET	54%	75%	57%	0%
% STD NOT MET	8%	0%	14%	0%
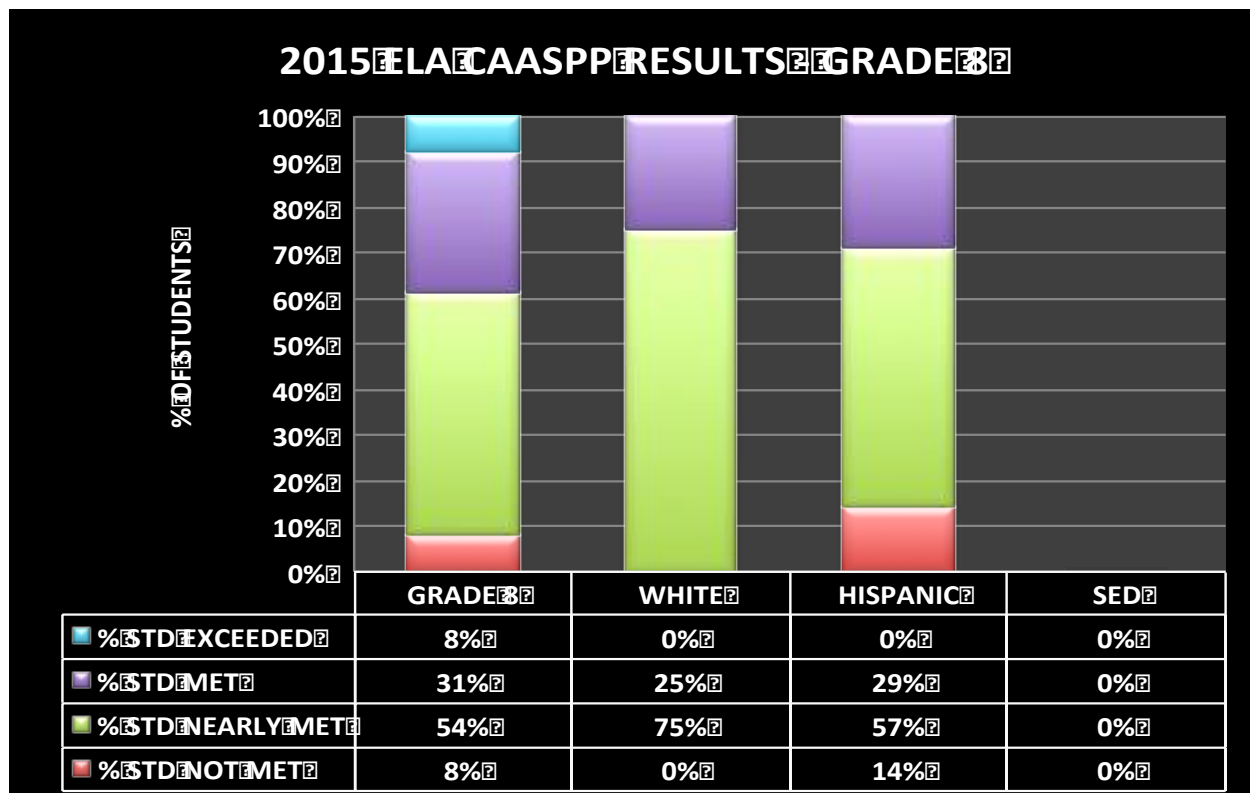
Figure 71: 2015 ELA CAASPP RESULTS - GRADE 8 (n=13)

2015 MATH CAASPP RESULTS - GRADE 8

	GRADE 8	WHITE	HISPANIC	SED
% STD EXCEEDED	0%	0%	0%	0%
% STD MET	23%		29%	0%
% STD NEARLY MET	38%	25%	43%	0%
% STD NOT MET	38%	75%	29%	0%
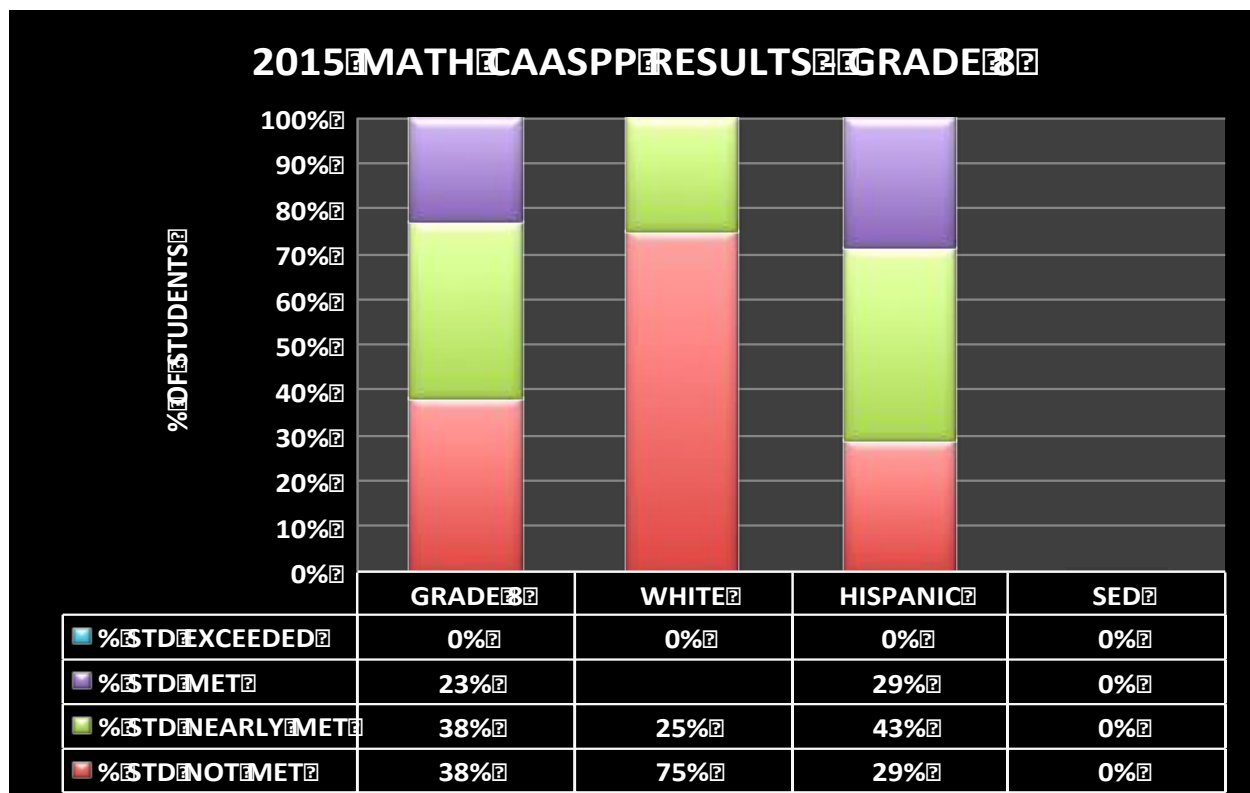
Figure 72: 2015 MATH CAASPP RESULTS - GRADE 8 (n=13)

2015 ELA CAASPP RESULTS - GRADE 11

	GRADE 11	WHITE	HISPANIC	SED
■ % STD EXCEEDED	6%	12%	2%	0%
■ % STD MET	30%	32%	27%	0%
■ % STD NEARLY MET	35%	35%	33%	40%
■ % STD NOT MET	29%	21%	37%	60%
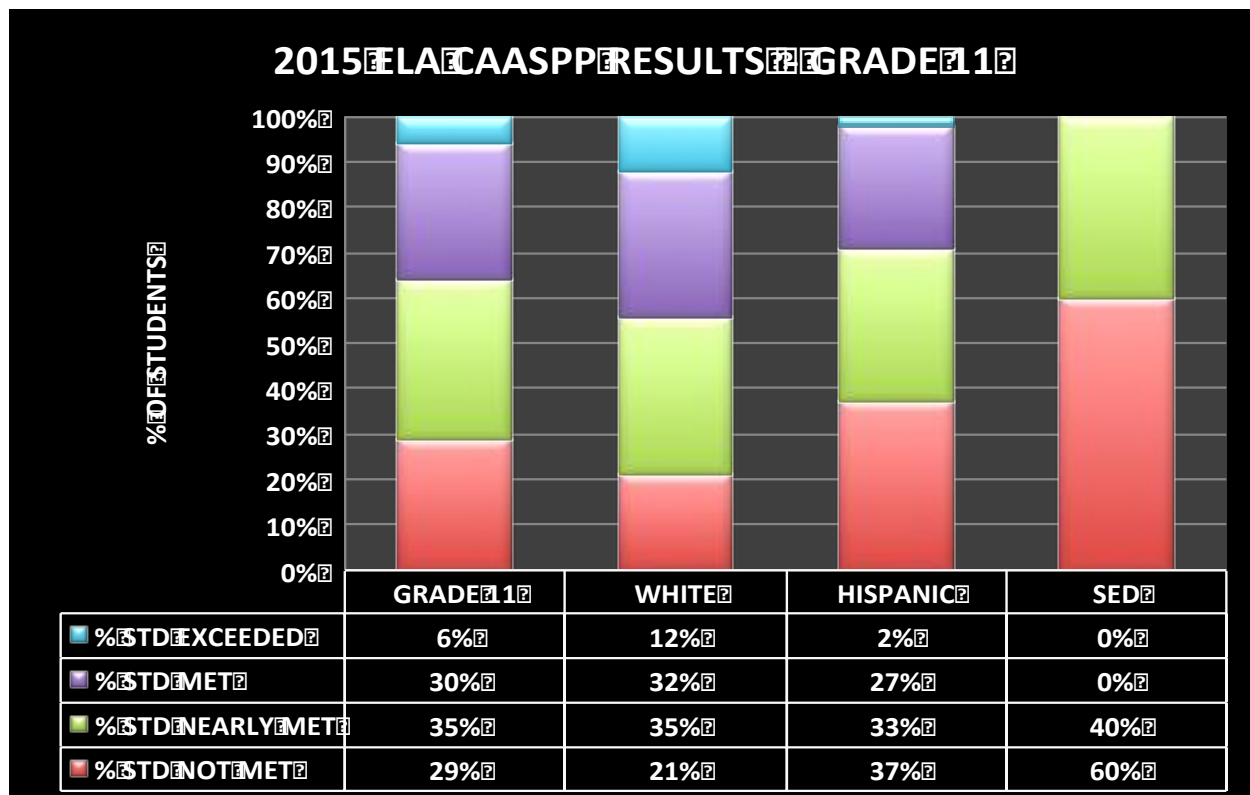
Figure 73: 2015 ELA CAASPP RESULTS - GRADE 11 (n=97)

2015 MATH CAASPP RESULTS - GRADE 11

	GRADE 11	WHITE	HISPANIC	SED
■ % STD EXCEEDED	0%	0%	0%	0%
■ % STD MET	4%	6%	2%	0%
■ % STD NEARLY MET	33%	39%	27%	7%
■ % STD NOT MET	62%	55%	71%	93%
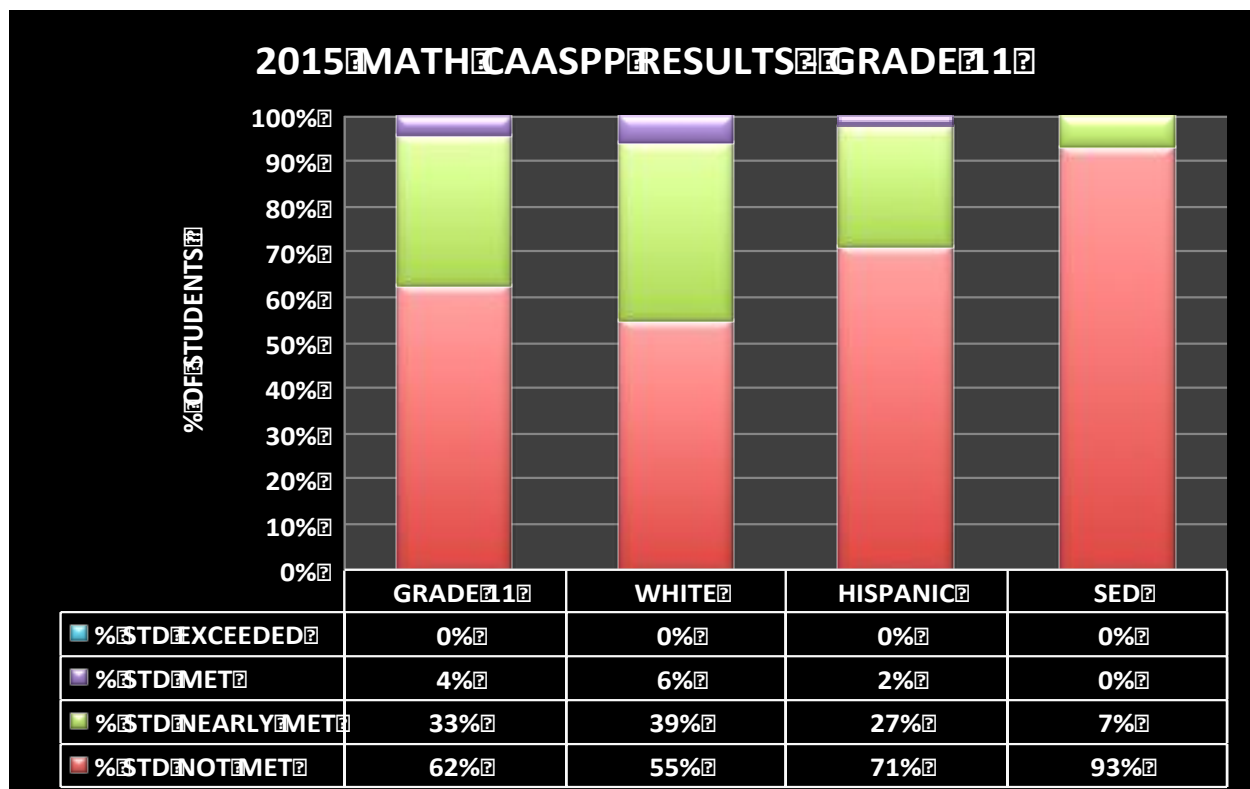
Figure 74: 2015 MATH CAASPP RESULTS - GRADE 11 (n=90)

SUSPENSIONS & EXPULSIONS

The following chart illustrates the number of suspensions and expulsions on annual basis. PVCS has had a significant decline in suspension rates and to-date has not expelled any students. This is an ongoing goal outlined in the school's Local Control Accountability Plan (LCAP) as required by the 8 State Priorities.

	SUSPENSIONS	EXPULSIONS
2012-13	16	0
2013-14	2	0
2014-15	7	0
2015-16	0	0

Figure 75: 2012-16 SUSPENSION & EXPULSION RATES

CAHSEE PASSING RATES

The following chart illustrates the CAHSEE passing rate for 10th grade students who have passed the CAHSEE for ELA and math, on their first attempt. In an effort to increase CAHSEE passing rates, PVCS implemented a CAHSEE preparatory course. However, currently the SBE has suspended the CAHSEE until further notice, so the CAHSEE preparatory course is no longer being offered.

CAHSEE PASSING RATE		
	ELA	MATH
2012-13	79%	73%
2013-14	82%	81%
2014-15	75%	84%

Figure 76: CAHSEE PASSING RATES

DROPOUT RATES

The following chart illustrates the school's annual middle school dropout rates.

MS DROPOUT RATES	
	PERCENTAGE
2012-13	0%
2013-14	0%
2014-15	0%

Figure 77: MS DROPOUT RATE

The following chart provides the school's annual high school dropout rates.

HS DROPOUT RATES	
	PERCENTAGE
2012-13	26%
2013-14	29.5%
2014-15	15%

Figure 78: HIGH SCHOOL DROPOUT RATES

GRADUATION RATES

The following chart provides the school's annual graduation rate.

HS GRADUATION RATE	
	PERCENTAGE
2012-13	69%
2013-14	54%
2014-15	54%

Figure 79: HIGH SCHOOL GRADUATION RATES

UC A-G ELIGIBILITY

The following chart provides the number of graduating seniors meeting UC A-G requirements. PVCS has made numerous strides to prepare its students to meet UC A-G requirements including a partnership with local community colleges including MiraCosta and Palomar, whereby PVCS students are able to enroll concurrently with a fee waiver. Also, Careers 1 and 2 are required high school courses that are designed to prepare students for the work place. Both courses include assessments using the California Career Zone, a web-based program that requires students to research careers and college majors that reflect the traits, interest, and strengths of the student. The Careers 2 course introduces students to a full-range of occupations developed by the Office of Vocational and Adult Education (OVAE), and the California Career Resource Network. The purpose of the course is for students to learn about various career options/pathways, explore emerging and rapidly growing careers, and build self-awareness and understand the importance of personal responsibility, positive work habits, teamwork and the use of technology.   In addition, preparing student for college and career readiness is a goal PVCS has identified in its Local Control Accountability Plan (LCAP).

	# STUDENTS MEETING UC A-G
2012-13	1
2013-14	0
2014-15	0

Figure 80: NUMBER OF STUDENTS MEETING UC A-G ELIGIBILITY

EARLY ASSESSMENT PROGRAM (EAP)

The Early Assessment Program (EAP) is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE), and the California State University (CSU). The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school and to facilitate opportunities for them to improve their skills during their senior year where they can obtain remediation in preparation for CSU admission. The goal of the EAP program is to have California high school graduates enter the CSU fully prepared to begin college-level study. In an effort to assess college readiness, PVCS now administers the Early Assessment Program (EAP) in combination with CAASPP to every student in grade 11. In Spring 2015, all grade 11 students were administered the EAP in ELA and math. A total of 14 students were identified as college ready in ELA; and 0 for math.

EARLY ASSSESSMENT PROGRAM				
	% STUDENTS TAKEN EAP		COLLEGE READINESS AS MEASURED BY EAP	
	ELA	MATH	ELA	MATH
2012-13	18%	1.7%	3	0
2013-14	74%	0%	0	0
2014-15	100%	100%	14	0

Figure 81: EAP - COLLEGE READINESS

The following chart also provides the number of PVCS students who currently participate in the concurrent enrollment with MiraCosta College by grade level and semester. Students typically enroll in courses for a variety of reasons including: meeting A-G such as lab science, foreign language (other than Spanish), meeting graduation requirements, participating in physical education, and in order to earn college credits while in high school.

CONCURRENT ENROLLMENT			
YEAR	GRADE 10	GRADE 11	GRADE 12
FALL 2013	2	0	5
SPRING 2014	1	6	7
FALL 2014	0	4	13
SPRING 2015	1	8	9
FALL 2015			

Figure 82: NUMBER OF STUDENTS PARTICIPATING IN CONCURRENT ENROLLMENT

GRADUATION REQUIREMENTS

The following are the graduation requirements for PVCS, which requires that students earn a minimum of 220 credits to graduate.

Discipline	Courses
English	40 Credits of English including: · Grammar and Composition · World Literature · American Literature · English Literature
Mathematics	30 Credits of Mathematics including: · Algebra I or Math 1
Science	30 Credits of Science including: · Biology with lab (10 credits) · Any Physical Science Course
Social Science	30 Credits of Social Science including: · World History · United States History · Civics · Economics
Fine Arts	10 Credits
Health Science	5 Credits · Health
Foreign Language	10 Credits
Physical Education	20 Credits
Career/Technology*	10 Credits of Career/Technology including: · Introductory Course (1 credit) · Exit Course (1.5 credits) · Careers 1 (5 credits) · Careers 2 (2.5 credits)
Electives	35 Credits of Electives

Figure 83: PVCS HIGH SCHOOL GRADUATION REQUIREMENTS

Pacific View Charter School offers a comprehensive list of online courses that meet UC A-G requirements. The course list and description can be found on the school's website. Through partnerships with MiraCosta and Palomar College, PVCS' high school students are able to participate in concurrent enrollment in order to meet high school graduation requirements and/or UC A-G prerequisites.

TECHNOLOGY

Pacific View Charter School has made significant improvements in technology with a 4-year plan to provide 1:1 laptops for all students in grades K-12, as outlined in the school's Local Control Accountability Plan. Currently, students in grades 6-11 have received computers. PVCS students have access to the computer lab and study hall on a daily basis. Students who do not have access to a computer/laptop at home, are able to borrow one from the school via the computer loaner program. There are Wi-Fi access points throughout the entire school.

COMPUTERS/TECHNOLOGY			
	TOTAL COMPUTERS	**CLASSROOMS W/WIFI**	**STUDENTS PER COMPUTER**
2012-13	135	16	1
2013-14	216	16	1
2014-15	225	16	1
2015-16	400	18	1

Figure 84: PVCS TECHNOLOGY INVENTORY

STAFF DEMOGRAPHICS

Currently, PVCS employs:
- 1 Executive Director
- 13 Supervisory Teachers
- 2 Lead Teachers
- 3 Instructional Aides
- 1 Lead Instructional Aide
- 1 Special Education teacher
- 1 Resource Instructional Aide
- 1 Director of Curriculum
- 1 Director of Student Services
- 1 Director of Central Office & Finance
- 1 Human Resource & Business Specialist
- 1 Psychologist
- 2 Office Clerks (1 is bilingual)
- 1 Technology Technician
- 1 Business Consultant

STAFF MEMBERS (includes Principal)		
	CERTIFICATED	CLASSIFIED
2011-12	40	6
2012-13	28	6
2013-14	27	7
2014-15	30	6
2015-16	28	7

Figure 85: NUMBER OF STAFF

The following chart illustrates the educational level of our certificated staff:

EDUCATION LEVEL - CERTIFICATED STAFF (includes Principal)						
	PhD/EdD	MA/MS (+30)	MA/MS	BA/BS (+30)	BA/BS	TOTAL STAFF
2011-12	0	10	11	13	6	40
2012-13	0	12	8	6	2	28
2013-14	0	13	7	5	2	27
2014-15	0	9	11	6	4	30
2015-16	0	7	6	9	22	28

Figure 86: EDUCATIONAL LEVEL OF CERTIFICATED STAFF

All PVCS teachers are fully certified to teach English Language Learners and hold BCLAD/CLAD Credentials.

# TEACHERS W/CLAD, BCLAD, or ALTERNATE CERTIFICATION			
	FULL CERT	IN TRAINING	TOTAL
2011-12	40	0	40
2012-13	28	0	28
2013-14	27	0	27
2014-15	30	0	30
2015-16	28	0	28

Figure 87: NUMBER OF TEACHERS W/CLAD OR BCLAD

All PVCS teachers are highly qualified as defined by No Child Left Behind (NCLB).

"Highly Qualified" TEACHERS (NCLB)		
	NUMBER	PERCENT
2011-12	40	100%
2012-13	28	100%
2013-14	27	100%
2014-15	30	100%
2015-16	28	100%

Figure 88: NUMBER OF HQ TEACHERS

The following chart illustrates the credential status and average years in teaching.

TEACHER CREDENTIAL STATUS & # YEARS TEACHING (exluding Principal)					
	2011-12	2012-13	2013-14	2014-15	2015-16
FULLY CREDENTIALED	40	28	27	30	27
EMERGENCY CREDENTIALS	0	0	0	0	0
PRE/INTERNS	0	0	0	0	0
WAIVERS	0	0	0	0	0
TOTAL TEACHERS	40	28	27	30	27
AVG YEARS TEACHING	8.7	7.57	8.15	8.67	14.9
AVG YEARS AT PVCS	3.7	3.79	5	4.63	4.63

Figure 89: CREDENTIAL STATUS & AVG. YEARS TEACHING

The following chart illustrates the racial/ethnic composition of the teaching staff.

NUMBER OF CERTIFICATED STAFF BY ETHNICITY (Includes Principal)						
	AM. IND.	ASIAN	PAC. IS.	FILIPINO	HISPANIC	AFRIC.AM	WHITE
2012-13	0	1	0	1	0	0	26
2013-14	0	1	0	1	0	0	20
2014-15	0	1	0	0	0	1	24
2015-16	0	1	0	0	0	1	20

Figure 90: RACIAL/ETHNIC COMPOSITION OF TEACHING STAFF

PARENT DEMOGRAPHICS

During the registration process, parents are asked to provide their educational level as required under CALPADS. Unfortunately, a significant amount of parents select 'decline to state,' which does not provide the school with accurate records. The following chart provides the parent education level, as reported by parents for the past three years.

PARENT EDUCATION LEVEL				
	2012	2013	2014	2015
NOT A HS GRAD	45	62	42	57
HS GRAD	108	156	97	101
SOME COLLEGE	144	185	140	112
GRAD SCHOOL	125	157	85	111
DECLINED TO STATE	340	451	337	335

Figure 91: PARENT EDUCATIONAL LEVEL

As part of the LCAP process, PVCS administered parent, student and teacher surveys to gather feedback and input about the school and its program.

PARENT SURVEY
Overwhelmingly, the survey results indicated that parents of PVCS were satisfied with the education that their child was receiving. 93.2% of parents rated themselves as satisfied and very satisfied with the school in general and 94.9% rated their child's experience with their Supervisory Teacher as Good or Great. 79.4% of parents feel that PVCS is preparing their student for life beyond high school, indicating that work should be done to improve that percentage. The survey also indicated that parents prefer to communicate with the school through email (55%) and face-to-face meetings with teachers. The survey also indicates interest by the majority of parents in finding more opportunities to be involved at PVCS, specifically in parent workshops (31.5%) and volunteer opportunities during school hours (25.9%)

STUDENT SURVEY
88.5% of responding students rated their overall satisfaction with the school as good to great. Students also felt supported by their teachers and that they received sufficient help with their schoolwork. 77% of students said they felt that PVCS was preparing them well for life beyond high school, indicating an area of growth for the school. Students indicated that they received information about events at the school primarily through their teacher and information in the front office and would like more events, activities and clubs in the future. Although the data from the students was overwhelmingly positive, any indication of a student feeling that their academic and social needs were not met is an area of concern for the school.

TEACHER SURVEY
100% of staff are satisfied with their position and feel supported in promoting student success. 93.8% of staff feel that the professional development that they received provided useful information to perform better at their jobs and 100% felt that the professional development during the 14/15 school year was relevant to the current trends in education. Staff at PVCS indicated a need to use data more effectively to monitor student progress (31% did not agree

with the statement "assessment data is used effectively to monitor student progress". However, staff felt that the interventions put in place for students are effective (93% for reading, 85.7% for math).

ASSESSMENTS

Pacific View Charter School uses a variety of assessment measures that include:
- CELDT (for ELL's)
- CAASPP (Grades 3-8 and 11) in ELA and math
- CST Science (Grades 5, 8, & 10)
- Flip Learning Assessments: Algebra, Geometry & Biology
- Diagnostic Assessments: STAR Enterprise ELA & Math
- Formative Assessments: Digital curriculum, Quizzes, oral presentations
- Summative Assessments
- Student Projects
- Writing Rubrics developed for all writing assignments
- Project-based presentation: for most 7-week courses (must be technology-based)
- Student Presentations in Social Science using a variety of multimedia tools

ACADEMIC PERFORMANCE INDEX

Pacific View Charter School's current schoolwide API is 720, with a Statewide Ranking of 3; and a Similar Schools Ranking of 4. The following charts illustrate the school's API since 2010, both schoolwide and by numerically significant subgroups (White, Hispanic, and Socioeconomically Disadvantaged). Note: The CDE has suspended API for 2014 and 2015.

ACADEMIC PERFORMANCE INDEX SCHOOLWIDE			
	BASE	GROWTH	CHANGE
2013		720	+32
2012	688	685	-18
2011	703	708	-42
2010	750	752	

ACADEMIC PERFORMANCE INDEX SOCIOECON. DISADV. SUBGROUP			
	BASE	GROWTH	CHANGE
2013		704	+46
2012	658	657	-33
2011	690	699	-66
2010	765		

ACADEMIC PERFORMANCE INDEX HISPANIC SUBGROUP			
	BASE	GROWTH	CHANGE
2013		682	+35
2012	647	642	-30
2011	672	686	-57
2010	743		

ACADEMIC PERFORMANCE INDEX WHITE SUBGROUP			
	BASE	GROWTH	CHANGE
2013		758	+35
2012	723	720	-1
2011	721	719	-14
2010	733		

Figure 92: 2010-13 API BY SUBGROUP

ACADEMIC PERFORMANCE INDEX		
	STATEWIDE RANK	SIMILAR SCHOOLS RANK
2013	3	4
2012	2	5
2011	3	10
2010	6	10

Figure 93: API STATEWIDE & SIMILAR SCHOOLS RANKING

CHAPTER 2: PROGRESS REPORT

Summarize progress on each section of the current schoolwide action plan that incorporated all schoolwide critical areas for follow-up from the last full self-study and all intervening visits.

SIGNIFICANT DEVELOPMENTS

Since the last Self-Study visit in Spring 2012, Pacific View Charter School has implemented numerous changes as initially discussed in Chapter One of this report. In addition, the following curricular and instructional programs have been adopted/implemented to support the academic needs of our students. These are the school's successes:

- Response to Intervention (RTI) Program: Piloted Spring 2012, assessed at end of school year, and revamped Fall 2012. Currently, the RTI Program has a 4 Tier Process, and every student is placed on a specific Tier in the RTI model based on their assessment results
- Implementation of "Support Courses"
    - Scholastic Read 180 – reading intervention program that meets 3 days per week, designed to support struggling readers meet the rigorous expectations of the new Common Core State Standards.
    - Scholastic Math 180 – Common Core aligned math program to support struggling math students who need support in Algebra and higher-level math courses.
    - Study Hall (Teacher office hours)
- Addition of math course that meets onsite 3 days per week
- Addition of ST Math, a supplemental math program for grades K-8
- Addition of Intervention Course Read Live for grades 3 –8, part of Read Naturally Program that is facilitated by two teachers and takes place three times per week.
- Addition of English Writing Workshop: two times per week (90 minutes) for grades 9-12.
- Mastery, Acceleration, Remediation K12 (Mark 12) Reading Program designed for students who are reading two or more grades below grade level. In an 'adaptive' course, the stem adapts to the student's skill and knowledge level, providing support in areas that the student struggles with. The course provides students the opportunity to master concepts, and address learning gaps that accelerates them through the remediation process. The courses features graphics, learning tools and games, with adaptive activities that support struggling students in mastering concepts and skills before they can transition to the next unit/level.
- Implementation of a Data-Driven Culture, data-driven decision-making
- Study Island for Grades K-8
- STAR Enterprise for Grades 3-12
- 2014: Implementation of 1:1 Google Chromebooks for grades 6-8
- 2015: Implementation of 1:1 Google Chromebooks for grades 9 -11 (with continued implementation to 12th grade in the 2016-17 school year)
- Purchase & implementation of iPads for workshops (CAHSEE Prep, Math 180) – available for checkout
- Laptops in workshop classes and teacher offices.

- Implementation of Illuminate – Virtual meetings for students who are unable to be onsite
- Google Hangouts is used as an additional method to communicate with High School students
- Implementation of Schoology, a school-wide Learning Management System beginning Fall 2015.
- Students in grades K-1 are provided with onsite enrichment classes multiple times each month. Students in grades 2-8 are provided with onsite classes multiple days per week.
- Implementation of Writing Rubrics for all writing assignments
- Training for parents on pedagogical strategies
- State Approved Technology Plan
- Professional Development Training for all teachers on the Common Core State Standards: ELA/ELD Frameworks, Math, and Next Generation Science Standards (NGSS)
- 2015: Implementation of the Integrated Math Pathways (Common Core) for MS and HS
- Total number of Instructional Days for High School: 175 days
- Total number of Instructional Days for Grades K-8: 175 days
- Many classrooms in grades 6-12 are equipped with Instructional Aides

As a result of the identified social-emotional issues of PVCS students predominately in middle and high school, PVCS has provided the following:
- Vista Community Clinic: provides informational booth about services provided.
- Added 2 Marriage and Family Therapists from Palomar Family Counseling for students. Expanded to one Therapist 5 days/week in 2015-16 school year.
- Middle School MUSCLE Program for students is a curriculum taught on-site, that addresses the following topics: bullying, coping skills, conflict resolution, drugs and alcohol, self-esteem, self-confidence, attendance, academic achievement, and developing effective communication skills.
- Provided on-site full day training in to address student anxiety, depression, trauma and suicide for all staff members.
- Add a full-time College Liaison in Fall 2015

These partnerships were developed in order to address the social-emotional needs of our currently enrolled high school students. The types of identified social issues include: social anxiety (anxiety disorder), unable to function in a large school environment, health issues, and have stigma associated with mental health. In order to address the mental health needs of the student, PVCS has partnered with local mental health professionals to provide onsite services.

PVCS provides a safe, nurturing and caring environment for every student. The school facility has undergone safety upgrades to ensure a high level of security for students and staff. The school has a board-approved Comprehensive School Safety Plan that is revised annually. Emergency drills and preparedness measures are conducted monthly.

In an effort to prepare students for College and Career Readiness (CCR), PVCS strongly encourages its students to participate in the tuition-free concurrent enrollment program at local community colleges. In addition, PVCS has implemented the following:

- Career Course 1 & 2 – High school graduation requirement
- Every student is provided with login credentials for California Career Zone personal account to explore a plethora of career options and course requirements
- Field Trips to Colleges
- Information on community college and career nights available to students
- Financial Aid Workshop (FAFSA Application)
- Early College Admission Program (ECAP) Day: PVCS hosts a field trip for all students to MiraCosta College, where students visit the school, are administered the placement assessment, and provided with priority registration
- Student Ambassador visits PVCS twice per month to assist with the college application process.
- Partnership with MiraCosta College and Palomar College: Concurrent tuition-free enrollment for high school students
- Creating a "College-Going Culture" schoolwide, which is visible in classrooms.
- College and Career Guest Speakers: Local Community Colleges, Fashion Institute of Design and Marketing (FIDM), Oceanside Police Department (OPD)
- College & Career Office: Information about college applications, scholarships, and Financial Aid
- Starting Spring 2015 all grade 11 students will take the Early Assessment Program (EAP) assessment with their California Assessment for Student Performance and Progress (CAASPP)
- Discussions on post-secondary education takes place during SST and IEP meetings
- During their senior year, students meet with Director of Student Services to create a plan for graduation and a transition plan for post-secondary education.
- Will add full time College Liaison to assist with College and Career recommendations

Since the last Self-Study Visit, the following personnel changes have been made as a result of budgetary cuts and identified schoolwide needs:

- Restructuring of the Leadership, including job titles, and roles/responsibilities
- Elimination of an Associate Director
- Elimination of Support Team Coordinators
- Implemented Supervisory Lead teachers at grades K-8; and 9-12
- Director of Curriculum
- Director of Student Services
- Addition of Instructional Aides
- Addition of a bilingual office clerk
- Addition of 1 Administrator
- Addition of College Liaison – Fall 2015

LEADERSHIP TEAM

The school's Leadership Team is comprised of the following:

- Gina Campbell, Executive Director
- Sandy Benson, Business Consultant
- Kira Fox, Director of Central Office & Finance
- Erin Gorence, Director of Curriculum
- Kathy Meck, Grades K-8 Lead Teacher
- Kathi Cohen, Grades 9-12 Lead Teacher
- Gayl Johnson, Director of Student Services

PVCS has implemented school-wide Professional Learning Communities (PLC), to ensure continuity of program effectiveness, ensure the academic and social needs of our students are addressed on an immediate-basis, clearly delineate roles and responsibilities, and ensure maximization of the allocation of resources (physical, human, curricular, and instructional). The entire staff underwent PLC training in Spring 2012 where roles and responsibilities, and schoolwide expectations were communicated.

The Leadership Team meets every Friday for three hours to discuss student issues, such as assessment results, academic grades, referral for SST, implementation of the Common Core State Standards, and/or modifications to the curriculum or instruction. Professional Learning Communities meet approximately three times per month for a two-hour period.

PVCS will implement Schoology Learning Management System (LMS) starting Fall 2015. Schoology is an easy-to-use collaborative interface that makes online education a collective effort where everyone is involved in the student's education. It provides a robust mobile app that engage students in instruction that is accessible with any electronic device. Schoology provides cloud service that will host the school's website, content and files. It allows teachers to create their own course websites, aggregate staff/schoolwide calendars, monitor student progress in their assignment, and the ability to communicate efficiently with staff, parents and students. It will sync with Edgenuity, the current high school online curriculum provider, as well as other platforms to ensure seamless integration.

Professional Development is at the core of the school's success and data-driven culture. The following include Professional Development workshops our teachers have attended:

- Common Core State Standards: ELA/ELD Standards, Math
- Next Generation Science Standards (NGSS) Level Academies
- San Diego County Office of Education (SDCOE) Curriculum & Instruction Symposium for Charter Schools
- Carol Dweck's Growth versus Fixed Mindset
- Math 180 Workshops
- Digital Literacies Leadership Training
- SDCOE Leading Edge Certification
- iPads & Digital Tools for Learning

- Innovation Day at SDCOE
- Smarter Balanced Assessment Training
- CELDT Training of Trainers
- Building a Bridge to the CCSS & Read 180
- Mathematical Practices
- STEM Symposium
- Assessment & Accountability (SDCOE)
- Empowering Educators – Building CCSS
- Effective Strategies for Working Successfully with Difficult & Disruptive Students
- Digital Solutions Workshops
- Response to Intervention (RTI) Model
- Sexual Harassment Training
- Gang Awareness Training
- Blood Borne Pathogens Training
- Mandated Reporter Training
- CPR & First Aid Training
- Anxiety, Depression, Trauma and Suicide Prevention Training by Dr. Boesky

Specific members of the Leadership Team have attended the following trainings/workshops:
- Section 504 of the Rehabilitation Act Procedures
- UC Articulation
- LCAP Training
- CALPADS Training
- Critical Student Service Issues
- Making the transition from Staff to Supervisor
- Managing Unacceptable Worker Behavior
- McKinney-Vento Liaison Training (Foster Youth & Homeless Education)
- School Safety & School Culture
- California Charter School Association (CCSA) Conference
- California Consortium for Independent Study (CCIS) Conference
- Getting Smarter About the Common Core (SDCOE)
- Charter School Development Center (CSDC) Leadership Training

SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP
The following are the Critical Areas for Follow-up as identified by the WASC Visiting Committee and PVCS progress towards addressing each.

1. **Interpret and analyze data to improve student learning in the areas of math, reading and writing.**

Since the last Self-Study visit, PVCS has undergone numerous changes including personnel, job titles, duties, roles and responsibilities and a newly appointed Leadership Team. The Leadership Team meets every Wednesday for three hours to discuss student issues, such as assessment results, analysis and disaggregation of student data in math, reading and writing, academic grades, referral for SST, implementation of the Common Core State Standards, and/or modifications to the curriculum or instruction. All students are assessed in reading, and mathematics using STAR Enterprise at the beginning of each math and language arts course and upon enrollment. PVCS has implemented the RTI 4-Tier Model where students are identified and placed in a tier according to their assessment results, and appropriate academic interventions are provided to ensure student academic success. A detailed description of the RTI 4-Tier model can be found in Chapter One of this document.

Professional Learning Communities, comprised of all teachers, now meet approximately three times per month for a two-hour period to discuss student achievement data in the areas of math, reading and writing, and make modifications to the curriculum as needed based on student performance and progress.

PVCS has made monumental changes to its program to ensure a schoolwide 'Data-Driven Culture,' where all adults are held accountable for raising student achievement. Discussions on student data take place on an ongoing basis through its Leadership Team and PLC meetings. Teachers communicate student progress to parents/guardians and the student on an ongoing basis. With the implementation of Schoology, parents and students will have 'real-time' access to student data, assessment results, and progress towards graduation.

2. **Develop and enhance reading and math programs for all students.**

Pacific View Charter School has implemented the following reading and math programs, and academic support programs:
- Implementation of "Support Courses"
  - [Scholastic Read 180](#) – reading intervention program that meets 3 days per week, designed to support struggling readers meet the rigorous expectations of the new Common Core State Standards.
  - [Scholastic Math 180](#) – Common Core aligned math program to support struggling math students who need support in Algebra and higher-level math courses.
  - [English 3D](#) - language program designed to accelerate language skills for all academic language learners, including long-term English language learners, advanced ELL/ELD students, and community dialect speakers. Targeted

instructional routines for vocabulary, writing, speaking, and listening help language learners achieve the raised expectations of the Next Generation Assessments and succeed in college and career.
- o Study Hall (Teacher office hours)
- Addition of math courses that meet onsite three days per week
- Addition of ST Math, a supplemental math program for grades K-8
- Addition of Intervention Course Read Live for grades 3 – 8, part of Read Naturally Program that is facilitated by two teachers and takes place three times per week.
- Addition of English Writing Workshops: two times per week (90 minutes)
- Mastery, Acceleration, Remediation K12 (Mark 12) Reading Program designed for students who are reading two or more grades below grade level. In an 'adaptive' course, the stem adapts to the student's skill and knowledge level, providing support in areas that the student struggles with. The course provides students the opportunity to master concepts, and address learning gaps that accelerates them through the remediation process. The courses features graphics, learning tools and games, with adaptive activities that support struggling students in mastering concepts and skills before they can transition to the next unit/level.
- Addition of an academic classes onsite for grades 2-8 that meet multiple days per week
- Study Island, web-based program for grades K-8
- STAR Enterprise assessments in Reading and Mathematics

The Leadership Team and the teachers monitor student academic progress in the reading and math programs. Students are assessed every seven weeks using STAR Enterprise in reading and mathematics.

3. **Design and execute a plan to increase and improve Professional Development.**

Pacific View Charter School has made significant changes and annually develops a Professional Development plan to support its teachers, based on teacher feedback, classroom observations and the recent implementation of the Common Core State Standards.

Professional Development is at the core of the school's success and data-driven culture. The following include Professional Development workshops our teachers have attended:
- Common Core State Standards: ELA/ELD Standards, Math
- Next Generation Science Standards (NGSS) Level Academies
- San Diego County Office of Education (SDCOE) Curriculum & Instruction Symposium for Charter Schools
- Carol Dweck's Growth versus Fixed Mindset
- Math 180 Workshop
- Digital Literacies Leadership Training
- iPads & Digital Tools for Learning
- Innovation Day at SDCOE
- Smarter Balanced Assessment Training

- CELDT Training of Trainers
- Building a Bridge to the CCSS & Read 180
- Mathematical Practices
- STEM Symposium
- Assessment & Accountability (SDCOE)
- Empowering Educators – Building CCSS
- Effective Strategies for Working Successfully with Difficult & Disruptive Students
- Digital Solutions Workshops
- Response to Intervention (RTI) Model
- Sexual Harassment Training
- Gang Awareness Training
- Blood Borne Pathogens Training
- Mandated Reporter Training
- CPR & First Aid Training
- Anxiety, Depression, Trauma and Suicide Prevention Training by Dr. Boesky

With the recent reconfiguration of the Leadership Team, the following trainings/workshops have been provided to support these members.
- Section 504 of the Rehabilitation Act Procedures
- UC Articulation
- LCAP Training
- CALPADS Training
- Critical Student Service Issues
- Making the transition from Staff to Supervisor
- Managing Unacceptable Worker Behavior
- McKinney-Vento Liaison Training (Foster Youth & Homeless Education)
- School Safety & School Culture
- California Charter School Association (CCSA) Conference
- California Consortium for Independent Study (CCIS) Conference
- Getting Smarter About the Common Core (SDCOE)
- Charter School Development Center (CSDC) Leadership Training

4. **Restructure the School-to-Career program to assist students in transitioning from high school to college or the workforce.**

Pacific View Charter School has made significant changes to restructure its School-to-Career Program, which now supports student transition to post-secondary education. In an effort to prepare students for College and Career Readiness (CCR), PVCS strongly encourages its students to participate in the tuition-free concurrent enrollment program at local community colleges. In addition, PVCS has implemented the following:
- Career Course 1 & 2 – High school graduation requirement
- Exit Course to be completed prior to graduation

- Every student is provided with login credentials for California Career Zone personal account to explore a plethora of career options and course requirements
- Field Trips to Colleges
- Annual College & Career Fair/Night
- Financial Aid Workshop (FAFSA Application)
- Early College Admission Program (ECAP) Day: PVCS hosts a field trip for all students to MiraCosta College, where students visit the school, are administered the placement assessment, and provided with priority registration
- Student Ambassador visits PVCS twice per month to assist with the college application process.
- Since 2013: Seniors participate in ECAP
- Partnership with MiraCosta College and Palomar College: Concurrent tuition-free enrollment for high school students
- Creating a "College-Going Culture" schoolwide, which is visible in classrooms.
- College and Career Guest Speakers: Local Community Colleges, Fashion Institute of Design and Marketing (FIDM), Oceanside Police Department (OPD)
- College & Career Office: Information about college applications, scholarships, and Financial Aid
- Starting Spring 2015 all grade 11 students will take the Early Assessment Program (EAP) assessment with their California Assessment for Student Performance and Progress (CAASPP)
- Discussions on post-secondary education takes place during SST and IEP meetings
- At the beginning of their senior year, students meet with Director of Student Services to create a plan for graduation and a transition plan for post-secondary education.
- Will add full time College Liaison to assist with College and Career recommendations

5. **Expansion of programs and school growth.**

In August 2015, PVCS opened an additional site in Moreno Valley that can serve a total of 200 students in grades 9-12, through a non-classroom based educational setting.

PVCS will implement Schoology Learning Management System (LMS) starting Summer 2015. Schoology is an easy-to-use collaborative interface that makes online education a collective effort where everyone is involved in the student's education. It provides numerous robust mobile apps that engage students in instruction that is accessible with any electronic device. Schoology provides cloud service that will host the school's website, content and files. It allows teachers to create their own course websites, aggregate staff/schoolwide calendars, monitor student progress in their assignment, and the ability to communicate efficiently with staff, parents and students. It will sync with Edgenuity, the current online curriculum provider for middle and high school, as well as other platforms to ensure seamless integration. Students will have online access via a student portal; while parents will have an account via a parent portal.

Pacific View Charter School has implemented several programs and developed partnerships with local mental health services to address the identified social-emotional issues of its student's predominately in high school. They include:

- Vista Community Clinic: provides informational booth about services provided.
- Added two Marriage and Family Therapists from Palomar Family Counseling for students
- Added one Therapist 5 days/week in Fall 2015
- Middle School MUSCLE Program for students is a curriculum taught on-site, that addresses the following topics: bullying, coping skills, conflict resolution, drugs and alcohol, self-esteem, self-confidence, attendance, academic achievement, and developing effective communication skills.
- Provided on-site full day training in to address student anxiety, depression, trauma and suicide for all staff members.

These partnerships were strategically developed to address the social-emotional needs of our currently enrolled students. The types of identified social issues include: social anxiety (anxiety disorder), unable to function in a large school environment, health issues, and have stigma associated with mental health. In order to address the mental health needs of the student, PVCS has partnered with local mental health professionals to provide onsite services.

PVCS provides a safe, nurturing and caring environment for every student. The school facility has undergone safety upgrades to ensure a high level of security for students and staff. The school has a board-approved Comprehensive School Safety Plan that is revised annually. Emergency drills and preparedness measures are conducted monthly.

CHAPTER 3: STUDENT/COMMUNITY PROFILE – OVERALL SUMMARY

Provide an overall summary from the analysis of the profile data
- **Based on past progress and current data, explain the implications of the data with respect to student performance**
- **Select two to three critical learner needs based on the data, noting the correlated schoolwide learner outcomes**
- **List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study.**

PAST PERFORMANCE
Past and current performance data demonstrates that our students continue to struggle in ELA and mathematics. The achievement gap increased in grade 7 and continues to decline until grade 11, as identified by the 2012 and 2013 ELA CST results and STAR Enterprise assessments in reading.

PVCS students continue to struggle in mathematics across all grade levels as identified in the 2012 and 2013 math CST results and 2012-15 STAR Enterprise math assessment results.

There continues to be significant achievement gaps, specifically with incoming students in grades 9-12. PVCS has implemented numerous academic support systems to address learning gaps of students in grades K-8 and 9-12 using the RTI 4-tier Model. They include:
- Implementation of "Support Courses" that include:
  - Scholastic Read 180 – reading intervention program that meets 3 days per week, designed to support struggling readers meet the rigorous expectations of the new Common Core State Standards.
  - Scholastic Math 180 – Common Core aligned math program to support struggling math students who need support in Algebra and higher-level math courses.
  - English 3D - language program designed to accelerate language skills for all academic language learners, including long-term English language learners, advanced ELL/ELD students, and community dialect speakers. Targeted instructional routines for vocabulary, writing, speaking, and listening help language learners achieve the raised expectations of the Next Generation Assessments and succeed in college and career.
  - Study Hall, Tutoring and the addition of teacher office hours.
- Addition of math course that meets onsite 3 days per week
- Addition of Intervention Course Read Live for grades 3 –8, part of Read Naturally Program that is facilitated by two teachers and takes place three times per week.
- Addition of English Writing Workshop: two times per week (90 minutes) for grades 9-12
- **Mastery, Acceleration, Remediation K12 (Mark 12) Reading Program** designed for students who are reading two or grades below grade level. In an 'adaptive' course, the stem adapts to the student's skill and knowledge level, providing support in areas that the student struggles with. The course provides students the opportunity to master concepts, and address learning gaps that accelerates them through the remediation

process. The courses features graphics, learning tools and games, with adaptive activities that support struggling students master concepts and skills before they can transition to the next unit/level.

- Addition of an academic classes for grades 2-8 that meet multiple days per week
- Study Island, web-based program for Grades K-8
- STAR Enterprise assessment in Reading and mathematics every 7 weeks

CRITICAL LEARNER NEEDS

As a result of the WASC Focus on Learning Process and the meticulous examination of data including student achievement, our school has identified the following Critical Learner Needs (CLN) that the staff and stakeholders of Pacific View Charter School must continue addressing:

1. There continues to be a decline in student performance in English Language Arts as evidenced in past performance on CST/STAR, and most recently in STAR Enterprise and CAASPP SBAC assessments. Our students continue to struggle with reading comprehension, academic language, and writing skills. After careful analysis of student achievement data, our staff concluded that our school needs to focus on improving reading comprehension skills, ensure students are enrolled in support courses (academic intervention), including Read Live , Read 180, or English 3D Program as identified in the RTI Program.

2. Based on the analysis of student data, interventions to move students to grade level in math has been successful. There now needs to be a push towards moving students into upper level math courses through concurrent enrollment at local community colleges. PVCS will also plan to offer higher-level math courses onsite once the transition from traditional math pathways to integrated math is completed.

3. Continue forward with the implementation of Schoology LMS to ensure students are learning in a 21st century environment and developing digital literacy skills that will translate into college and career. This implementation will also increase digital skills and communication for all stakeholders.

IMPORTANT QUESTIONS RAISED

As a result of the WASC Focus on Learning Process and the review and analysis of a plethora of data by our Leadership Team and teachers, the following questions have been raised:

1. What methods can PVCS adopt/implement to increase student enrollment in grades K-8?

2. How can PVCS effectively increase public/community awareness of the educational opportunities and social-emotional programs offered at that school that support all students toward academic success?

3. There is a need to continue Common Core training and implementation with a focus on increasing rigor and relevance of content in core subjects, which has been a significant focus for the past year.
   - What impact has the training had on classroom instruction as it relates to student success?
   - What additional training would support further student success across all curricular areas?

4. How can PVCS teachers continue to utilize technology, web 2.0 tools and collaborate across the curriculum to provide engaging, real-world/authentic learning experiences for all students?

5. How can PVCS improve LTEL academic performance and progress in all subjects, within the limited time frame presented with students?

CHAPTER 4: SELF-STUDY FINDINGS

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

A1.   Vision and Purpose Criterion
Vision – Mission – Schoolwide Learner Outcomes – Profile
Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, and current educational research.*

Findings	Supporting Evidence
Pacific View Charter School has a clearly defined mission, vision, core values and Schoolwide Learner Outcomes supported by current educational research including Dweck's Growth Mindset. **MISSION** The Pacific View Charter School community is focused on the success of each student and partners with parents in the education of their children. The school is committed to providing a safe and exceptional learning environment utilizing 21st Century tools, resources and curriculum. Highly Qualified Teachers guide the learning process through current research and methodologies. **VISION** Students at Pacific View Charter School use technological tools and research-based curricula to achieve personal and academic success. In a Personalized Learning environment, the students develop 21st Century skills to be prepared for college and the workforce. Pacific View Charter School students are global communicators who listen, speak, read and write in an effective manner. The individual needs and learning styles of students are accommodated through personalized learning. **CORE VALUES** The following are the Core Values for which all stakeholders are expected to adhere to: • **The Personalized Learning Model:** We believe that creating an Individualized Learning Plan for students that encompasses the development of 21st Century skills and content knowledge will prepare them for success in college and the work force. • **Parental Involvement:** We believe parents are an integral part of the student's personal and academic success. Pacific View Charter School partners with parents in the education of	• SLOs • Mission, Vision statements • Parent/Teacher meeting calendars • Board meeting notes

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.

Since our last WASC mid-year visit in Spring 2012, our Schoolwide Learner Outcomes were revised to meet the Common Core State Standards and College and Career Readiness (CCR) Skills.

SCHOOLWIDE LEARNER OUTCOMES
Schoolwide Learner Outcomes (SLO) are the critical elements that every PVCS graduate will possess. PVCS has adopted and implements the following Schoolwide Learner Outcomes that are measurable.

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 Inquiry Process to address a problem, hypothesize, experiment, analyze, and draw conclusions as they investigate an issue/problem.
- 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 understanding and interpret effectively.
- Collaborate, produce, and manage interpersonal relationships within diverse groups and settings.

- *21st Century Scholars who:*
- Use technology effectively to access, organize, research and present information.
- Demonstrate the ability to integrate technology as an effective tool in their daily lives.
- Have developed an academic plan with goals to guide them in their pursuit towards a college degree and/or career choices.
- Have a clear understanding of the UC A-G Course Requirements and the pathways to meet college eligibility requirements.

Socially Responsible Global Citizens who:
- Embrace and respect cultural diversity through the understanding of our global society.
- Will contribute to the improvement of their school and local community by maximizing learning and creating future educational goals.
- Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.

PVCS has successfully developed and implemented a Local Control Accountability Plan (LCAP) that addresses the 8 State Priorities, aligns with the school's mission, vision and Schoolwide Learner Outcomes, in an effort to address the academic and social-emotional needs of the demographic of students it serves. The goals and measurable outcomes reflect the school's commitment to ensure students are prepared for post-secondary education, through its College and Career readiness courses, digital literacy, partnerships with local community colleges for concurrent enrollment, and with current plans to provide students with internship opportunities.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes
Prompt: *Evaluate the effectiveness of the processes.*

Findings	Supporting Evidence
PVCS works diligently to ensure all stakeholders not only support and understand but also uphold them through: Weekly Advisory Meetings of the Leadership Team, Monthly Board of Trustee Meetings, Parent Representation on the board, parents attend board meetings, and participate in focus groups, Parent and	- Meeting Notes - Board Minutes - Meeting Notes from Focus Groups - Survey Results

Student Surveys, and Community Outreach. In addition, PVCS has recently adopted and implemented Schoology, a Learning Management System that includes a parent and student portal. PVCS is actively engaged in developing community resources and partnerships at its new site in Moreno Valley, as the satellite campus will open Fall 2015. Our Schoolwide Learner Outcomes have been revised to meet the Common Core State Standards, and College and Career Readiness (CCR) skills, our mission and vision. The revision and refinement of our SLO were a collaborative effort of our entire staff with parent and student input. They also include measurable outcomes to ensure accountability.	• Carlsbad Street Fair • Avocado Festival • Meet and Greets • Farmer's Market • Dignitary (government/business appreciation for Charter School Week

Understanding of Vision, Mission, and Schoolwide Learner Outcomes

Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
PVCS hosts open house and orientation events during the school year and summer to inform families, and community members about the school's mission, vision, core values and educational program, including the schoolwide learner outcomes. During the intake meeting; and in weekly/biweekly meetings with the Supervisory Teacher, parents and students discuss the school's program, schoolwide expectations including the schoolwide learner outcomes. The organization's mission and vision can be found in the school's website, parent/student handbook, school brochures, and employee handbook. The expectations of what students should know and be able to master upon graduation from PVCS, are clearly articulated in the school's vision, Schoolwide Learner Outcomes, curriculum maps, and based on research-based practices. In addition these discussions take place on an ongoing basis during weekly Leadership Meetings, and monthly staff/professional development meetings to provide training and support for staff to ensure commitment to the school's vision, mission and schoolwide learner outcomes. PVCS provides opportunities for all students to participate in challenging, rigorous, meaningful and	• Student intake process - Parent Obligation Letter • Student Handbook • Student Success Team Meetings • Dedicated one -on- one weekly parent/student meeting with teacher • M/A signed by parent • weekly meeting notes • Teacher parent communication Email and phone conferences

culturally relevant curriculum that has increased the academic rigor at our school.	

Regular Review and Revision

Prompt: *Evaluate the effectiveness of the process for revising these statements with wide involvement.*

Findings	Supporting Evidence
PVCS uses a variety of methods to regularly review/revise the school's mission, vision, and schoolwide learner outcomes based on the demographics and the needs of our students. Discussion on data and student needs takes place during Leadership Meetings; weekly staff development and professional development meetings, LCAP meetings, end-of-year data analysis, parent/student meetings with Supervisory Teachers and at monthly governing board meetings. These discussions are the basis for the allocation of resources (fiscal, physical, human, facility, etc.) For example these discussions led to the schoolwide implementation of a 1:1 Chromebook for every student; adoption of Schoology LMS, and the further expansion of the RTI model.	• Survey Results • Board Minutes • OUSD Board Minutes • Updated LCAP

A2.   Governance Criterion

Governing Board

Prompt: *Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.*

Findings	Supporting Evidence
Pacific View Charter School (PVCS) is a non-profit public benefit organization that was established in 1999 for Pacific View Charter School. The PVCS governing board approves all policies and procedures. The duties of the PVCS Governing Board include but are not limited to: • Adhering to the school's, mission, vision, core values and schoolwide learner outcomes • Approval of all policies and procedures (i.e. fiscal, admission, Human Resources, Conflict of Interest, Whistleblower, Internet-Use, and Job Descriptions	• Website • Board Meeting Schedule • Board Meeting Minutes • PVCS Charter • PVCS Bylaws • PVCS Board Policies • Completed Applications

• Reviewing and maintaining bylaws that conform to legal requirements • Assuring that the Charter School and the Board operate in compliance with applicable laws and regulations (Roberts Rule of Order, and the Brown Act) • Adhering to Conflict of Interest Policy • Ensuring fiscal sustainability of the school • Approving and monitoring the annual budget • Approving the annual fiscal audit • Developing, maintaining and adhering to a long-range fiscal and strategic plan • Approving the school calendar (master schedule) • Participating in dispute resolution procedures and complaint procedures, when applicable • Approving the school's LCAP Report and all compliance reporting • Developing the Organizational Chart • Annually evaluating of the Executive Director Board members are selected based on their level of expertise, skills and commitment to advocate for the school's student population while upholding the school's mission and vision. The governance structure of PVCS is intended to support and facilitate the accomplishment of the school's mission. The Board of Trustees is composed of individuals from the business community, educators and members of the community, who provide external accountability, oversight and guidance to ensure ongoing success of the school.	

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes
Prompt: *Evaluate the adequacy of the policies and district LCAP to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations.*

Findings	Supporting Evidence
With the schoolwide adoption of the Common Core State Standards (CCSS) and in preparation for the Self-Study, PVCS has revised its Schoolwide Learner Outcomes to align with the CCSS, College & Career Readiness (CCR), and Local Control & Accountability Plan (LCAP). These revisions were a collaborative effort by school staff, parents and board members.	• Board Policies • Mission, Vision, SLO • LCAP

In addition to their fiduciary duties the governing board takes serious interest in our student success by having the Executive Director present at every board meeting about students achievement, instruction, data, curriculum, and school programs. The PVCS Governing Board approves policies and procedures that support the school's mission, vision and schoolwide learner outcomes. They include but are not limited to: • Bullying • Internet-use; 1:1 Chromebook implementation (Parent/student); Technology Use Agreement • Suspension & Expulsion Policy • Behavior/Code of Conduct • Human Resources Policies • Admission Policies • Uniform Complaint Procedures • Fiscal Policies The current policies and procedures adopted by the PVCS governing board are adequate and support the school's mission, vision and schoolwide learner outcomes through its programs and operations. Annually, the board evaluates whether current policies need to be revised; or new policies need to be developed and adopted based on input from the Executive Director.	

Governing Board's Involvement in the Review and Refinement

Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
At PVCS and within the entire organization, the entire staff discusses and has input on the review and refinement of the school's mission, vision and schoolwide learner outcomes. Board meetings are held to discuss schoolwide goals, student achievement, fiscal issues, adoption of policies and procedures, and any other pertinent issues including the Executive Director's Annual report, in addition to monthly reports as stated earlier. This has proven to be an effective method at the school. For	• Board Minutes • 1:1 Agreement • Technology Use Agreement • Parent/Student Handbook • Technology Plan • SonicWall NSA 2600

example the school's Technology Plan has served as a guide for the use of technology and 1:1 Chromebook implementation.	

Understanding the Role of the Governing Board

Prompt: *Evaluate the ways the school community and parents are informed as to how they can participate in the school's governance including their role in the determination of the district LCAP.*

Findings	Supporting Evidence
Pacific View Charter is committed to keeping all stakeholders informed of the school's governance. Any and all stakeholders can participate in the following ways: • Board meeting agendas are posted on website and at the front office. • Students in Civics course must attend a governmental board meeting and most choose to attend at PVCS. • Time allotted for Public Comment at every Board Meeting • Parents are recruited for Board Positions through our Social Media outlets and School Website • Parents complete school intake survey during enrollment • Parents have the opportunity to serve as a Board of Trustee Member • Teacher/Parent discussions during weekly meeting The role of the PVCS governing board is to support the mission, vision and Schoolwide Learner Outcomes of the school as well as overseeing academic and financial accountability of the school. In compliance with the legal requirements of the Brown Act, all Board meetings agendas are posted in public view, 72 hours in advance on the school campus as well as posted on the school's website and held in the evenings to accommodate work schedules. All board meetings are open to the public, and include comments section that is open to school all community members. The school community comprised of parents and staff are informed of the role of the governing board during orientation, schoolwide events, and schoolwide announcements. The board members participate and attend schoolwide events. The school community, including parents, are informed of board openings through our website and in	• Board Agenda • Parent Intake Survey • Facebook, Google+, Website, and Twitter • Marketing Intake Form • PVCS Charter and bylaws • LCAP Parent Survey Results • Meeting Notes

the school's LMS. The school provides the roles and responsibilities of the board, and application to serve on the governing board, to any interested, qualified, prospective applicant.	

Professional Staff and Governing Board

Prompt: *Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

Findings	Supporting Evidence
All PVCS staff are informed of the roles and responsibilities of the governing board, which are outlined in the board bylaws and the school's charter petition. If other stakeholders have concerns to be addressed, the governing board has approved Uniform Complaint Policy that clearly outlines the process for filing complaints by any stakeholders. The Executive Director presents at each monthly board meeting on the status of the school, including student achievement data, upcoming schoolwide events and any issues that arise including schoolwide needs. Issues pertaining to school facilities, the charter school's authorizer, and fiscal are presented to the board by the Executive Director.	• Board member organizational information packet • Brown Act training • Professional Development Document • Uniform Complaint Policy

Board's Evaluation/Monitoring Procedures

Prompt: *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities.*

Findings	Supporting Evidence
The Board of Trustees (Governing Board) makes all policy and business decisions regarding the school's legal and fiscal viability. Our governing board is fully committed to the establishment and sustenance of the charter school. The PVCS Governing Board is responsible for: • General Policies of the School • Hiring & evaluating the Executive Director • Approving and monitoring the school's budget • Developing and monitoring an operational business plan that focuses on student achievement and financial viability • Solicitation and receipt of grant and donations consistent with the mission of the school	• Bi-Annual Reporting of Student Achievement • Graphs showing achievement • Lexile Scores • SBAC results • Executive Director's monthly, bi-annually and year-end reports. • Treasurer's Report • 1st Interim • 2nd Interim • Unaudited Actuals

	Auditor's Annual Report
• Approving the school's personnel policies and monitoring their implementation • Contracting with Oceanside Unified School District for operations oversight and direct services such as SELPA provider • Addressing all expulsions and making final decisions on expulsion • Supporting the Schoolwide Learner Outcomes • Annual review and approval of the LCAP • Annual audit findings The Executive Director presents to the board updates on student achievement data, state of the school, upcoming events, schoolwide programs, and any issues pertaining to the school. In addition, the Director of Central Office and Finance and the school's Business Consultant present monthly Financial Reports to the Board. PVCS administers assessments throughout the school year, which are shared with all stakeholders: governing board, staff, parents and students. The Executive Director evaluates the school staff annually. The Governing Board evaluates the Executive Director annually.	• LCAP

Complaint and Conflict Resolution Procedures
Prompt: *Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.*

Findings	Supporting Evidence
PVCS has a board-approved Uniform Complaint Procedures that outlines the procedures to address complaints and resolve conflicts.	• Uniform Complaint Procedures • (Student Policy #17, Employee Handbook)

A3.   Leadership: Continuous Planning and Monitoring Criterion
Broad-Based and Collaborative
Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.*

Findings	Supporting Evidence
The school's organization functions as a Professional Learning Community (PLC) model that is further reinforced through the	• PLC Meeting Notes • Pacing Guides

WASC Self-Study Focus on Learning process. The Executive Director oversees all non-instructional and instructional matters including fiscal, policy, compliance, classified staff, facility and communication with the district, community, and the governing board. The school's Leadership Team is comprised of the following: • Gina Campbell, Executive Director • Sandy Benson, Business Consultant • Kira Fox, Director of Central Office & Finance • Gayl Johnson, Director of Student Services • Erin Gorence, Director of Curriculum • Kathy Meck, Grades K-8 Lead Teacher • Kathi Cohen, Grades 9-12 Lead Teacher PVCS has implemented school-wide Professional Learning Communities (PLC), to ensure continuity of program effectiveness, ensure the academic and social needs of our students are addressed on an immediate-basis, clearly delineate roles and responsibilities, and ensure maximization of the allocation of resources (physical, human, curricular, and instructional). The entire staff underwent PLC training in Spring 2012 where roles and responsibilities, and schoolwide expectations were communicated. The Leadership Team meets every Wednesday for three hours to discuss student issues, such as assessment results, academic grades, referral for SST, implementation of the Common Core State Standards, and/or modifications to the curriculum or instruction. Professional Learning Communities meet approximately three times per month for a two-hour period. Supervisory Teachers meet three times per month for planning. The Marketing Committee meetings are held monthly to foster relationships with local businesses. The Director of Curriculum oversees all curricular matters. The Executive Director is held accountable for the academic progress of the school, including the hiring and dismissal of all teachers.	• Student Survey • Staff Survey • Parent Survey • Marketing Notes • Advisory Notes • Contact Notes • Parent/Teacher/Student Meetings

PVCS utilizes social media outlets such as Facebook, Twitter, Instagram, and Snapchat to communicate with stakeholders. In addition, surveys and parent/teacher meetings provide feedback from all stakeholders including parents, students and other stakeholders regarding school improvement.

School Plan Correlated to Student Learning

Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and career readiness needs, schoolwide learner outcomes, and academic and career readiness standards are incorporated into the single plan and impact the development, implementation, and monitoring of the single plan and the LCAP?*

Findings	Supporting Evidence
PVCS has chosen not to submit a Single School District Plan, and therefore does not receive Title I-III federal funding. The Single Plan for Student Achievement is not a required document for charter schools. As stated earlier, PVCS has developed a Local Control and Accountability Plan (LCAP) that is reviewed and discussed throughout the school year, revised annually and approved by the governing board. The development and the implementation of the LCAP which outlines three year student improvement goals, the Critical Areas for Follow-up identified by the WASC Visiting Committee, in conjunction with identified areas of need that are data-driven. The analysis of student achievement data serves to identify the needs of the school. Staff analyze student achievement using: - STAR Enterprise assessments in math and reading. - CAHSEE passing rates - Reclassification rates - Transcript review - Graduation rate - State mandated testing - Reports in intervention courses	- SARC - Executive Director's Year-End Report - RTI Pyramid - Testing data

Correlation of All Resources to the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP

Prompt: *Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.*

Findings	Supporting Evidence

Findings	Supporting Evidence
The allocation of human, fiscal and physical resources are primarily based on the needs of raising student achievement. The goal is to align the Local Control Accountability Plan (LCAP), and the identified Critical Areas for follow-up for WASC based on findings from student achievement data. The annual creation of the budget demonstrates a commitment to allocating resources to support the SLO. The school budget allowed for the purchase of Read 180 and Math 180 to improve student academic levels. English 3D has been purchased to improve and support reading levels for ELL students. The budget allowed for teachers to be trained in and provide direct instruction in ELA, Science and math. School Leadership regularly monitor the effectiveness and alignment of purchased programs during Advisory Meetings. Renaissance STAR Enterprise scores are analyzed and used for student placement within curriculum. Struggling students are provided with modified curriculum to enhance learning. As the need is identified, new positions have been created such as College Liaison.	• Read 180 • Math 180 • English 3D • Math and ELA workshop classes • Advisory Meeting Notes • Renaissance STAR Enterprise • STAR Enterprise Achievement Report • Modified Pacing Guide • AGS curriculum • Budget

Staff Actions/Accountability to Support Learning

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

Findings	Supporting Evidence
Professional Learning Committees (PLCs) meet three times per month to review and update curriculum and evaluate student achievement. • Curriculum committee meets weekly to discuss and evaluate student progress and make any needed changes within the curriculum. • Staff meets monthly to discuss school plans and feedback • Monday morning meetings are held weekly with the Lead Teacher to address questions and concerns regarding student and teacher concerns. • Staff completes a monthly Progress Report for each IEP/504 student which is evaluated by the Resource Teacher or 504 Coordinator • Weekly Leadership Advisory Meetings evaluate, analyze and review all programs.	• PLC Meeting Notes • IEP/504 Progress Reports • Advisory Meeting Notes • Curriculum meeting notes • Monday morning meeting notes • Teacher Observation Form • Staff meetings

• Lead K-8 and High School Teachers conduct observations and provides mentoring, as needed	

Additional Online Instruction Prompt: Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.

Findings	Supporting Evidence
PVCS does not currently have any online staff members. Staff is required to attend professional development activities in person. However, with the addition of the satellite campus in Moreno Valley, staff will increasingly be meeting virtually. The Director of Curriculum and Technology Technician have been working diligently to find ways to provide services remotely using Google Hangouts and the Big Blue Button (conferencing provided by the Schoology (LMS). In addition, PVCS will be researching ways for staff members in Moreno Valley to attend professional development activities from Oceanside virtually in the future.	• Schoology Staff Training • Google Hangouts presentation

Evaluation of Existing Processes

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

Findings	Supporting Evidence
The leadership team meets weekly to review the existing school processes. Curriculum committee meets weekly to discuss and evaluate student progress and make any needed changes within the curriculum. PLC meet weekly to evaluate curriculum and analyze student data. Staff meetings are held monthly and include presentations on best practices. Professional Learning Committees (PLC) meet three times per month to review and update curriculum and evaluate student achievement. Monday weekly morning meetings are held with the Lead Teacher to address questions and concerns regarding student and teacher concerns.	• Advisory Notes • PLC notes • Staff Meeting notes • Curriculum committee meeting notes • Monday morning meeting notes

Internal Communication and Planning

Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Supporting Evidence
The school is very effective in developing structures for internal communication, planning and resolving differences. The staff communicates via e-mail, phone and in person. • PVCS has weekly Committee Meetings • Staff Meetings are held monthly • Monthly Board Meetings are attended by staff • Administration is available by phone or email when not on site and an administrative designee is always on campus during school hours. • All staff carry two-way radios. • The school telephone system includes an all-call feature • PVCS maintains a conflict resolution policy in employee handbook and staff can submit Grievances/ Conflicts forms as needed.	• E-mail logs, PBX • Calendar Appointments • Committee Meeting Notes • Staff Meeting Notes, Best Practices • Board Meeting Notes and sign in • Cell Phone Bills, Electronic Devices (Smart Phone, Tablet, Laptop) • Staff Handbook

A4.   Staff: Qualified and Professional Development Criterion

Qualifications and Preparation of Staff
Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.*

Findings	Supporting Evidence
PVCS has clearly established employment policies and procedures that determine the qualification requirements of all staff. These policies are outlined within the charter as well as our Employee Handbook. PVCS teachers are highly qualified under No Child Left Behind. Basic safety measures such as criminal background checks, TB testing, are enforced. Additionally all teachers hold CLAD credentials. Currently, the school employs 21 teachers who are fully credentialed and hold multiple-subject and/or single subject credentials. PVCS hires credentialed teacher for all core courses. PVCS is committed to ensuring that all staff members are qualified for their responsibilities. Applications are submitted through Edjoin and reviewed by Pacific View's Human Resource	• Edjoin applications • Employee Handbook • Training and Reference Materials

Business Specialist to ensure applicant meets required qualifications including appropriate credentials for the position. Interviews are conducted by an interview committee.	

Staff Assignment and Preparation

Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities, including any type of online instruction.*

Findings	Supporting Evidence
PVCS has an effective process for assigning staff members and preparing them for their roles and responsibilities. The Human Resources and Business Specialist and Lead Teacher evaluate credentials to ensure that teaching staff is appropriately placed. The administrative team evaluates staff strengths when placing in specific job assignments. A job description, which outlines specific duties, exists for each position. Annual evaluations are conducted for each staff member and goals are created to further enhance the employee's performance.	• Job Descriptions • Evaluations

Defining and Understanding Practices/Relationships

Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
PVCS has established clear policies that delineate duties and responsibilities of the school's administration and the staff. These policies are outlined in the employee Handbook that is provided and shared with all staff during summer professional development. PVCS staff are also informed of changes during staff meetings throughout the school year. Staff completes an annual survey to provide leadership with feedback. The leadership team maintains an open-door policy to support staff.	• Employee Handbook • Staff Meeting Agenda • Survey • Survey Results

Support of Professional Development
Prompt: *How effective is the support of professional development/learning? Provide evidence and examples.*

Findings	Supporting Evidence
PVCS is extremely effective in providing staff with opportunities for professional development. All staff attend specific professional development aligned with the goals of the school as outlined in the annual LCAP. Individual staff members attend subject specific professional development, such as common core workshops and STEM conferences to ensure student achievement. Staff also attends events and conferences that focus on college and career and student achievement.	• Professional Development Document • LCAP

Supervision and Evaluation
Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
All staff are effectively evaluated once a year by their supervisor. As a component of the evaluation process, staff are asked to self evaluate using the same evaluation form. Observations are conducted throughout the school year and shared with staff members. Staff who are struggling in areas are sent to professional development to improve overall performance and supervisors conference with the staff member throughout the year. If performance does not improve a formal write-up may take place.	• Evaluation forms • Observation form adapted from the Danielson model • Professional development document

Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
The PVCS staff is given the opportunity for self-evaluation and determines the need for additional technology training by annual surveys. PVCS has demonstrated a proven commitment to providing staff with training in educational technology.	• Digital Solutions Training • Staff Survey Results

Measurable Effect of Professional Development

Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.*

Findings	Supporting Evidence
Professional development has had a very positive impact on student learning. For example, training that teachers received in intervention programs such as Read 180 and Math 180 resulted in a significant level of success for students. Professional development in common core math and ELA has resulted in increased student success as demonstrated on STAR Enterprise scores. The Director of Student Services guides teachers in developing goals for student achievement in math and language arts. These goals are developed through analysis of STAR Enterprise student data.	• RTI Charts • Star Enterprise Results • Professional Development Chart

A5.   Resources Criterion

Prompt: *To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
At PVCS, resources are allocated to meet the school's vision, mission, student achievement of the critical learner needs, schoolwide learner outcomes and the academic standards. The Leadership team meets to discuss allocation of resources to address the schoolwide goals and critical learner needs. Additional needs for human, material, physical and financial resources are presented to the Governing Board by the Executive Director. The Governing Board discusses and approves budgets as submitted by the administration. The input and data from these meetings are utilized in forming resource allocations and executing decisions. The overall collaboration network results in a continuous flow of data and information amongst all stakeholders. Allocation of resources are coordinated to maximize the resources to	• Program-specific Budgets • Annual Budget • Budget meetings • LCAP

improve student academic achievement PVCS is committed to allocating resources to best serve student needs and to enhance the operation of the school and its focus on academic performance and expected school-wide learning outcomes. The Director of Central Office and Finance and the school's Business Consultant ensure that the school remains fiscally responsible. They analyze the school's budget to determine the necessary expenditures for facilities, technology, assessment and educational materials. Budgets are created within individual categories in collaboration between staff and leadership. Allocation of resources is based on the student needs as identified in the annual LCAP.	

Practices

Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)?*

As an independent non-profit institution, it is responsible for managing its budget and financial resources. The Executive Director reports to the governing board and is held accountable to ensuring the budget is balanced and conducting quality business and accounting practices. The Business Consultant provides business and support services to the charter school. To ensure quality internal control, and quality fiscal practices, the governing board has developed and approved fiscal policies and procedures to ensure proper fiscal controls.	• Budget • Annual Audit • Board Meeting Agendas

Facilities

Prompt: *Specifically, to what extent do the facilities support the school's vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students.*

Findings	Supporting Evidence
PVCS moved to its current facility in 2008, and it was purchased in 2010. In addition, PVCS added a satellite in Moreno Valley in August 2015, which can hold up to 200 students. The school's facilities are maintained to provide a	• Janpro Janitorial Services • Annual Maintenance Budget • Computer Lab/Study Hall

	rules
safe and clean environment for learning. Student can work and test in a peaceful and quiet setting in our computer lab/student hall. They also have the assistance of Instructional aides whom also keep them focused and on task. Students are encouraged to work in teacher offices so that they receive direct assistance and guidance as needed. Safety drills are practiced to ensure that staff and students are familiar with the written procedures in the PVCS Crisis Response Plan	• Instructional Aides • Fire Drill • Earthquake Drill • Lockdown Drill • PVCS Crisis Response Plan

Instructional Materials and Equipment

Prompt: *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
PVCS is committed to providing students with the instructional materials and equipment needed for student success. Student data is analyzed to determine instruction material and equipment needs. PVCS is currently launching a 1:1 program to ensure that all students have access to technological resources. An annual inventory is conducted and instructional materials are replenished as needed. Resources are allocated within the school's annual budget to determine the necessary expenditures for technology, assessment and educational materials.	• 1:1 Documents • Textbook Inventory • Budget • STAR Enterprise Reports

Well-Qualified Staff

Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
Increased student performance cannot occur without a well-qualified, well-educated, and well-trained instructional staff. The school allocates within the annual budget for appropriate staffing and professional development. The school has created the position of College Liaison to assist students with post-secondary plans and transitions. Professional development is provided for all staff throughout the school year.	• Budget • College Liaison Job Description • Professional Development Document

Long-Range Planning
Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
As a result of the newly State Board of Education (SBE) approved Common Core State Standards and California Assessment of Student Performance and Progress (CAASPP) state mandated assessment, the staff at PVCS will continue to discover new areas for adjustment and improvement. As the SBE approves the Next Generation Science Standards, the teachers and leadership team will undergo professional development training to ensure effective implementation. PVCS is continually examining its long-range plans to ensure availability and coordination of appropriate resources as demonstrated in the annual LCAP, Technology Plan, WASC Documents and Strategic Plans. Annual school goals are developed to ensure continual progress and to support student achievement. The leadership team reexamine long-range plans and presents annually to the school's governing board.	• LCAP • Technology Plan • WASC Document • Strategic Plan • Board Meeting Agenda • Annual Year-End Report • School's Annual Goals

A6.   Resources Criterion [Charter Schools only]

Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan.*

Findings	Supporting Evidence
PVCS reviews its long-range plan in relation to the school's mission, vision and schoolwide learner outcomes during end-of-year staff meetings, bi-monthly board meetings, and weekly Leadership Meetings.	• Board Meeting Agenda & Minutes • Strategic Plan • Action Plan

Regular Accounting and External Audit Procedures
Prompt: *To what extent does the school have defined regular accounting and external audit procedures? Comment on the effectiveness of the procedures to determine if they meet they meet the generally accepted principles of accounting and audit procedures.*

Findings	Supporting Evidence
The school contracts annually with an independent auditor for a comprehensive review. The most current independent audit was performed in June 2015 by Hosaka Rotherman LLP. The audit was performed in accordance with Government Auditing Standards generally accepted in the United States of America and the standards	• Annual Audit Report • 2015-16 Budget • 3 year Cash Flow

applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. The standards require that the auditor perform the audit to obtain reasonable assurance whether the financial statements are free of material misstatement. The audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statement, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.	

Budgeting Process — Transparency

Prompt: *Comment on the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency.*

Findings	Supporting Evidence
The budgeting process at PVCS is a transparent system of checks and balances established to obtain the highest level of control in all aspects of management. The school is committed to maximizing its financial resources in its development of a high quality charter school. PVCS is fiscally solvent, and internal controls are utilized to ensure that the budget allocations are strictly enforced. The school contracts annually with an independent auditor for a comprehensive review. The Executive Director meets with the Business Consultant on a weekly basis to review and revise the budget. Monthly budget reports are provided to the school's governing board and available to the public on the school's website.	• Annual Budget • Board Meeting Agenda • School Website

Adequate Compensation, Staffing, Reserves

Prompt: *To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
The school's governing board approves an annual budget, which includes staff compensation and maintains a healthy reserve. Salary schedules are developed and updated for each position and are commensurate with the local district salaries schedules. Data is analyzed to determine adequate staffing	• Annual Budget • Salary Schedules • ADA Data

for the school's programs.	
Additionally, PVCS Board and administration have implemented the following additional compensation elements: • State retirement plans (PERS and STRS) for all qualifying employees • 60% health coverage for qualifying employee • Additional stipends, at Executive Director's discretion, for additional leadership responsibilities	

Marketing Strategies
Prompt: *Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
The school has developed effective marketing strategies that support the school's mission and vision. The marketing team meets monthly to update and evaluate effectiveness of marketing strategies. Social media is used to inform all stakeholders of school events and news as well as a marketing tool for potential families.	• Marketing meeting notes • Facebook Page • Website • Twitter, Instagram, Snapchat Account

Stakeholder Involvement
Prompt: *To what extent are all stakeholders involved in future planning, including addressing long-range capital needs? How effective are the processes to involve all stakeholders?*

Findings	Supporting Evidence
All stakeholders are involved in future planning in a variety of ways. For example, surveys are distributed annually to all stakeholders; budgets are planned using a collaborative approach. The governing board approves the annual budget and is given an end of the year presentation where future goals are presented. PVCS creates an annual LCAP which contains a 3-year spending projection and is publically available on the school's website. This ensures that all stakeholders are effectively involved in the future planning for the school.	• LCAP • Budgets • Board Meeting Agenda • Board Meeting Notes • Website

Informing the Public and Appropriate Authorities
Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial*

needs of the organization.

Findings	Supporting Evidence
The governing authorities and school leaders effectively inform the public about the financial needs of the organization in the following ways: The governing board oversees and ensures that the school is compliant with federal, state and local mandates. The LCAP, budget, 1st and 2nd interim reports are public and sent to the sponsoring district for oversight. Board packets, LCAP are posted on school website.	• LCAP • Website • 1st/2nd Interim Reports • Budget • Board Meeting Minutes

Adequacy of Reserve Funds
Prompt: *How does the school ensure the adequacy of reserve funds to ensure the financial stability of the school? Comment on whether the allocation of resources is sufficient to address the schoolwide learner outcomes and the critical learner needs of students.*

Findings	Supporting Evidence
PVCS maintains a reserve that exceeds the 3% mandated reserve. The school ensures the reserve funds are adequate by keeping detailed and frequently reviewed budgets. By involving stakeholders in the budgetary process and analyzing student data, funds are allocated to ensure SLO and critical learner needs of students are addressed.	• Budget • Treasurer Reports • STAR Enterprise Data • Read 180/Math 180 Reports • RTI Charts

Decisions — Schoolwide Learning Results
Prompt: *To what extent does the school base its resource allocation decisions in relationship to the schoolwide learner outcomes and the critical learner needs of the students?*

Findings	Supporting Evidence
The school bases all of its resource allocation on the needs of students. The budget is examined annually and revised by the entire leadership team multiple times to ensure that budgeted items are addressing the vision, mission and schoolwide learner outcomes. The budget is then delivered to the board of trustees for review and approval. In addition, the school completes the LCAP annually, which requires participation of all stakeholders in the process of allocation of funds to facilitate student academic progress.	• LCAP • Budget Meetings • Finalized Budgets • Advisory Meeting Schedule • Advisory Meeting Notes

A7.   Resources Criterion [Charter Schools only]
Written and Adopted Policies/Procedures
Prompt: *Comment on the effectiveness of the school's process for developing, reviewing,*

revising, and adopting written fiscal policies and procedures for internal controls.

Findings	Supporting Evidence
PVCS has developed fiscal policies and internal controls that includes but is not limited to the following: • Budget Calendar and Responsibilities • Controls, Budget and Fiscal • Required Budget and other Fiscal Reports • Property and Liability Insurance • Board Compensation • Authority to Enter into Contracts • Fundraising, Grant Solicitation and Donation Recognition	• Fiscal Policies • Board Meeting Minutes • Board Approved Policies • Requisitions • Purchase Orders • Annual Audit

Annual Financial Audit

Prompt: *Examine how the school ensures accountability and determine the effectiveness of these policies and procedures.*

Findings	Supporting Evidence
Accountability is ensured through the requisition and purchase order procedures. The school adheres to the general acceptable accounting principles and conducts an independent annual audit	• Annual Audit • Purchase Orders • Requisitions

Compliance of Personnel

Prompt: *Evaluate the effectiveness of the accountability measures to ensure that personnel follow the fiscal policies and procedures.*

Findings	Supporting Evidence
The school has developed policies and procedures for internal controls, which include multiple checks and balances. Budgets are created to guide purchases within categories.	• Purchase Orders • Requisitions • Budgets

Processes for Implementation of Financial Practices

Prompt: *Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence
PVCS has developed an effective process to protect the	• Purchase Order

financial security of the school through multiple checks and balances. The school maintains bylaws, which dictate that is authorized to enter into contracts, sign checks and release funds. The Executive Director is authorized to sign contracts, which have been approved by the governing board. The school contracts with the San Diego County Office of Education (SDCOE) and uses their financial software for purchases and payroll. Through the purchase order process, warrants are requested from SDCOE for purchases made. Payroll is monitored through allocation of funds within the budget and the information is entered into the county software to issue employee pay. The general purpose funds are directly deposited into the school's account and budget adjustments are made as needed. The Human Resources and Business Specialist reconcile Mission Federal and Union Bank accounts on a monthly basis. Credit Card purchases are made following the requisition and purchase order processes.	• Requisitions • School Bylaws • Board Approved Fiscal Policies • Monthly Bank Statements • Budget Adjustments • Monthly Payroll Report • Credit Card Statements • SDCOE Legacy Software • Vendor Contracts

Contracts — Accounting
Prompt: *Explain the effectiveness of this process.*

Findings	Supporting Evidence
The school has an effective process to contract for services, equipment and materials. The school's contracting process includes board approval for any expenditure over $10,000. The school requests multiple bids for contracts and services, which are reviewed and presented, to the governing board with staff recommendation.	• Vendor Bids • Vendor Contracts • Board Meeting Minutes

Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Summary:

Pacific View Charter School has specific goals and directions. The school maintains a clear and coherent vision and mission of what students should know and demonstrate. The school's stakeholders are inherently committed to the mission, vision and Schoolwide Learner Outcomes. The governing board is involved in regular review of the school's vision, mission and SLO through monthly and annual updates. By maintaining clear board policies, there is a clear understanding of responsibilities between the professional staff and governing board. Parents are encouraged to participate in the governance of the school through involvement with the LCAP and/or the opportunity to serve as a board of trustee. Stakeholders regularly review student data to continuously plan and allocated resources to support student academic progress and SLO. Staff is involved in shared responsibilities, actions and accountability throughout all programs by participating in Professional Learning Communities to review and update curriculum. Staff at PVCS are provided with a clear description of job responsibilities and adequate training to ensure qualification and preparation for their job duties. Professional development is provided to support student success and is based on an analysis of student data and current trends in education. PVCS is committed to allocating resources to best serve student needs and to enhance the operation of the school and its focus on academic performance and expected school-wide learning outcomes.

The school's facilities are maintained to provide a safe and clean environment for learning. The facilities are appropriate to meet the school's vision, mission, SLO and education program. The school is committed providing students with the instructional materials and equipment needed for student success. Resources are allocated within the school's annual budget to determine the necessary expenditures for technology, assessment and educational materials. Resources are allocated for ongoing professional development to facilitate a well-qualified staff, college and career preparation programs and other educational opportunities are in place. The school is continually examining long-range plans, which ensures availability and coordination of appropriate resources as demonstrated in the annual LCAP, Technology Plan, WASC Documents and Strategic Plans. The school is fiscally solvent and uses general accepted accounting principles to plan for the future. Decisions about resource allocation are directly related to the school's vision, mission and SLO. In addition, the school conducts an annual audit using an independent accounting firm. The school provides transparency through the development of an annual budget. The school maintains appropriate procedures to develop and monitor its annual budgeting process. The school maintains a healthy reserve and provides adequate compensation to staff by developing salary schedules, which are competitive to neighboring districts. The school incorporates marketing strategies that support the school's mission and vision, including research on current marketing trends. Stakeholders are involved in future planning including long-range capital needs. A three-year spending projection is created in an

annual LCAP. The governing authorities and school leaders effectively inform the public of the financial needs of the organization by publishing the annual LCAP, Budget and 1st and 2nd Interim Reports. The school bases all of its resource allocation on the needs of students as identified in the SLO and the critical learner needs of students.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength
1. PVCS has clearly defined vision, mission and SLO, and regularly reviews and revises processes
2. PVCS places strong emphasis on staff collaboration and provides meaningful professional development opportunities which has a positive impact on student learning
3. PVCS has developed and implements board-approved fiscal policies and procedures to ensure sound fiscal practices, with proper internal controls and allocates resources to implement, monitor and accomplish SLO and LCAP
4. PVCS has clear Board Policies that are aligned with vision, mission and SLO and maintains a clear understanding of the relationship between governing board and professional staff
5. Resources are appropriately allocated for acquiring and maintaining adequate instructional materials and equipment

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth
1. There is a need to develop methods to encourage participation of parents and community members in the school's governance.
2. There is a need to develop marketing strategies for school satellite
3. PVCS will need to develop proper procedures and protocols for integration between multiple sites.
4. There is a need for PVCS to pursue alternative funding options.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

Current Educational Research and Thinking

Prompt: *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum appropriately.*

Findings	Supporting Evidence
PVCS teachers are provided with ongoing professional development to stay current on education trends, research-based practices, and to ensure current curricular and instructional practices. All PVCS teachers have been trained on SDAIE Strategies, Flipped and Blended Learning, Differentiation, and STEM. In addition, two teachers are Leading Edge Certified, with plans to certify an additional 8 teachers by the end of the 2015-16 school year. As an independent study charter school, there is a heavy emphasis on staff training on providing digital supports in the curriculum for students to master content when they are learning off-site at home. 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, comprised 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. PVCS has implemented the Response to Intervention (RTI) research-based strategy to address student intervention. The school collects student data for grades 2-12 and analyzes it in order to identify and ensure that every student is provided with the appropriate and maximized level of support to ensure academic success. Academic supports for students in grades K-8 includes: Read Live, Study Island and ST Math; while for grades 9-12 include Read 180, English 3D, Math 180 courses as well as targeted instruction during math and ELA workshop classes.	• Professional Development Document • PLC Notes • LEC Certification Presentation • Science Fair Photos • K8 Lesson Plans • Modification notes in Pathways

Flipped Learning occurs in math and science courses. Blended Learning model has been adopted in most courses with an emphasis on mathematics and English Language Arts. Currently, PVCS has placed an emphasis on implementing technological supports and course alignment in science classes to the Next Generation Science Standards (NGSS). In the 2014-15 school year, PVCS added a computer-programming course (code.org) for elementary grades and programming courses for high school grades. In addition to the RTI program, core classes have alternate assessments, differentiated reading texts and teachers have the ability to gauge student mastery of content in a variety of ways during their weekly meetings in all grades.	

Academic and College- and Career-Readiness Standards for Each Area
Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC "a-g" requirements.
Prompt: *Evaluate to what extent there are defined academic standards and college- and career readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. Examine the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.*

Findings	Supporting Evidence
Pacific View Charter School has made significant strides in promoting a college and career culture, in addition to the recent implementation of Common Core State Standards and Next Generation Science Standards (NGSS), with a significant focus of a schoolwide "College Going Culture." All core courses in all grade levels are common core aligned. PVCS has selected the Integrated Math Pathways for high school mathematics. Edgenuity online curriculum is also common core aligned. PVCS has also integrated digital literacy as part of the school's educational program and students utilize Google Apps for Education (GAFE).	• English course outlines • Social Studies course outlines • Integrated Math course outlines • Edgenuity curriculum course catalog • Exit Course outline • Work experience course outlines • A-G Course List • Concurrent enrollment document

PVCS is currently in the initial phase of implementing Schoology Learning Management System (LMS) that will provide students with a digital learning environment. PVCS promotes an emphasis on college and career through the Exit Course and Careers Courses, which teach college and career skills (resume, cover letter, references, mock interview, career exploration). Further, in high school, PVCS offers three Work Experience courses that combine student work experience with classroom lessons on job skills. PVCS uses the expertise of the PLC and Curriculum Committee to evaluate and prepare courses for UC A-G approval. Currently, all core subject courses in grades 9-12 have been A-G approved. 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.	

Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
PVCS provides it's elementary students with K12 online curriculum that is common core aligned. K12 online curriculum is used in conjunction with face-to-face interaction with teachers. Pacific View Charter School has recently adopted Edgenuity online curriculum that is Common Core aligned for grades 6-12; a change from the prior online curriculum FuelEducation. Edgenuity courses for grades 9-12, are also UC A-G approved.	• Edgenuity course catalog • Edgenuity UC A-G list • K12 Website • Edgenuity Website

Congruence

Prompt: *Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
At PVCS, all core courses are Common Core aligned and are	• Course outlines

Standards-based. The school, through its PLC groups continues to refine and create new assessments that are common core aligned and prepare students for the rigor of the Smarter Balanced Assessments. Departments collaborate to develop lessons, assessments and rubrics, to demonstrate a strong correlation between concepts taught & the academic standards	• Tests, transition to project based learning • Weekly PLCs, curriculum meetings

Student Work — Engagement in Learning

Prompt: *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.*

Findings	Supporting Evidence
Teachers, administration, parents and students are all involved in the process of examining student work and learning at PVCS. Teacher, parents and students meet biweekly in grades K-8; and weekly in grades 9-12; to evaluate the learning and academic progress of each student. These face-to-face meetings provide families and teachers a dedicated time to assess student work, and discuss any curricular issues. During onsite classroom instruction, teachers and school administrators also participate in classroom observations; specifically observing students during instruction. Teachers utilize a series of formative assessments using such digital tools that include Kahoot, Google+, Twitter, to name a few. In addition to weekly/biweekly meetings with parents, the Student Support Team (SST) serves to identify students who may require additional academic support. The lead teacher using a formal teacher evaluation rubric conducts teacher Observations three times per year. Results are discussed within one week with the teacher to review and develop strategies as needed. The lead teacher conducts a final, formal teacher evaluation at the end of year. Teachers also participate in self-evaluations through personal reflection and many use student surveys for additional feedback. Enrichment Class in grades K-5 provides an additional level of support and ability to gauge homeschool learning. In the	• Kahoot, Google+,Twitter • Technology Resources Folder • Teacher Evaluation Form • Lesson plans • Pathways comments • Parent and teacher meetings

2015-16 school year, elementary grades 2-8 will also receive onsite instruction, providing them with meaningful opportunities for engagement and collaboration. In the Independent Study program, teachers collect monthly work samples that demonstrate student mastery of content as well as ability and progress.	

Integration Among Disciplines

Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
Integration among subject disciplines continues to be a priority as well as an ongoing area for growth at PVCS. For example, In English 10B students complete a historical webquest on Scottsboro trial while students read the To Kill a Mockingbird novel. Other examples include: Students have to research the biography of a mathematician in Algebra, Integrated science-students learn about famous scientists and produce a timeline of their inventions. PVCS has also taken advantage of outsourced curriculum sources to increase the rigor and relevance in a variety of courses. For example, Topics in Biology and Earth science use the Education and Environment Initiative Curriculum of California, Computer Programming Course uses Scratch Curriculum developed by the MIT Media Lab. Finally, Discovery Education and supplemental YouTube videos are used across the curriculum. Although PVCS is focused on the integration of content across the curriculum, high school students are on personalized learning plans where they are only enrolled in two courses at a time based on their educational needs. Since not all students are enrolled in the same classes at the same time, there is a barrier to some of the cross-curricular projects and opportunities available at a traditional school. The introduction of the classroom-based elementary and middle school programs in the 2015-16 school year will greatly increase these opportunities for these grades and will be a focus of the staff and students.	• English 10B pacing guide • Word History A pacing guide • Careers pacing guide • CC Math 1 A pacing guide • Digital Solutions professional development

Curricular Development, Evaluation, and Revisions

Prompt: *Comment on the effectiveness of the school's curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.*

Findings	Supporting Evidence
Curriculum Committee meets weekly, comprised of the Director of Curriculum, a member of each department for all core academic subjects and the Lead Teacher to review and revise curriculum based on student need. Courses are reviewed in Professional Learning Communities and new courses are presented in Curriculum Committee, approved in Advisory and presented and approved by the governing board. In addition, in all grades K-12, parents supervise student work daily at home and participate in weekly meetings with supervisory teacher where they are invited to comment on course inclusions and selections. This provides robust layers of accountability in reviewing of the school's curriculum and maintaining the current trends in education. Finally, graduation requirements are reviewed annually and modified to reflect current trends in education.	• Curriculum meeting notes • PLC notes • Board Minutes • Student and Parent Surveys • Pathways comments

Policies — Rigorous, Relevant, Coherent Curriculum

Prompt: *Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school's mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.*

Findings	Supporting Evidence
The curriculum at PVCS is assessed by the PLCs, Curriculum and Advisory committees in ongoing meetings throughout the year to ensure that it is aligned with the SLO and reflects the school's vision and mission. PLCs have input into development, modification and evaluation of in house curriculum and use weekly meetings to routinely evaluate and modify to match the CCSS and NGSS educational standards. Modified curriculum is provided for English Language Learners and students with special needs as determined by administration, parents and Resource Specialist. This includes	• Curriculum, PLC and Advisory meeting notes • Curriculum Evaluation Rubric • Request forms • Staff Roster • Monthly IEP/504 Reports • RTI Charts • Workshop Schedule • LINKS to Google Sites • Lesson Plans

the intervention programs: Read 180, Math 180, English 3D, and Read Live which are typically provided to students who are performing below grade level. PVCS' Resource Specialist works closely with supervisory teacher to adapt curriculum to meet student need, & offers additional support services. In addition, PVCS has prioritized digital and blended learning and all teachers are trained in technological supports for curriculum by Digital Solutions.	

Additional Online Instruction Prompt: *Determine the school's effectiveness in the use of outsourced curriculum to maintain curricular integrity, reliability, and security.*

Findings	Supporting Evidence
PVCS has been very effective in the use of outsourced curriculum through partnerships with online curriculum providers Edgenuity and K12. Edgenuity was selected by the school specifically because it is rigorous, standards-based, A-G approved and continually updated. Both K12 and Edgenuity employee a series of digital tools to maintain security within their systems. Read 180 and Math 180 are award winning Scholastic product that have been extremely effective in moving students into grade level math and language arts. Starting in the 2015-2016 school year, PVCS implemented Schoology a schoolwide LMS system that will allow students to access curriculum digitally and allow teachers to grade student work within the system.	• Schoology Website • Edgenuity Website • K12 Website • Scholastic website

Articulation and Follow-up Studies
Prompt: *Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness of these effects. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
PVCS maintains a robust relationship with both MiraCosta and Palomar Community Colleges. Students are encouraged to enroll concurrently at either school to complete graduation requirements. In the 2015-16 school year, PVCS was able to introduce MiraCosta Math 64 taught by a MiraCosta college professor at PVCS based on demonstrated student need. In addition, monthly visits by MiraCosta student ambassadors are conducted at the school where students are able to	• ECAP Day Flier • Grad Planner-Talina • Concurrent Enrollment Charts and application • Math 64 Syllabus • Counselor Meet and Greet fliers • Student Presentations

	Document
receive assistance and advice in enrolling at the community college. The College & Career liaison meets with students to review transcripts for college & career readiness to plan for graduation & beyond. Additionally, PVCS teachers and administrators meet with counselors from other high schools to promote PVCS as an alternative for struggling students. The school also had created partnerships with ITT Tech, JobCorps, FIDM, MiraCosta Autotech programs to provide options for graduating seniors.	

B2.   Access to Curriculum Criterion

Variety of Programs — Full Range of Choices
Prompt: *How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
Upon enrollment student, parent, & teacher develop a personalized learning plan based on student need & future aspirations. This level of support and personalization is a core feature of the PVCS school model and reflects the mission, vision and school-wide learning outcomes. For this reason, PVCS is very effective in assisting students in the process of pursuing college and career goals. In addition, PVCS' Work Experience class helps students develop habits, attitudes, job related skills, which can help students, secure and retain employment. In Careers class, students can participate in job shadow to explore possible future careers. The concurrent enrollment program with MiraCosta and Palomar college allows students to get ahead and also get experience in a college environment. The school's College Liaison meets with students each year to create a yearly plan and transition plan to college for high school students and meets with elementary and middle school students for presentations on future college and career options. Finally, the entire school is	• Work Experience course outline • Careers course outline • Concurrent Enrollment charts and application • Grad planner • Meeting with career liaison • Job shadow worksheet • Job Board

involved in promoting a college and career culture through casual conversations, job boards and other resources posted around the school.	

Accessibility of All Students to Curriculum

Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
Students at Pacific View Charter School have access to rigorous curriculum through a variety of modalities. Students who access the curriculum through the online programs Edgenuity and K12 are provided with a rigorous curriculum and must maintain a 70% or better for success. Activities in all courses have components that require interaction with current events, peers and professionals. Students are able to monitor their own success through evaluation of work in comparison with school created rubrics and guidelines. By monitoring Star Enterprise scores, teachers are able to adjust instructional practices and curriculum to ensure success for students. For students who score below grade level in math and English, students are required to attend additional focused instruction sessions based on their individual learning needs.	• Edgenuity Scope and Sequence • K12 curriculum guides • Rubrics • Star Enterprise scores • Study Hall Math Tutoring Schedule • Math/Reading RTI charts • Read 180/Math 180 Exit Forms

Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence
Students at PVCS are able to meet the A-G requirements in the following ways: All core academic classes in grades 9-12 are UC A-G approved and have been reviewed by the staff; PVCS' use of Edgenuity online curriculum provides students with another source of A-G approved core class; students are also encouraged to concurrently enroll in community colleges to meet the physical science lab requirement for a-g, but can fulfill the life science lab requirement at PVCS. Although there are multiple pathways to meeting UC A-G requirements at PVCS, it should be noted that the vast majority of students who attend the school have transcripts that are so blemished, they are not on track for a 4-year	• UC A-G PVCS Course List • UC A-G Edgenuity Course List

university. These students do much better enrolling at a community college post-graduation and then transferring to the UC/CSU from there, if a 4-year degree is their goal.	

Student-Parent-Staff Collaboration
Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, and their college and career and/or other educational goals.*

Findings	Supporting Evidence
All students, parents, and teachers work together to develop a personalized learning plan based on student need and future aspirations. This level of support and personalization is a core feature of the PVCS school model and reflects the mission, vision and school-wide learning outcomes. For this reason, PVCS is very effective in assisting students in the process of pursuing college and career goals. In addition, PVCS' Work Experience class helps students develop habits, attitudes, job related skills, which can help students, secure and retain employment. In Careers class, students can participate in job shadow to explore possible future careers. The concurrent enrollment program with MiraCosta and Palomar college allows students to get ahead and also get experience in a college environment. The school's College and Career Liaison meets with students each year to create a yearly plan and transition plan to college for high school students and meets with elementary and middle school students for presentations on future college and career options. Finally, the entire school is involved in promoting a college and career culture through casual conversations, job boards and other resources posted around the school.	• Graduation plan • Work experience outline • Yearly plan • Concurrent enrollment documents.

Monitoring/Changing Student Plans
Prompt: *Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).*

Findings	Supporting Evidence
PVCS is extremely effective in ensuring that student's progress is monitored and changes are made in a timely manner to ensure student success. For example, in weekly meetings, teachers meet one-on-one with students and	• Academic Support Contract • Workshop schedule • Course List • AGS recommendation form

assess mastery of content knowledge. Students who fail to make progress or demonstrate a deficiency in learning are provided with alternative projects and assessments to demonstrate mastery using a different learning modality. Students who demonstrate significant struggles can be switched to online curriculum or provided with modified curriculum as needed. Students can be put on academic support, requiring them to work in teachers' offices for an agreed upon amount of time by parent, student and teacher. Students have the option of attending workshop classes to receive direct instruction to help them further master content and group collaboration.	• Foundations course outlines/pacing guides • Pathways comments on student meetings

Post High School Transitions

Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
PVCS has a variety of avenues for ensuring that students are prepared to transition to postsecondary programs. For example, PVCS has a relationship with the local community colleges that includes promoting concurrent enrollment, access to community college student ambassadors, and provides opportunities for students to take placements tests. In addition, in the 2015-16 school year, PVCS will offer Math 64 onsite specifically for PVCS high school students. In addition to the relationship with community colleges, PVCS College Liaison meets with all high school students to create a yearly plan as well as a transition plan to graduation and beyond. This person is also responsible for arranging college and career presentations for all grades in K-12. As part of the graduation requirements at PVCS, all students must complete a Careers class, focusing on postsecondary plans. Graduating seniors complete an Exit Course in their final year where they create a portfolio of career documents and exemplary examples of high school work	• Careers Class Course Outline • Graduation Planner • Yearly Plan • Math 64 Flyer • Exit Course Outline • Student ambassador calendar

B3.   Preparation for Career and College Criterion

Real World Applications — Curriculum
Prompt: *Evaluate ways the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.*

Findings	Supporting Evidence
Students at PVCS have access to curriculum with real world applications through a variety of coursework. In Economics, Business Math and in Financial Math, students must create an economic portfolio that includes budget, tax forms, plan for retirement, etc. In Health and the Physical Education courses, students have to evaluate personal fitness and nutrition. In math courses, many key assignments are based on real-life examples such as reading and finding coordinates on maps. In science classes, students must evaluate scientific concepts in relation to environmental impact and awareness as stakeholders. Students in English are required to write business and cover letters. These examples of real world situations prepare students for the world beyond the school walls and how to apply their skills to postsecondary plans. In addition, aligning curriculum to CCSS and NGSS prepares students for the rigors of college. Independent Study students build relationships with teachers, a skill that they will need in college.	• Econ course outline • Business math course outline • English lesson plans • Health course outlines

Meeting Graduation Requirements
Prompt: *Comment on the effectiveness of the academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.*

Findings	Supporting Evidence
PVCS has been very effective in providing students with support programs to ensure that students are meeting graduation requirements. PVCS conducts CAHSEE support classes for both Math and ELA, for any students who need the support. Prior to CAHSEE prep courses, students who show deficiencies in math and/or language arts skills are placed in support classes such as Math 180, Read 180 and English 3D to build the skills necessary to be successful in the more rigorous required courses of Algebra/Math 1 and English. Students meet not only with their teachers, but also with teachers, parents and the College Liaison to map out their pathway to	• Workshop Schedule • Graduation Planner • Yearly Planner • Support Class Schedules • Concurrent Enrollment Forms • Concurrent Enrollment Credit Equivalencies Chart

graduation and complete yearly plans as well as a graduation planner that is reviewed frequently. PVCS also has developed a strong relationship with MiraCosta and Palomar Colleges to allow students to concurrently enroll at those schools to help build credits and meet graduation requirements while also getting early college credit. Because many students come to Pacific View Charter School after having been unsuccessful at traditional high schools, it is imperative that PVCS has strong structures in place to ensure that students are able to not only see, but also complete the path to graduation.	

Standards-based Student Learning: Curriculum
Summary, Strengths, and Growth Needs

Summary:

PVCS has been very successful in the implementation of common core state standards and alignment of curriculum. Students have a variety of ways to access curriculum including online and workshop classes. Students have access to higher-level math through concurrent enrollment in community college, but the school should continue to pursue avenues for onsite higher-level math courses. Although the school has aligned English courses to common core, the critical learner needs of ELA support should be monitored by staff to ensure student success. The intervention programs including Math 180, Read 180 and English 3D provide significant curricular support for struggling learners. Staff maintains a robust schedule of professional development opportunities to ensure that the school stays abreast of the current trends in education. In Professional Learning Community meetings, Curriculum, Advisory and other committees, staff engages in thorough examination of best practices in education and student acquisition of content. Through weekly meetings, teachers, students and parents work together to create and maintain a personalized learning plan for each student that fulfills his/her educational needs while ensuring success. There is constant collaboration between teachers and administration to ensure that students learning needs are met and that IEP/504 and EL services are provided. PVCS does an excellent job providing students with the resources and tools to prepare them for college and career. PVCS strives to implement the latest technological tools for instruction as well as student production. This emphasis on technology across all disciplines will ensure that students become strong 21st century citizens and will be successful in future endeavors.

Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

1. PVCS provides every student with personalized instruction and a personalized learning plan to ensure academic success.
2. The personalized learning model at PVCS ensures the school's ability to reach different learning modalities through a variety of curriculum options (online, workshop, etc.)
3. There is significant and continual involvement of all stakeholders in student success
4. PVCS has robust intervention strategies including study hall, tutoring, working in teacher offices, workshop classes, modified curriculum, intervention programs
5. There is a high level of staff collaboration on curriculum and instruction and a significant commitment to ongoing professional development
6. PVCS maintains a continual evaluation and modification of curriculum
7. PVCS has strong partnerships with local community colleges

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

1. There is a need for PVCS to provide additional academic support (interventions) for independent study learners, with an emphasis in ELA courses.

2. PVCS would like to create bridge between 8th grade and high school
3. PVCS has a need to develop partnerships with local K-8 schools to promote PVCS as an alternative to traditional learning environment.
4. There is limited cross-curricular and collaboration options through independent study model
5. PVCS needs more opportunities for STEM activities and courses
6. PVCS needs to include onsite upper level math classes at the high school level

Category C: Standards-based Student Learning: Instruction

C1.   Challenging and Relevant Learning Experiences Criterion

Results of Student Observations and Examining Work
Prompt: *Comment on the degree to which all students are involved in challenging learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
At Pacific View Charter School teacher observations serve to ensure that all students are involved in challenging learning to achieve the academic standards and the Schoolwide Learner Outcomes. The Schoolwide Learner Outcomes were developed by the faculty and staff at PVCS and are integrated in instructional practice. These guiding targets serve to guide students in recognizing their purpose while learning, and understand what they are learning. Differentiation takes place during instruction and allows teachers to meet the diverse learning needs of its students. Teachers also use small group instruction to focus on the specific needs of students. Most students in K-8 now attend at least 2 instructional days on site per week. PVCS students are placed into specific ELA and math classes based on the results of STAR Enterprise tests. High achieving students can choose to work ahead in a self-paced program if they have demonstrated mastery of the material. Individualized meetings with students, parents and teachers, ensure that students are on track and everyone is informed of student progress. If a student is struggling, they are placed on an academic support contract that requires a commitment from the student and the parent to maintain student focus and grades, attend meetings and complete assignments. With the recent implementation of the Common Core State Standards and findings from our local assessments, there has been a schoolwide focus on improving reading and writing skills for all students. Across all grade levels, students engage in the writing process through in-class workshops. In English	• Star Enterprise Tests • Grad Planners • Notes on pathways of students working ahead. • Pathways records of students completing multiple assignments per week • Work samples of student essays • Foundation courses Pacing Guides • Concurrent Enrollment Forms • Extra Credit Forms • Pictures from Presentations • Document of scores for CAHSEE • Rosters from CAHSEE prep classes

writing workshops, students complete high-level SBAC practice questions in preparation for the SBAC assessments. Students are required to answer all questions completely and accurately before moving on to the next assignment. Students are also taught how to structure evidence, use textual evidence to support claims and write clearly to a variety of audiences. Students who need additional support are enrolled in Foundation courses. In the Read 180 course, grade 9-12 students are taught sentence starters so they can formulate and organize their thinking process. In the Math 180 course, teachers use cutting-edge tools to accelerate students to the rigors of the new standards for math and remediate foundational math skills. For students in grades K-8, Read Live and ST math are academic support programs that are utilized to assist students in mastering grade-level skills while addressing their learning gaps. PVCS students in grades 9-12 participate in college and career work. For example: students in grades 10-12 are concurrently enrolled in courses at MiraCosta and Palomar Community Colleges. Students in all grades attend presentations for college and career readiness. Students who struggle with reading, writing, and math skills have been enrolled in a CAHSEE prep course. However, with the recent CAHSEE suspension by the State Board of Education (SBE), PVCS will not offer CAHSEE prep courses for the 2015-16 school year.	

Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction*

Findings	Supporting Evidence
PVCS works arduously to create schedules and pacing guides that are clear for students and provide them with the information they need to successfully complete courses, whether they are in class or working independently. PVCS has made significant additions to assisting students in the completion of assignments through the recent implementation of Schoology, an online learning management system. Schoology, provides students with real-	• Pacing Guides • Pacing guide with online calendar. • Google Calendars • Schoology calendars • Edgenuity calendars • K12 course paths • Pathways records.

	• Pathway records.
time deadlines, prompt feedback and a digital place to complete assignments. In addition, PVCS continues to do the following:	• SST forms
• Writing workshop are spaced out to seven weeks to enable students to engage in full writing process and complete two revised and finalized essays. Student improvement in essays is demonstrated through the writing portfolio, which includes prewriting, rough drafts, and improved final drafts.	
• Student pacing guides are paced out for seven weeks. Teachers divide the work into daily tasks. Student effectiveness has improved with pacing guides individualized, as evidenced by improvement in student grades each week. In Schoology, this process is now digital	
• Students receive calendar for all classes through Schoology. This is an effective way for students to know exactly which assignments they need to complete each week to demonstrate mastery of content, evidenced by passing grades on each assignment.	
• Students and parents meet (weekly, high school) (bimonthly, K-8) with teacher to ensure student accountability and completion of work. If 9-12 students are struggling, they are put on academic support. This requires students to work on a set schedule in the teacher's office, until grades and understanding of material improve. If students continue to struggle, a Student Success Meeting (SST) is arranged with a parent, student, teacher, and administrators to set clear goals for improvement and strategies to improve grades. This often results in higher grades and increased performance at school.	

Student Understanding of Learning Expectations

Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example of online instruction is the use of pacing guides.*

Findings	Supporting Evidence
Students get pacing guides at the start of each class that explains clearly all assignments needed to complete. To pass each class, students must accurately complete necessary	• Pacing Guides • Read 180/Math 180 Result charts

assignments. This an effective strategy because pacing guides help students organize class content and time management skills, as evident by completing work on time for weekly meetings. When placed in workshop class, students take Star Enterprise test at the beginning of the class and end of class. Students are expected to meet targeted goals by end of class. This strategy has had mixed results, with some students improving their scores, and others staying the same or dropping. Using Read 180 (high school) and Read Live (K-8) students know their reading level with initial SRI test and are given individual goals to determine how much reading growth they should achieve throughout the year. This is an effective strategy because students learn their current reading level, and are given goals throughout the year to engage their reading progress, and motivate them to improve. Evidence of improvement includes higher SRI scores, passing the CAHSEE, and exiting Math 180. For example, in Read 180 for the 2014-2015 school year, 9 students qualified to exit by meeting proficiency standards.	• Star Enterprise Results • Read Live Reports • Lesson Plans (workshop teachers)

Differentiation of Instruction

Prompt: *How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
PVCS teachers effectively differentiate instruction. The personalized learning model that PVCS provides is the key to ensuring every student has access to content and instruction that meets their individual need. The relationships that develop between supervisory teachers, students and parents is personalized and focused, not typically found in a traditional school setting. This ensures that students are able to learn in the best way possible for them. Courses are personalized to fit each student's learning needs. Course placement is based on the following criteria: STAR Enterprise results, performance on previous courses, CAHSEE passage, and literacy proficiency. Collaboration between teachers and the Director of Student Services serves to effectively place students in appropriate grade level courses. • In writing workshop classes, students access material that incorporates multiple learning styles/modalities. • In English writing workshops, students read news and	• Alternative Assessments (Powerpoint, Presentations, etc). • alternate form of answering reading questions i.e. short story recaps etc.-English PLC • Lincs Vocabulary Worksheets • Peer Review handouts • Read 180 computer usage reports. • Google Sites • Academic Support/Academic Probation Forms • Pathways Notes • Computer Lab Tutoring

articles and answer high-level, critical thinking questions differentiated by reading level. • In Biology class, students create a Google Site to demonstrate learning in differentiated way. Students are taught through a variety of digital platforms such as Discovery Education, Youtube and Kahn Academy	Group Rosters • Student work. • Lesson Plans • Student Work (science drawings, etc.)

C2.   Student Engagement Criterion

Current Knowledge
Prompt: *Evaluate the extent to which teachers effectively use multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
Technology is a focus of learning at Pacific View Charter School. Teachers are provided ongoing professional development on the use of educational technology so they can stay current in the use of new technologies and find activities and tools that best serve student needs. For example, high school students are able to enroll in online courses via Edgenuity that are UC A-G approved. Classes include features such as: enotes, closed captioning, translation into other languages, text to speech, and video resources. Starting with the 2015-16 school year, all courses will be accessible online via Schoology, the recently adopted Learning Management System (LMS), that will also serve to as the platform for students to access curriculum, submit assignments, receive feedback and grades. In the classroom, students use technology, including typing and revising essays in English classes using Google Apps for Education (GAFE), creating websites in Biology A and B, and accessing screencasts that help clarify expectations and provide direct instruction. In approximately 90% of classes in all grades K-12, students access and use technology online through Discovery Education, YouTube, Google Sites, Google Drive, Prezi, Powerpoint and many more. For example, students access their curriculum through Google Sites for many of their social science classes.	• Edgenuity platform • Edgenuity A-G course list • Schoology website • English and Biology projects, lesson plans. • Pacing Guides (with links to technology) • Student work samples • 7th week projects in English, Social Studies courses • Digital Solutions Professional Development

Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
In weekly meetings and workshop classes, supervisory teachers must access technology to explain assignments on the pacing guides to students. The lead teacher observes supervisory teachers to ensure they are explaining technology clearly and competently to students. Teachers must understand the technology to explain and model how to use the technology to students. Teachers have learned how to use new technology through professional developments, and created screencasts using what they learned.	• Lesson Plans that incorporate technology • Observation feedback (meetings and workshop classes) • Screencasts • Professional Development training attendance (Digital Solutions, Screencast, etc.).

Teachers as Coaches

Prompt: *Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.*

Findings	Supporting Evidence
Teachers, students, and parents meet at least once a week for 45 minutes to an hour to review and discuss student work and assess mastery in course content. This is an effective strategy to evaluate student success through critical thinking questions, written and oral feedback, and positive motivation and encouragement. Students who require additional academic support can attend teacher office hours. PVCS teachers check for understanding, answer student questions, and provide additional tutoring. Tutoring services are available daily in the computer lab. Instructional aides are available to assist students in a 1:1 setting. Department lead teachers (HQTs) hold weekly office hours to assist students in all four-core subject areas (social science, science, English, and math). Students who have an IEP or 504 Plan have access to special education services through the on-site resource specialist. Collaboration between the supervisory teacher and the resource specialist allows students to receive additional support including: taking tests in smaller settings, having a quiet area for independent and modeled reading, and developing study skills and completing study guides.	• Google Calendars • Weekly meetings • Sign-in sheets at front office • Pacing guides (daily work divided, hard copies and on Schoology) • Sign-in sheets (computer lab) • IEP records • IEP • Enrichment/Field trip calendar

The school's K-8 educational program has been restructured to provide additional class time and onsite direct instruction. Students in grades 2-3, attend onsite classroom instruction twice per week, and do home study the other three. For grades 4-5, students attend onsite instruction four days a week, with one day of instruction at home. For grade 6-8, students attend onsite instruction twice per week, with the option of the remaining days with instruction at home or continue with onsite instruction. Our school provides enrichment programs and field trips on Fridays.	

Examination of Student Work

Prompt: *Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
For students in grades 9-12, pacing guides are structured to include weekly work that leads to the completion of a culminating final or seventh week project. For example, students create a, To Kill A Mockingbird Newspaper project in English 10B. In each week, students must complete work that requires them to organize, assess, and apply the knowledge they have acquired to complete this task. In English writing workshops, students in grades 9-12, organize, write, revise, and finalize essays. To do so, students participate in all aspects of the writing process. Essays are peer-reviewed and teacher-reviewed to ensure student success and writing improvement.	• Pacing Guides • Student work samples • Teacher lesson plans • Student essay portfolio • Completed student projects

Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
Students communicate with teachers weekly through email to get additional help. Teachers answer questions and explain how to navigate assignments and technology. However, with the introduction of Schoology, which will streamline both the submission process of assignments by students and the	• Emails • Contact manager • Edgenuity reports • Enotes • Edited student essays

grading process by teachers, the school hopes to improve the effectiveness of their online communication and evaluation of student mastery. In addition, through online Edgenuity classes, teachers can assess quality of student enotes to determine the degree to which students are analyzing, comprehending, and conducting effective research. Teachers and parents also evaluate progress reports to assess student mastery. Teachers can also insert additional curriculum on a topic to support student learning. If students do not earn 70% or better on online classes, students must retake assignments to increase mastery. In weekly meetings, students turn in work, for which teachers evaluate and provide feedback.	• Google drive assignments

Prompt: *Evaluate and comment on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Students at PVCS are effective in demonstrating their learning. In addition to the student work samples located on the Google Website, the following serves as examples of ways that students are able to showcase their skills: • In math workshops, students work in groups to solve problems and answer questions. This is effective in helping students understand content. • In Biology and math classes, students use flipped learning to maximize classroom time. Also, in Biology classes, students conduct inquiry and investigate experiments to prove hypotheses and test results. Students who completed flipped learning assignments generally get higher grades on their labs. • In many English writing workshops, students research and write expository essays that require students to reason and think critically. • In social science classes, students investigate current events, and explore both sides of different issues. After doing so, students discuss and debate controversial issues through writing and oral discussions with their supervisory teachers.	• Lesson plans • Student work samples

Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Students complete many classes online through Edgenuity and K12, online curriculum providers. Each class meets the academic standards, including the CCSS and NGSS. Students are able to access and utilize technology for the online classes. In online classes, students must think critically to complete assignments and become 21st century scholars. This is evaluated through weekly progress reports that are emailed to parents. In biology labs, students create websites on Google Sites, which involve all the steps in the Scientific Method. In many classes, students create Google Presentations, PowerPoint presentations, and Prezi to show mastery of material. Students present these projects orally to teachers to become effective communicators. Students in Math 180 and Read 180 classes use software to become critical thinkers, effective communicators, and 21st century scholars. Math 180 and Read 180 teachers evaluate software reports generated each month, and make adjustments to curriculum based on student progress. Many students concurrently enroll in community college classes to prepare for 21st century learning. Students also can concurrently enroll in Math 64, a college-credit class, at PVCS. This class helps student meet college-eligibility requirements. The College Liaison helps students enroll in community college classes, and make sure students take necessary classes to prepare them for their specific college or career path.	• Edgenuity website • K12 website • Biology labs • Biology Google sites • Student work samples (Google Presentations, PowerPoint presentations, prezis) • Read 180 and Math 180 software • Math 64 student roster • Community college concurrent enrollment forms • Grad planners

Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
Students use many resources beyond the textbook in various classes. For example, in social science courses, students	• Student assignments (current events, Discovery

analyze current events. Students compare current events to what they are studying in the class, to draw connections between the past and the present. In English writing workshops, students are required to conduct independent research in order to compose expository essays. Students must find sources themselves, evaluate them, and pull out evidence to use in their writing. In English 10 and Careers 1 and 2, students use technology to research jobs, write a cover letter, resume, thank you letter, and list of references to prepare them for the workforce. In the K8 classrooms, there is an emphasis on project-based learning and learning through collaboration.	Education for Art Appreciation, United Streaming) • Screencasts • Schoology website • K8 lesson plans

Real World Experiences
Prompt: *Evaluate the degree to which the opportunities for access and involvement in a variety of real world experiences are available and effective.*

Findings	Supporting Evidence
Pacific View Charter School has recently added a College and Career Liaison, who meet with graduating students to prepare them for their college or career goals. This position will increase the opportunities for students to access real-world and college prep experiences. In addition, students can take classes at community college while enrolled at Pacific View Charter School. Some students take advantage of this opportunity to get both high school and college credit simultaneously. A MiraCosta Community College ambassador comes to school monthly to assist students with enrolling at MiraCosta. Students can also attend college and career presentations monthly. PVCS has collaborated with the local community college to provide transportation to college for placement tests. This helps students who have transportation challenges.	• Presentation Sign-Up Sheets • Extra Credit Presentation Worksheet • Miracosta Community College student transcripts • Math 64 sign-up sheet • Grad Planners • ECAP Day flier

Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
Students take online classes, which provide a plethora of real world experiences. For example, teacher lecturers teach	• Edgenuity Courses • Edgenuity Grades

students about topics, in preparation for college. Students have interactive instruction, in which they must answer questions throughout lectures. This prepares students for the real world, where they have to engage with co-workers, communicate with others, and write effectively. In Read 180, instructional software has many real-world topics, and introduces students to career opportunities. For example, students must read about different careers and complete a writing assignment about different careers. In Civics and Economics classes, students complete real-world research projects and assignments. In Civics, students must research who represents them, they analyze current events, and write a letter to their representative, and learn about current political parties. Students also learn about local government. In Economics, students study mergers, stocks, study current economic issues, and analyze character traits of successful people.	• Student assignments from Civics, Economics • Read 180 instructional software and reports

ACS WASC Category C. Standards-based Student Learning: Instruction
Summary, Strengths, and Growth Needs

SUMMARY

At Pacific View Charter School, students have a unique opportunity to get individualized instruction and become successful high school graduates. Students who have not been successful at other schools have many opportunities through individualized, personalized learning, community college classes, small class sizes, strong intervention classes, and personal relationships with assigned supervisory teacher. In this setting, students cultivate a personal relationship with their supervisory teacher, other students, and staff members to build a comfortable and supportive environment for student success. The entire community at Pacific View Charter Schools helps support student needs.

Students can access curriculum through book based and online classes with workshop classes to support student learning. In writing workshop classes, students learn the entire writing process, from prewriting, writing, revising, and finalizing essays. In math classes, students learn common core math strategies to apply for success.   In classes, students investigate and engage in hands on experimentation, use technology, and learn more about the outside world. Students engage in collaborative, common-core learning to inquire and solve problems.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based-Student Learning: Instruction: Areas of Strength

1. There is strong individualized support for each student through weekly meetings for students, and through working in teacher office for consistent support
2. PVCS is effective in utilizing intervention program for struggling students (Math 180, Read 180, Read Live, ST Math, Study Island, English 3D)
3. PVCS has small class sizes for individualized attention (under 25)
4. All PVCS curriculum has been aligned to Common Core State Standards
5. PVCS now has an onsite MiraCosta college course -Math 64 class and hopes to expand this program in the future.
6. PVCS has created a new class for long-term English language learnings (English 3D)

Category C: Standards-based-Student Learning: Instruction: Areas of Growth

1. There is a need for more cross-curricular activities in courses and collaboration and group learning for students in an asynchronous environment.
2. There is a need for PVCS to increase the number of students that are college and career ready.
3. There is a need for additional support for distance learners
4. Students would like an increase in lunch activities, extracurricular activities and clubs
5. Provide professional development for and implementation of ELA and ELD Frameworks

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

Professionally Acceptable Assessment Process
Prompt: *Evaluate the effectiveness of the assessment processes.*

Findings	Supporting Evidence
In order to ensure the academic growth of all students, and make appropriate, data-driven decisions based on the needs of our students, Pacific View Charter School has a rigorous and highly effective process of assessment. Our process includes the following: • 100% of all students in grades 2-12 are assessed on Star Enterprise at the beginning of the school year in Math and Reading. • Supervisory teachers analyze the Star Enterprise assessment results as well as evaluate transcripts and performance on statewide assessments in order to assign appropriate curriculum and interventions. • High school students enrolled in Math 180 and Read 180 are assessed upon placement and again 3-4 times a year. • High school students are assessed in math & writing workshop classes at the beginning and again after seven weeks of instruction. • Students are administered all state mandated assessments: CELDT, CST, SBAC, and CAHSEE and assessment results are evaluated by Supervisory teachers, PLC, and administration. • Special Education students are assessed on their academics and areas of identified disabilities.	• Star Enterprise Diagnostic Reports • SRI / SMI Reports in Read 180 and Math 180 • Star Enterprise classroom reports • RTI progress monitoring charts • Scores/ Reports of CELDT, CST, SBAC, CAHSEE • Monthly Progress Reports

Monitoring and Reporting Student Progress
Prompt: *Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Pacific View Charter is committed to keeping all stakeholders informed regarding student progress towards achieving	• Math 180 Read 180 Reports

academic and college and career readiness standards. Reports and presentations are provided to all stakeholders in the following ways: - Student progress reports in Math and Reading intervention programs (offered to students in all grades based on identified need) are provided to students and parents 4 times a year. - Student progress in Math and Reading Intervention classes is presented to the Board of Directors mid-year - Overall student achievement and growth in Math and Reading intervention programs is presented to the Board of Directors and to the school staff at the end of each year - Student progress reports in grades 2-12 on Star Enterprise are provided to students and parents every 7 weeks. - Special Education provides progress reports on goals at their annual review to district for all students receiving services - Supervisory teachers meet with parents to review student progress weekly for high school and bi-monthly for K-8. - Report Cards are provided to student and parent each semester - Students and parents are informed of progress towards College & Career Readiness standards in Read 180 - Parents are informed of all statewide test results - IEP meetings are held to review goals - SST and follow ups are held to address students who are struggling	- Star Enterprise Reports - IEP Annotated Goals - Board Meeting Notes - Weekly meeting notes, initialed grade reports, Star Enterprise Diagnostic Report - Report Cards in Pathways, Cumulative File - Read 180 College & Career Readiness Report - Cumulative File - IEP Notes SST Notes

Parent/Community and Student Achievement

Prompt: *Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.*

Findings	Supporting Evidence
Pacific View Charter School has an exceptional learning model that ensures parents and the school community is kept informed of student achievement of the academic standards and schoolwide learner outcomes. Communication is facilitated in the following ways:	- Calendar, parent initials on grade reports, notes in Pathways - Signed Star Enterprise reports

• Parents of high school students meet weekly with Supervisory Teacher • Parents of K-8 students attend biweekly meetings with Supervisory Teacher • Supervisory teacher reviews Star Enterprise reports with parent after each administration to discuss achievement of grade level standards. • Parents are given access to Parent Portal on Pathways to monitor progress • Parents are provided with updates of student progress weekly on the online platform • Student Success Team meetings with student, parent, administration and Supervisory Teachers meet to discuss concerns regarding student progress • IEP and 504 meetings with student, parent, resource specialist meet regarding progress of special education student • Reports of state mandated standardized test results are sent to parents • Progress in intervention is communicated to parents • Professional Learning Communities meet weekly to discuss student achievement • Leadership team reviews RTI reports	• Parent Portal on Pathways • Email to parents of student progress from online platform • SST meeting notes • IEP and 5 04notes • Mailed letters with a copy in student's' cumulative file • Read/Math 180 reports • PLC notes • Advisory Team notes

Monitoring of Student Growth

Prompt: *Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence

Pacific View Charter School has created an effective system within its Response to Intervention Program that monitors the progress of all students towards reaching the academic and college and career readiness standards. Our system incorporates all of the following:
   • Teachers administer the Star Enterprise test in reading and math after seven weeks of instruction for grades 2-12. Progression through the RTI tiers is monitored and recorded onto an RTI chart throughout the year.
   • Administration evaluates the progression of Reading and Math Scores after each seven week class, as well as at mid-year and at the end of the year.
   • The Pacific View graduation planner is used to monitor
	• Supervisory Teacher RTI charts
	• Schoolwide RTI chart
	• Digital and paper versions of grad planner
	• Attendance at presentations
	• Pathways student data
	• Weekly grade report

the progress of each high school student to ensure the completion of the graduation requirements
• Attendance at College and Career Presentations is tracked
• Standardized testing results are available within student information system.
• Weekly grades are provided to student and parent and closely monitored by Supervisory Teacher. Grades are input into Student Information System, which allows Administration as well as parent to monitor student progress.
• Weekly reports are generated by the online platform

Basis for Determination of Performance Levels

Prompt: *Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
Pacific View Charter School teachers work in efficient, high-performing, collaborative groups under the guidance of the Director of Curriculum and Director of Student Services to determine the basis for which students' grades are determined. The PLC do the following: • Evaluate and modify curriculum based on student need. • Create and update the rubrics utilized to evaluate student work. • Determine the grading system for each course within their curricular department. Pacific View Charter School carefully monitors student growth and determines performance levels in several ways: • Supervisory teachers administer and monitor student performance levels in Math and Reading on Star Enterprise assessments and compare performance with national norms. • 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. • Pacing guides in each course track students' grades and mastery of content in each course.	• Rubrics • PLC Notes • Pacing guides • Response to Intervention chart • Schoology Website

The addition of the Schoology LMS will provide a new avenue for data collection and analysis. Schoology provides a robust system of analytics that teachers, PLC and administration can use for further data analysis.	

Additional Online Instruction Prompts:

Findings	Supporting Evidence
Pacific View Charter school has several effective systems in place to ensure that students demonstrate mastery before proceeding to the next level or unit. • Students must demonstrate mastery of at least 70% of the content in core math courses in order to advance to the next semester • Students must reach mastery in math and reading intervention classes before advancing to the next level within the course • Students do not exit their reading and math intervention courses unless they are able to demonstrate proficiency within the program. • K-8 students must reach mastery in intervention and supplemental programs before advancing to the next level. • Students must show mastery of credit recovery content on the online platform in order to progress through the course. Pacific View Charter School Supervisory teachers utilize several effective methods for grading student work and ensuring mastery of the content. This blending of grading methods also ensures the academic integrity of the online environment. • The online courses blend both electronic grading with grading done by the Supervisory teacher. Online multiple-choice quizzes and exams are graded by the online curriculum provider, whereas the Supervisory Teacher grades short answer, extended answer, and essays. • Students are orally assessed and engage in discussion with Supervisory Teacher to determine if student is mastering the content. • Supervisory Teachers review all written work submitted to the online platform to check for plagiarism.	• Math course outline • SMI / SRI Assessments • Read Live and ST Math reports • Credit Recovery reports • Online grade reports • Pacing guides • Test and quiz samples within online curriculum. • Writing samples in online curriculum • State Test scores

CAHSEE results are evaluated to determine placement of students in Math/English courses and intervention courses. However, with the recent CAHSEE suspension by the State Board of Education (SBE), PVCS will not offer CAHSEE prep courses for the 2015-16 school year. Due to the transition to NGSS, PVCS has placed little emphasis on CST Science score results in the past year. Additionally, the transition to the SBAC assessments has limited the school's use of state testing scores in the evaluation of math and ELA progress. The 2015 SBAC results will be disaggregated and analyzed upon release.	

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion
Appropriate Assessment Strategies
Prompt: *Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
Pacific View Charter School adheres to all state mandated guidelines for the administration of all mandated exams and creates a testing environment which maintains the integrity of the assessments and encourages student achievement. School assessment strategies include the following practices: ● State mandated assessments (SBAC, CELDT, CST and CAHSEE) are all administered by trained proctors and test examiners who follow all state mandated testing rules and procedures. ● Pacific View Charter School's staff effectively works as a team to ensure the proper administration and security and creates an environment conducive to promoting student success on exams. ● Pacific View also provides a wide variety of assessments strategies in order to meet the multiple learning modalities of the student population such as oral assessments, presentations, projects, and essays. ● Supervisory teachers collaborate effectively in PLCs regarding effective strategies as well as document form of assessments implemented. ● Teachers have been trained in multiple forms of	• Signed security affidavit • Proctor schedules (on school's master calendar), Designated training days, assigned duties for full staff participation. • Locked testing cabinet monitored by test site coordinator. • Students' are identified through photo identification within student identification system. • Curriculum which provides opportunities for PowerPoint, multiple choice tests, projects, essay, oral presentations • Notes on Pathways to indicating effective form of assessment.

	technology based formative assessments such as Kahoot, Socrative, Getit, etc.	• PLC Notes, which documents ongoing modifications to curriculum to meet the needs of the students. • Technology Resources File

Demonstration of Student Achievement

Prompt: *Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence

Pacific View Charter school has made successful changes in its curricular program and continues to develop and enhance the courses it provides to all students. Student work and assessments demonstrate achievement of the academic standards, the college and career-readiness standards and the schoolwide learner outcomes
    ● All assignments and assessments are based on Common Core aligned curriculum in all core courses.
    ● Each course at PVCS requires students to think critically, communicate effectively, and responsibly utilize technology.
    ● Forms of assessments have transitioned to project based assessments and students are required to solve real world problems, conduct research, work collaboratively, and participate in experiments.
	Student participation and attendance in labs and workshops
	Student work samples, pacing guides

Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence

Pacific View Charter School has offered, and continues to offer online, award-winning Edgenuity (grades 6-12) and K12 (grades K-5) curriculum. The online curriculum is effective in its assessments and demonstration of student achievement in the following ways:
    ● Online curriculum provides provide Supervisory teachers with rigorous, and high quality assessments to demonstrate student achievement.
    ● PVCS uses online curriculum provider that is aligned
	• Digital assessments, student activity logs, weekly meetings, notes
	• Edgenuity Website
	• K12 Website

with the Common Core Standards which requires critical thinking and effective communication skills ● Supervisory Teachers closely monitor assignments and assessments to effectively evaluate student mastery. Modifications are implemented as needed to support student learning.	

Curriculum-Embedded Assessments

Prompt: *How effective are the standards-based curriculum-embedded assessments in English language and math and across other curricular areas as students apply their knowledge?*

Findings	Supporting Evidence
The standards-based assessments in English and math as well as other curricular areas are effective in the following ways: • Assessments in math workshops prepare students to work collaboratively to make real world connections and use problem solving skills. • Students in writing workshop classes engage in a rigorous and high level writing process. This includes group work, participation in discussion, research, peer editing, use of academic language, and individual writing skills. • Pacing guides for all courses include detailed standards based assessments, which are administered weekly. • The K8 program has been modified to include multiple days of classroom instruction, leading to much better formative and summative assessment monitoring by teachers and an increase in project-based assessments.	• In class math assessments/projects • Rubrics and teacher evaluation, pacing guides with detailed descriptions of assessments • Pacing guides and grade reports • K8 schedule • K8 lesson plans • Science and Social Science Course Outlines

Student Feedback

Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
Students at Pacific View Charter School clearly understand their expected level of performance as the school's program is based on personalized attention and interaction between the Supervisory teacher and the student and parent, at which time expectations and progress monitoring takes place. Students at Pacific View experience the following: • All students meet with their Supervisory Teacher at a	• Student sign ins, Contact notes, Teacher calendar • Computer lab sign-in sheets. • Pathways Notes • RTI charts • Student growth in Math

minimum of once a week to engage in dialogue regarding their learning. The meetings generate valuable feedback from student and teacher. • Instructional Aides and Supervisory Teachers work with students daily to reinforce expected level of performance. • Students receive individualized instruction and modifications of curriculum based on student feedback. • Supervisory Teacher, Instructional Aides and Director of Student Services work in collaboration to regularly assess and monitor progress. • Students are provided with Scaled Score goals on Star Enterprise on ELA and Math to increase their scores, which have resulted in more than half of the students reaching their goals.	and ELA workshops

Modification of the Teaching/Learning Process

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Findings	Supporting Evidence
Pacific View Charter School is a data-driven school. School assessment data is collected, analyzed, presented to stakeholders, and used to make important decisions regarding curriculum, instruction, and professional development. Pacific View effectively uses its assessment data in the following ways: • STAR Enterprise, CAHSEE passing rates, CELDT, CST along with overall academic performance is carefully reviewed by Supervisory Teachers, PLC and the Leadership Team. All curricular modifications, purchasing of intervention programs and curriculum development is based on the assessment data that is collected. • Supervisory Teachers collect and analyze data at each weekly meeting to determine the appropriate instructional strategy for individual student and curriculum placement • Professional Learning Communities meet within their departments each week to analyze student performance data and recommend appropriate changes to curricular and instructional approaches.	• Response to Intervention charts • Schoolwide RTI charts • Reclassification rates • PLC Notes, • Advisory Notes • Transcripts • Read 180 / Math 180 request forms • AGS request forms • Curriculum Committee notes • Professional Development Document

These recommendations are then brought to the Curriculum Committee for further review and final recommendations. • The school's Leadership Team evaluates assessment data at mid year and end of year to determine which changes are needed in curriculum, which programs needs to be added and what appropriate professional development needs to occur.	

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion
Assessment and Monitoring Process
Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
Student progress at Pacific View Charter School is shared with students and parents at weekly meetings. At the weekly meeting, students, parents, and Supervisory Teachers evaluate the rate of progress, and make any necessary changes to the instructional program of the student at that time. Student grades, attendance, credits, performance in workshop classes, and results of both state mandated exams as well as Star Enterprise Reading and Math assessments are all evaluated throughout the year at the weekly meeting. Student progress in Math and Reading workshops are recorded onto charts and evaluated during PLC meetings among department staff. Any needed changes to curriculum or instructional strategies are discussed within the PLC. Schoolwide reports are generated and shared with the school leadership team and to the governing board of directors. Mid Year and End of Year, the Board evaluates by both the leadership team as well as reports. Effectiveness of programs is discussed and reviewed and impact budget decisions. The Executive Director's year-end report is created and shared with the District, governing board. The LCAP and SARC are made public on the school's website, however, there is little involvement by the public in the monitoring of student progress beyond these measures.	• Weekly meeting notes • Pathways notes • Grades in Pathways • Star Enterprise signed reports • Read 180 and Math 180 reports • PLC notes • Student Progress in Math and ELA workshop charts • Reading and Math growth charts • Read 180 and Math 180 growth reports • Board Meeting notes • Advisory notes • SARC (on website) • LCAP (on website)

Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence

Pacific View is highly effective in its approach to ensuring that all online students have access to state-mandated tests and participation results are reported to stakeholders.
   • Pacific View Charter School maintains a minimum of 95% attendance on all state mandated tests, which includes online students. All students, both onsite and online, must agree to participate in state mandated tests. Distance students are required to come to PVCS in person on these days.
   • Results of tests are provided to students and parents and reported to district board
   • Results of tests are provided to the community through the SARC report
	• Registration packet, student sign in sheets on day of testing day
	• Reports are mailed, copied placed in students' cumulative file, teacher files contain copies
	• School's website

Schoolwide Modifications Based on Assessment Results

Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
Pacific View Charter School is a data-driven school. Our assessment data is collected, analyzed, presented to stakeholders, and used to make important decisions regarding curriculum, instruction, and professional development. Pacific View effectively uses its assessment data in the following ways: • STAR Enterprise, CAHSEE passing rates, CELDT, CST along with overall academic performance is carefully reviewed by Supervisory Teachers, PLC and Leadership Team. All curricular modifications, purchasing of intervention programs and curriculum development is based on the assessment data that is collected. • Supervisory Teachers collect and analyze data at each weekly meeting to determine the appropriate instructional strategy and curriculum • Professional Learning Communities meet within their departments each week to analyze student performance data to make appropriate changes to curricular and instructional approaches. • The school's Leadership Team evaluates assessment data	• Response to Intervention charts, • Schoolwide RTI charts • Reclassification rates • PLC Notes • Advisory Notes • Transcripts • Read 180 / Math 180 request form • AGS request forms.

at mid year and end of year to determine which changes are needed in curriculum, which programs needs to be added and teacher training	

Category D. Standards-based Student Learning: Assessment and Accountability Summary, Strengths and Growth Needs

SUMMARY

PVCS provides every student with a personalized learning program based on an analysis of the student's academic levels including assessments in math and reading, academic history, standardized test scores to create an individualized learning plan to ensure student success. Individualized goals are established annually and student progress is monitored by teacher, parent and administration on RTI charts throughout the year. School-wide performance is reported to the school's leadership and board of directors twice a year to monitor the effectiveness of programs and instruction and ensure alignment to the SWLO. PVCS courses are aligned to common core state standards and include a wide variety of assessments such as portfolios, projects, oral assessments, presentations and traditional STAR Enterprise assessments in math and reading. Technological literacy is a focus at PVCS and teachers and students have been trained in digital formative assessment strategies such as Kahoot and the use of GAFE. PVCS's assessment and progress monitoring of each student is shared weekly with students and parents. The school prides itself on the involvement of parents in their students learning and progress towards academic goals.

Category D: Standards-based-Student Learning: Assessment and Accountability: Areas of Strength:
1. PVCS has the ability to carefully analyze each student's academic history, standardized test scores, assessment results on Star Enterprise, in order to create an individualized learning program.
2. PVCS has implemented an effective RTI program that requires all teachers to analyze student achievement data and use data to make curricular and instructional modifications.
3. There is an involvement of parents in the learning process, as well as open and honest communication between student and teacher regarding learning needs.
4. PVCS has targeted instruction in ELA and Math workshop classes.
5. PVCS provides all students with intervention courses for all grade levels.
6. At PVCS there is rigorous progress monitoring of all students in intervention courses as well as onsite ELA and Math workshop classes.

Category D: Standards-based-Student Learning: Assessment and Accountability: Areas of Growth
1. There is a need for PVCS to develop an effective method for assessing mastery in Science and Social Science courses prior to advancing students to the next level.
2. PVCS needs to establish procedures for analyzing data in new K8 program to reflect shift to direct instruction
3. PVCS needs to develop a system to collect, disaggregate and evaluate data on students who leave PVCS prior to graduation, including leaving the K8 program.
4. PVCS needs to collect, disaggregate and evaluate data on students who leave PVCS after graduation.

Category E: School Culture and Support for Student Personal and Academic Growth

E1.   Parent and Community Engagement Criterion
Regular Parent Involvement
Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. Comment on the effectiveness of involving parents of non-English speaking, special needs, and online students.*

Findings	Supporting Evidence
At Pacific View Charter School (PVCS), parents, teachers, students, and the community are included in the learning and teaching process. Parents and guardians are an integral part of the educational process and serve as co-teacher in the home setting. The school's educational model requires that parents and students attend weekly/biweekly conferences with their assigned Supervisory Teacher where discussion takes place on student progress, analyzing student work and addressing student and parent needs. PVCS encourages students and their parents to participate and assist in community activities such as fun runs and street fairs. Parents and community members are invited to attend schoolwide events such as the annual Science Fair and Winter Wonderland celebration. The PVCS Board of Trustees is comprised of parents, business leaders, educational professionals, and members of our authorizer. PVCS employs bilingual staff members to communicate and serve as translators with our Spanish-speaking parents. All materials sent home are also translated to Spanish. The online enrollment is also available in Spanish.	• Registration Packet • Flyers • Notice of Academic Probation • Library Card Form • Disenrollment warning letter in Spanish • Contact Manager • Flyers • Winterland of Gingerbread • Barnes and Noble • Carlsbad Street Fair • Bilingual Receptionist

Use of Community Resources
Prompt: *How effective is the school use of community resources to support students?*

Findings	Supporting Evidence
PVCS continues to develop partnerships with local community based organizations that support the school's mission and vision. Our school hosts guest speaker events for our students who are members of the community that include Oceanside Police Department, Fashion Institute of Design and	• Presentation Schedule • Class Schedules • College Liaison job description

Merchandising, and department heads from Miracosta College's Automotive and Nursing Department.

In the 2014/15 school year, PVCS contracted services from a yoga and dance instructor to provide these services for our students. PVCS has recently hired a College Liaison whose role will also be to continue to develop partnerships with local businesses that will provide internship opportunities for high school students. | |

E2.   School Environment Criterion

Safe, Clean, and Orderly Environment

Prompt: *Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

Findings	Supporting Evidence
PVCS maintains a safe learning environment for all students, conducive to learning. Classes have a 25:1 student to teacher ratio, which provides teachers the ability to effectively monitor their students. Student- teacher meetings are individualized, which allows students and teachers to form a trusting and open relationship.

PVCS has a board-approved Comprehensive School Safety Plan, from which drills take place on a monthly basis. Every staff member is equipped with a walkie-talkie; windows are tinted, and shatterproof.   Every room is equipped with a first-aid kit. Janitorial services are provided three days a week. Contracted pest management and maintenance services ensure equipment is working properly and facility site is pest-free.

All students are required to sign-in at the front office upon entering the school and signing out when they leave. This procedure is mandatory and also pertains to the computer lab. School passes are used around campus to make sure students are where they are supposed to be. Internet safety is also a focus at PVCS. Internet firewalls are installed at the school, which limits the websites that students may access. All students are aware of these limitations because they sign a Technology Use Agreement upon registration. This | • Safety Crisis Response Plan
• Workshop course schedule
• Photos of school buildings
• 1:1 Agreement
• Janitorial, pest management, handyman contract
• Front office, computer lab sign in sheets
• School Passes |

agreement to use internet/computers appropriately also pertains to any computers that the school lends out with the 1:1 computer program and includes information and guidelines specific cyberbullying and student use.	

High Expectations/Concern for Students
Prompt: *Evaluate the school's work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

Findings	Supporting Evidence
Pacific View Charter School provides an atmosphere of caring, concern, and high expectations for students through academic and social-emotional support services including a dog therapy program. Throughout the school, trained dogs sit in classrooms and interact with students and maintain a calm environment conducive to learning. Students are welcome to work in teacher offices for additional support and can communicate problems or concerns with their teacher at any time. Therapy dogs are often present in teacher offices and in the resource room to help maintain a calm environment that is conducive to learning. To meet the individual academic needs of students, intervention and foundational courses are offered. At PVCS there is a culture of high expectations for all students and adults. Students who struggle academically are placed on academic support or probation, depending on the student's progress and determined through collaboration between teacher, parent and student during the weekly meeting. Academic support is provided for students who need to have a safe place to work on campus to complete their assignments. Academic probation is a status that students are placed when they fail to meet school expectations, and results in providing students with the opportunity to complete assignments and get back on track. If those measurements taken are not enough, the school conducts a Student Success Team Meeting (SST) of parent, student, administrator, and teacher to come up with strategies to benefit the student. PVCS's study hall and computer lab are staffed with qualified	• Pacing Guides • Forms for Counseling Services • Request form for Read/Math 180 • Photos of lab • Academic Support/Probation Form • IEP Forms and IEPs • Therapy dogs

Instructional Aides. Instructional Aides are informed of accommodations and have ongoing communication with teachers to discuss student needs. Students are expected to behave appropriately and to help maintain a productive environment. Instructional Aides are trained to be respectful and trustworthy when dealing with disciplinary issues.
If a student violates a school policy, staff members communicate the concern with a parent or guardian and the student. If a violation occurs again, the student and parent meet with administration and the supervisory teacher to discuss the issue.

When a student has an Individualized Education Plan (IEP), the parent, student, teacher, and administrator meet with the Resource Specialist to review student progress, set goals, address concerns, and create a plan for the year. These meetings are to ensure student academic and developmental needs are being addressed.

Teachers and staff members show support for students by being involved as mentors. Teachers are available for extra support, and, as a result, maintain high expectations of all students regardless of academic level.

Atmosphere of Trust, Respect, and Professionalism
Prompt: *To what degree is there evidence of an atmosphere of trust, respect, and professionalism?*

Findings	Supporting Evidence
PVCS promotes an atmosphere of trust, respect, and professionalism in several ways. Not only can staff members refer students to counseling services, but they can also request such services. Their willingness to be honest about personal issues demonstrates an atmosphere of trust with staff members. Both mental health and college and career counseling services are available to students and are conducted in a safe, private environment where all information is kept confidential. Students are encouraged to share any concerns they have with staff members and are asked to collaborate with administration to improve the school's atmosphere. When students are in workshop classes, the workshops	• Emails to Parents • Parent/Student portal • Handbook- FERPA • Copy of code of conduct • Counseling Referral Form • Professional Development Document

| provide them with social and academic support. Each workshop requires that students respect one another and the teacher and explains that mutual respect is necessary for the workshop environment. Students are expected to be respectful of all students and staff members as is stated in the PVCS Code of Conduct. The disciplinary policies in place allow our students to see the expectations for their behavior and take responsibility for their actions.

In the 2014-15 school year, PVCS staff focused on mental health including identifying signs of suicidal thoughts, anxiety and depression. Dr. Lisa Boesky provided professional development to the entire staff, a copy of her book, Wired Differently, was gifted to each staff member. PVCS also established a crisis response team composed of teachers, administrators and instructional aides who received additional training and will assist in situations where students are in crisis starting in the 2015-16 school year.	

E3.   Personal and Academic Support Criteria

Adequate Personalized Support

Prompt: *Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.*

Findings	Supporting Evidence
Pacific View Charter School provides adequate services to all students, including individualized learning plans for all students, counseling referral services, career, health, and academic services. In the 2014/15 school year, PVCS established a relationship with Palomar Family Counseling Service, Inc. where qualified mental health counselors meet with students to assist their social/emotional needs. Due to identified student need, PVCS added a second counselor to accommodate students in the 2015/16 school year. The school also utilizes community resources, such as Lifeline, Children's Protective Services, and the Vista Community Clinic. If needed, students displaying suicidal thoughts are referred to Lifeline to gain the support they need when struggling through a difficult time. If a child's welfare is in question, Child Protective Services is contacted to ensure the safety of all students. All staff members are trained yearly on	• IEP/504 Monthly Report- • College liaison job description- • Presentation and Field Trip Documents • Professional Development Document • Vista Community Clinic Flyer • Math 64 Flyer • Yoga/Latin Dance/PE forms • Staff Directory with Resource Specialist on it • Computer Lab/Study Hall Tutoring flyer

the importance of and the procedures for Mandated Reporting The Vista Community Clinic sets up an informational booth in front of campus twice a year. They speak with students about their program and schedule appointments for their services. PVCS has a close relationship with MiraCosta Community College. A MiraCosta student ambassador comes to our campus at least once per month to help enroll students and register for classes. The college also sends professors to campus to give presentations in their respective fields to get the students interested in the various programs offered at the college. In the fall of 2015, MiraCosta began teaching Math 64 on campus for students, which allows them to earn both college credits and high school math credits. PVCS offers multiple avenues of fitness and general wellness. Students can join PE courses, where they focus on sports and healthy lifestyles. Students can also take alternative fitness courses such as Yoga, Flag Football and Latin Cardio Dance. Students with an IEP receive services from the Resource Specialist. These services may range in frequency and type, depending on student necessity. Students can work in the Resource Room for additional help and structured support to meet their educational needs. Teachers work with the Resource Specialist to help satisfy all necessary accommodations and help students to meet their educational goals.	

Additional Online Instruction Prompts:

Findings	Supporting Evidence
As all students at PVCS are involved in some sort of online instruction, the above resources and services apply to them as well. These services are provided digitally through Google Hangouts and the Big Blue Button collaborative feature on the school's Schoology LMS.	• IEP/504 Monthly Report- • College liaison job description- • Presentation and Field Trip Documents • Professional Development Document • Vista Community Clinic Flyer • Math 64 Flyer • Yoga/Latin Dance/PE forms

	• Staff Directory with Resource Specialist on it • Computer Lab/Study Hall Tutoring flyer

Direct Connections

Prompt: *Evaluate the ways that there are direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.*

Findings	Supporting Evidence
Pacific View Charter School uses resources to improve connections between academic standards and schoolwide learner outcomes. When a student is struggling either academically, socially, or emotionally, resources are available to support them. Palomar Counselors can give students strategies to manage stress, communicate effectively, and be more organized. These strategies can help make students more successful and meet the School Wide Learner Outcomes. The Director of Student Services can refer our students and their families for additional services, including appropriate external sources, such as Vista Community Clinic, Lifeline, etc. The College Liaison provides students with the resources needed to prepare for college and career including testing services, field trips to college, and information about internships and jobs.	• Vista Community Clinic Flyer • Palomar Counseling Referral Form • Budget • Director of Student Services Job Description • College Liaison Job Description

Support and Intervention Strategies Used for Student Growth/Development

Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options, which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
Personalized learning is a guiding principle of Pacific View Charter School and is included in the mission, vision and SLO. Upon enrollment, students meet with their teacher and parent to develop an individualized learning plan that will guide them to successful completion of high school. This plan is evaluated and modified as needed with communication	• Pathways comments • Enrollment meeting documents • Graduation planners • Introductory Course Outline

taking place between teachers, students and parents weekly. In addition PVCS effectively uses many strategies to create a personalized learning environment for all students, such as differentiated instruction, intervention courses, foundational level courses, support options, and the 1:1 computer program.

PVCS offers a wide variety of courses at various levels to ensure all students receive an equitable and personalized education. Students may be placed in foundational courses, which assists students who have lower reading levels. Intervention courses such as Read 180, Math 180, English 3D are offered to bring student performance levels up to benchmark. If intervention courses are not necessary, but alternate assignments are, teachers share a list of alternate assignments for each class that students can complete in lieu of original assignments. PVCS offers CAHSEE Prep classes for Math and ELA. These class are for those students who have taken and failed the CAHSEE and for those who have trouble taking tests.

PVCS has implemented a 1:1 Google Chromebook program for grades 6-9. The goal is to expand the 1:1 program by one grade level annually until it becomes schoolwide. Providing students with Google Chromebooks allows for alternative instructional options, such as online courses and more rigorous assignments through the use of technology.

When students are struggling, there are several procedures in place to assist them. First students are placed on academic support or probation, depending on the student's needs. If additional measures are needed, a Student Success Team meeting is held with the student, parent, teacher, and administration. During these meetings, a personalized plan is developed with strategies to help that particular student.

Students with an Individualized Education Plan receive additional support from our Resource Specialist. They may be placed in our intervention or foundational courses with modifications or complete alternative assignments as needed. These students will set personalized educational goals during IEP meetings that are designed to help the student progress and improve on their abilities.

- 1:1 Agreement
- Foundational Classes Course Outlines
- Workshop Classes Schedules
- Intervention Courses data
- Academic Support/Probation forms
- IEP Goals/IEPs
- SST Preparation Documents

Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
All students, grades 6-12, complete an Introductory Course upon enrolling at Pacific View. This course is designed to prepare students for the independent study program and familiarize them with the software and programs they will be using throughout their time at PVCS. Using the Star Enterprise assessments in math and reading for grades 2-12, teachers can effectively place students in courses that will assist them in reaching their educational goals. Each time a student is enrolled in an English or math course, they are administered the STAR Enterprise assessment both at the beginning and end of the course. Teachers monitor and document their scores, assessing for progress and gaps in learning. If a student is placed in Read 180, Math 180, English 3D or Read Live, the classroom teacher also monitors their skill levels. This information is shared with teachers and discussed with the school staff at the end of the year to assess for growth and discuss possible areas for improvement. Students and parents are continuously informed of the student's academic progress throughout the school year during weekly/biweekly meetings with the assigned Supervisory Teachers. Families are informed of grades, assessment scores, and academic outlook for immediate and future plans. Parents are able to ask questions about their student's academic success. Parents also have access to the Parent Portal in Pathways in addition to parent accounts in Schoology, which allows them to view current grades, upcoming assignments, and print unofficial transcripts.	• Registration documents • Introductory Course Outline • Schoology website • Schoology student documents • Academic Probation documents • Intervention course data • Pathways website • Schoology website

Support Services and Learning
Prompt: *Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.*

Findings	Supporting Evidence
There are extensive support services to assist students at PVCS and staff is trained on which support services are needed for individual students. Pacific View Charter School heavily relies on these supports for individual students. Students are regularly assessed to help determine if our students are struggling or at benchmark through the STAR Enterprise assessments for math and reading. Struggling students in need of intervention services are then placed in the appropriate courses to allow them to feel and become successful, learn key strategies for growth, and learn at a suitable level. The Leadership Team meets weekly to discuss areas for the growth and progress of the school. The team decides on support services to be administered and/or changed. For example, an additional Reading Intervention Program, English 3D was purchased to support our students who no longer needed urgent intervention services, but was still struggling with grade level reading materials. In addition, based on the analysis of STAR Enterprise data and a decrease in enrollment, in the 2015-16 school year, the K8 program was expanded to include direct instruction from certificated teachers at least twice a week in each grade level. The Director of Student Services assists each teacher in determining class placement and special circumstances for each student to ensure they all get an equitable education. Staff is trained on administering and understanding the reports for STAR Enterprise assessment tests, which allow them to determine class placement, such as intervention courses, or to push students to take Community College courses. Staff is also trained on interpreting and applying the performance levels of the CELDT assessment. Each supervisory teacher writes monthly reports for all special education students that are given to our Resource Specialist or 504 Coordinator. This allows staff to be aware of any concerns and to be kept abreast of student achievement and progress.	• Star Enterprise data • Advisory Meeting notes • Course List • K8 Flyer • English 3D materials • Budget • IEP/504 Monthly Reports

Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
Pacific View Charter School has several support services in place to aid students in the access and availability of technology. All of these supports have a direct relationship to student involvement to learning and provide access to technology for all of students. The school has multiple types of devices for student use in and out of the classroom. There is a Computer Lab for students to work on their assignments, which includes desktop and laptop computers attached to Wi-Fi. Each teacher's office has desktop computers and Chromebooks for students to use. When students are struggling with the technology, they can work closely with their Supervisory Teacher or go to the Computer Lab for additional support. PVCS also has a Peer Tutoring course where high school students assist the K8 students in class under the supervision of the classroom teacher. This is beneficial for all students as older students gain leadership skills and share their knowledge and younger students benefit from having another person in the room to assist with problems or assignments.	• 1:1 PVCS Website Info • 1:1 Agreement • Loaner Computer Documents • K8 Classroom Schedule • Photos of new K8 rooms • Peer Tutoring course outline • Peer Tutoring Manual

Equitable Support to Enable All Students Access to a Rigorous Curriculum

Prompt: *After studying the accessibility of a challenging, relevant, and coherent curriculum and from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments), evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement.*

Findings	Supporting Evidence
Pacific View Charter School serves a wide variety of students, therefore, it is necessary to provide alternative schedules, credit recovery classes, and accelerated pathways.	• PVCS Course List • Edgenuity Course List • K12 Courses (website) • MiraCosta Math 64 Flyer

Some students at PVCS are on track to accelerate their courses and/or to graduate early. Other students who have struggled with the course content in the past may opt to retake a course. Pacific View offers an extensive course list, which meets these requirements for the students. PVCS's course list offers many options for different courses. For example, a course such as Geometry is offered through a textbook, online, or credit recovery. This flexibility allows PVCS to meet the needs of students and their schedules. The addition of the classroom time for the K8 program will increase the opportunities for these students as well. Students will now be able to choose between an exclusively home study program, meeting with their teachers once every two weeks, or a program that combines in class direct instruction with 1-2 days of home study. Pacific View is open during the summer for high school to allow students to complete additional courses. Many students take this opportunity to make up credits or work ahead on their graduation requirements. Students are also encouraged to take advantage of the partnership with the local community colleges and concurrently enroll, which gives them the opportunity to experience college and earn dual credits. During the 2015-2016 school year PVCS is piloting a program where Mira Costa Community College instructors come to campus to teach college level courses to PVCS high school students. Students enrolled in the course will earn college credits as well as meet their high school graduation requirements. The first class offered will be Math 64 (Algebra 2 equivalent), but both MiraCosta and PVCS hope to expand this program if it proves to be beneficial for both parties. This variety of options for students has been extremely successful. Each year, the school has had an increase of students concurrently enrolling, as well as an increase in the number of seniors who graduate. Although there is no data yet on the new K8 program, PVCS expects to see a growth in standardized test scores and school enrollment, which will indicate success in the program.	• Concurrent Enrollment chart • Concurrent Enrollment Flyer • K8 schedule

Co-Curricular Activities

Prompt: *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. How effective are these efforts?*

Findings	Supporting Evidence
PVCS strives to create opportunities for students to enhance their learning through curricular and co-curricular activities. Students have demonstrated a desire for many opportunities to collaborate and learn outside of the classroom or teachers offices. To this end, PVCS began a club program for high school students in the 2015-16 school year based on student interest. Further, middle school students participate in a Science Fair, allowing them to showcase their learning and understanding of the scientific method. PVCS has a proven commitment to providing students with opportunities for career and college preparation. Through the relationship with MiraCosta College, students have the ability to take placement tests, attend presentations and enroll in classes. PVCS also provides students with a variety of career presentations and field trips each school year to enhance student understanding of their options beyond high school. Each senior meets with a College Liaison to go over their graduation plan and complete a college-career readiness guide that is aligned to the college and career readiness standards. PVCS also offers a Financial Aid Night once a year and continues to send seniors and juniors scholarship information and opportunities throughout the year. These efforts have been effective in providing students with some opportunities but there continues to be a need for further co-curricular opportunities based on student interest.	• Attendance for career presentations • Attendance for student ambassador • Attendance for financial aid night • Scholarship applications • Sample Grad Plan • Club schedule • Science Fair pictures

Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
Pacific View Charter School works to create opportunities for our students to socialize in a meaningful manner. Students can participate in Glee Club, Guitar Club, Physical Education classes, including Yoga and Dance classes, and through field trips. Due to student demand, a lunch time sports and recreation time for middle and high school and scheduled recess for K-5 have been established daily. This time also gives students the opportunity to interact with teachers, lab aides and administration outside of the classroom or office. At Winterland of Gingerbread, Science Fair and Glee and Guitar performances, students have the opportunity to come together to compete and socialize and display talents. Students have opportunities to help out in the community and gain volunteer hours. Students are also encouraged to concurrently enroll in surrounding community colleges. These opportunities allow the students to become more familiar with and involved in their own communities. Pacific View students participate in biannual surveys to inform the school on what groups and clubs they would like to see on campus. In this manner, students are able to take ownership of their educational environment and find ways they wish to become more involved in the school and the community. Many of their ideas will be implemented in the upcoming school year and beyond. To allow our younger grade levels more social time, the grades will meet at various times throughout the week for social interactions while learning. The K8 program will also offer enrichment classes and field trips held on Fridays so the students can get together, expand their learning, and be more involved in the community. Middle School MUSCLE is also offered as an opportunity for our 7th and 8th grade students to learn effective communication skills, develop coping skills, practicing good personal hygiene, focusing on the future, and much more.	• Glee Club flyer • Guitar Club photo • Field trip flyer • PE info • Yoga and Latin Cardio Dance Flyer • Concurrent enrollment info • Math 64 Flyer • Winterland of Gingerbread • Survey results • Middle School MUSCLE Flyer

Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

SUMMARY:
Pacific View Charter School is making great progress towards creating a welcoming school culture for all students. The school is always looking for ways to increase involvement by all stakeholders in the school day. Because of the personalized learning model that is the cornerstone of PVCS, the school excels in including parents, students and teachers in the learning process and success of students. The school offers a variety of courses at different levels and in different modalities to allow all of the students to be successful and show growth. Progress is closely monitored through assessments, student assignments, and course outcomes. PVCS provides a clean and safe campus and fulfills student needs for personal and academic growth, including expanding social/emotional counseling services, hiring a College Liaison, and adding additional student clubs and activities. PVCS insures that students are successful by providing a variety of options for academic success and by involving families in the learning process.

Category E. School Culture and Support for Student Personal and Academic Growth:
Areas of Strength
1. PVCS provides every student with a Personalized Learning Model, through our hybrid educational model that combines online learning with in-class instruction.
2. PVCS teachers use a variety of differentiated instruction tools to maximize learning for all students.
3. PVCS has a strong commitment to providing assistance to students for college readiness including opportunities for concurrent enrollment at local community colleges
4. PVCS has intervention strategies in place for student achievement and success
5. PVCS teachers are skilled in hearing student concerns and acting on them
6. PVCS has positive learning environments in the Computer Lab and Teacher Offices for students to feel comfortable and safe
7. There are a variety of credit recovery opportunities

Category E. School Culture and Support for Student Personal and Academic Growth:
Areas of Growth
1. PVCS has a need for a website for Counseling Department that would include items such as graduation info, job board and other resources for students.
2. Palomar Counseling services are needed for summer
3. PVCS would like to increase involvement by all stakeholders in events outside of the school day
4. There is an identified need at PVCS for the addition of school clubs and other opportunities for socialization

Prioritized Areas of Growth Needs from Categories A-E

At PVCS, stakeholders were involved in identifying the growth needs of our school. As a result of our independent study program, input from stakeholders took place in various formats: focus groups, interviews, surveys, discussions during biweekly parent/student meetings, informal conversations with students, staff meetings, board meetings, schoolwide events, and Leadership Team meetings. The input from these stakeholders and a review our school's data resulted in the following "Prioritized Areas of Growth Needs" that also align with our school's Local Control and Accountability Plan (LCAP) and supports the Schoolwide Learner Outcomes (SLO).

1. There is a need to **strengthen literacy and math skills** for all students at PVCS in order to prepare students for college and career. PVCS needs to continue to develop strategies to integrate effective reading skills (improve reading comprehension), academic vocabulary and writing across the curriculum and assess the school's curricular program to meet the needs of its students.

2. Continue to develop and refine a **Professional Development Plan** that will support the school's Action Plan, Common Core State Standards and research-based pedagogical strategies in order to ensure the diverse learning needs of all students are met.

3. Expand schoolwide and subgroup **data analysis** across the curriculum that will continue to support **data-driven decision-making**. This allows the school to continue to identify students for immediate academic and/or social-emotional intervention, expand the RTI process, follow-up on student attrition rates, and maximize the allocation of resources.

4. Continue to provide a **College-Going Culture** schoolwide through the development of a **College & Career Readiness Program** that will provide resources for parents and students resulting in increased student motivation, school connectedness, and student engagement.

CHAPTER 5: SCHOOLWIDE ACTION PLAN

The School's Leadership Team in collaboration with all stakeholders has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the curricular and instructional programs. As a result, Pacific View Charter School has adopted the following schoolwide goals, Action Steps, Timeline, and expenditures needed to support the Action Plan.

As stated earlier, the following Schoolwide Action Plan also aligns with our school's LCAP, the 8 State Priorities and supports the Schoolwide Learner Outcomes (SLO).

SCHOOL GOAL #1

There is a need to **strengthen literacy and math skills** for all students at PVCS in order to prepare students for college and career. PVCS needs to continue to develop strategies to integrate effective reading skills (improve reading comprehension), academic vocabulary and writing across the curriculum and assess the school's curricular program to meet the needs of its students.

Data Used to Identify this Goal:

- STAR Enterprise
- Previous Academic History
- Standardized Tests
- Formal and informal observations and assessments
- MiraCosta Placement Test passing rates

Findings from the Analysis of this Data:

- **STAR Enterprise Grades 2-8:** Literacy: 33% of students in Urgent Intervention moved a proficiency band. 50% moved from Intervention to On Watch, 0% On Watch to Benchmark and 81% maintained Benchmark. Math: 67% of students in Urgent Intervention moved a proficiency band. 57% moved from Intervention to On Watch, 44% On Watch to Benchmark and 89% maintained Benchmark
- **STAR Enterprise Grades 9-12:** Literacy: 37% of students in Urgent Intervention moved a proficiency band. 58% moved from Intervention to On Watch, 53% On Watch to Benchmark and 88% maintained Benchmark. Math: 53% of students in Urgent Intervention moved a proficiency band. 70% moved from Intervention to On Watch, 60% On Watch to Benchmark and 87% maintained Benchmark
- **CAASPP/SBAC:** 78% student in grades 3-12 showed a demonstrated need to build effective communication skills a need to develop research skills necessary to effectively analyze and present information. In math, all students showed a need to develop skills in applying mathematical concepts and procedures as well as developing tools and strategies to solve real world problems.

How the School will Evaluate the Progress of this Goal:

- RTI progress monitoring
- Standardized testing results
- Progress towards graduation
- Evaluate the curriculum in K12, Edgenuity and other sources

Action Steps to Support Goal:	Timeline/Term	Responsible Parties	Resources Needed
INDIVIDUALIZED INSTRUCTION FOR LITERACY AND MATH BASED ON STUDENT DATA, MEASURED BY INCREASE IN ASSESSMENT SCORES	Fall 2015	Teachers	Personnel, Curriculum Budget for additional classroom supplies
TARGETED INTERVENTION IN LITERACY AND MATH, MEASURED BY INCREASE IN ASSESSMENT SCORES	2015 -16	Teachers, Instructional Aides and Director of Student Services	Personnel, Curriculum Budget for additional classroom supplies
PROGRESS MONITORING OF INTERVENTIONS, MEASURED BY TEACHER EVALUATIONS AND STUDENT SCORES	Fall 2018	Lead Teacher and Director of Student Services	Personnel, Curriculum Budget for additional classroom supplies
GRADE LEVEL AND CROSS-CURRICULAR PLANNING TO SUPPORT TARGETED INSTRUCTION	2015-16	PLCs, Director of Student Services, Director of Curriculum	PLC Time and Guidance from Administration
RESEARCH CURRICULAR INTERVENTIONS IN MATH AND ELA TO IDENTIFY NEW PROGRAMS	2017-2019	Lead Teacher, Director of Student Services, Director of Curriculum	Administrative and Lead Teacher time for research
IDENTIFY PROGRAMS THAT WILL IMPROVE LITERACY AND MATH SKILLS	2017-2019	Lead Teacher, Director of Student Services, Director of Curriculum	Administrative and Lead Teacher time for research and decisions
IDENTIFY INSTRUCTIONAL STRATEGIES THAT WILL IMPROVE LITERACY AND	Fall 2015	Lead Teacher, Director of Student Services,	Administrative and Lead Teacher time for research and

MATH SKILLS		Director of Curriculum	training
PROVIDE PROFESSIONAL DEVELOPMENT THAT WILL SUPPORT INSTRUCTIONAL STRATEGIES	2015-16 school year	Director of Student Services, Lead Teachers, Director of Curriculum	Time for PD, Funds for outside PD providers
INCREASE NUMBER OF HIGHER LEVEL MATH COURSES IN HIGH SCHOOL	2016-17	Lead Teacher, Director of Curriculum	Research time and Curriculum Budget

SCHOOL GOAL #2

Continue to develop and refine a **Professional Development Plan** that will support the school's Action Plan, Common Core State Standards and research-based pedagogical strategies in order to ensure the diverse learning needs of all students are met.

Data Used to Identify this Goal:

- STAR Enterprise
- Previous Academic History
- Standardized Tests
- Formal and informal observations and assessments
- MiraCosta Placement Test passing rates
- Classroom Observations
- Teacher Evaluations
- Graduation Rates
- Staff Surveys
- Disciplinary Write-Ups
- SST and IEP meetings

Findings from the Analysis of this Data:

- There is a need to strengthen math and literacy skills
- Teachers need support in classroom management, blended learning, and implementation of Common Core.
- Teachers need training in ELA/ELD frameworks to support EL learners.
- All staff needs professional development to further support the social and emotional needs of students.

How the School will Evaluate the Progress of this Goal:

- RTI progress monitoring
- Standardized testing results
- Progress towards graduation
- Classroom Observations
- Staff Surveys
- Student Surveys
- Reclassification Rates and performance on CELDT
- Attrition Rates
- Disciplinary Write-Ups

Action Steps to Support Goal:	Timeline/Term	Responsible Parties	Resources Needed
ELA TEACHERS ATTEND TRAINING IN CCSS AND ELD FRAMEWORKS	2015-16 school year	Director of Curriculum	Funds for travel and trainings
IMPLEMENT CCSS IN THE CLASSROOM	2015-16	Director of Curriculum, Lead	Training for teachers,

		Teachers	monitoring by Administration
TARGETED INSTRUCTION FOR EL WITHIN CLASSES, AS MEASURED BY INCREASE IN RECLASSIFICATION RATES	2017	Lead Teachers, Director of Curriculum	Teacher training and monitoring. Data analysis
ADAPT AND MODIFY CURRICULUM IN ALIGNMENT WITH CCSS AND ELD FRAMEWORKS	2015 -16 and ongoing (as SS standards are developed and adopted)	Lead Teachers, Director of Curriculum	Curriculum Committee time and funds for training
MATH TEACHERS ATTEND TRAINING IN CCSS	2015-16 school year	Lead Teachers, Director of Curriculum	Funds for training and travel
MATH AND SCIENCE TEACHERS ATTEND TRAINING IN STEM/NGSS AND CCSS	2015-2017	Lead Teachers, Director of Curriculum	Funds for training and travel
IMPLEMENT STEM ACTIVITIES SCHOOLWIDE	2016-17	Lead Teachers, Director of Curriculum	Funds for instructional supplies
PROVIDE BLENDED LEARNING PROFESSIONAL DEVELOPMENT	2016-17 School year	Director of Curriculum, Lead Teachers	Funds for PD
VISIT SCHOOLS THAT HAVE SUCCESSFULLY EMBRACED BLENDED LEARNING	2017-2018	Lead Teachers, Director of Curriculum	Funds for travel and time away from school
IMPLEMENT BLENDED LEARNING MODEL IN CLASSROOMS	2018-2019	Lead Teachers, Teachers, Director of Curriculum,	Funds for instructional supplies. Teacher monitoring
PROVIDE CLASSROOM MANAGEMENT PD	2016-17	Lead Teachers	Funds for PD, time for training
PROVIDE PD RESTORATIVE PRACTICES	2015-16	Director of Student Services	Funds for PD, time for training
CONTINUE TO IMPLEMENT RESEARCH-BASED ALTERNATIVES TO SUSPENSION	2016-17	Director of Student Services	Possible funds for additional resources, time for research
TRAIN ALL STAFF IN RESTORATIVE PRACTICES TO IMPROVE STUDENT	2015-17	Director of Student Services	Possible funds for additional resources, time for

ENGAGEMENT AND INFLUENCE SCHOOL CULTURE			research and training
IMPLEMENT MINDSET PD	2015-16	Director of Student Services	Funds for Mindset materials, time for training
IMPLEMENT MINDSET IN CLASSES, WEEKLY MEETINGS AND MEETINGS WITH COLLEGE LIAISON	2016-2018	Director of Students Services	Funds for Mindset materials, time for training

SCHOOL GOAL #3

Expand schoolwide and subgroup **data analysis** across the curriculum that will continue to support **data-driven decision-making**. This allows the school to continue to identify students for immediate academic and/or social-emotional intervention, expand the RTI process, follow-up on student attrition rates, and maximize the allocation of resources.

Data Used to Identify this Goal:

- Insufficient data for Science and Social Science
- PLC Notes
- RTI charts
- Attrition Rates

Findings from the Analysis of this Data:

- Observation of data lacking in Science and Social Science
- PLC Notes reflect curriculum development but lack of data analysis
- RTI charts focused on ELA and math but are lacking in social-emotional data
- There is a need to identify reasons for high attrition rate

How the School will Evaluate the Progress of this Goal:

- Decrease in student attrition rates
- Increase in data analysis during PLCs
- Modification of curriculum based on data analysis
- RTI model that incorporates behavioral interventions
- Student progress through the tiers of intervention

Action Steps to Support Goal:	Timeline/Term	Responsible Parties	Resources Needed
CREATE EXIT INTERVIEW PROCESS	Spring 2016	Lead Teachers	Time for lead teachers to plan process and train teachers
AGGREGATE STUDENT DATA WITHIN LEARNING MANAGEMENT SYSTEM AND STUDENT INFORMATION SYSTEM	Spring 2016	Director of Student Services and Director of Curriculum	Training from Schoology and Pathways
TRAIN TEACHERS IN CORRECT METHODS FOR DATA ANALYSIS	2016 -17	Director of Student Services	Time to train teachers and monitor their processes
INCORPORATE DATA ANALYSIS IN PLCS AS DEMONSTRATED THROUGH PLC MEETING MINUTES AND OBSERVATIONS	Fall 2016-17	Director of Student Services and Director of Curriculum	PLC time, monitoring by administration
MODIFY CURRICULUM AND	2017-18 with	Director of	Curriculum

REFINE INSTRUCTIONAL STRATEGIES BASED ON DATA ANALYSIS	continued modification as needed based on data analysis	Curriculum, Lead Teachers	Committee meeting time, teacher training, funds for instructional materials
FORM BEHAVIORAL SUPPORT TEAM	Fall 2015	Director of Student Services	Time to identify members and form committee
DEVELOP BEHAVIOR SUPPORT COMPONENT WITHIN THE RTI MODEL	2016-17	Director of Student Services	Time for research and implementation
ASSIGN APPROPRIATE INTERVENTIONS TO SUPPORT STUDENT NEEDS AND MONITOR PROGRESS	2017	Director of Student Services	Time for meetings with teachers and administration to identify and assign interventions
CONTINUE TO IDENTIFY EFFECTIVE RESEARCH-BASED APPROACHES TO SOCIAL-EMOTIONAL BEHAVIORS	2017-18	Director of Student Services	Time and funds for research and potential professional development.

SCHOOL GOAL #4
Continue to provide a **College-Going Culture** schoolwide through the development of a **College & Career Readiness Program** that will provide resources for parents and students resulting in increased student motivation, school connectedness, and student engagement.

Data Used to Identify this Goal:

- Student Transcripts
- Percentage of students concurrently enrolled in community colleges
- Number of students applying for financial aid
- Number of students attending college and career presentations
- Number of students meeting with Director of Student Services for college planning and transcript analysis
- Surveys
- Intake Interviews
- Student Post-Graduation Plans

Findings from the Analysis of this Data:

- Need for College Liaison
- Need to increase number of students applying for financial aid
- Need to increase exposure to college and career opportunities
- Need to extend college and career culture to K-8 program
- Need college and career pathways
- Need to further develop partnership with local community colleges
- Need for extra-curricular activities and clubs and opportunities for student leadership

How the School will Evaluate the Progress of this Goal:

- Students have both yearly and post-graduation plan
- Percentage of students attending community and 4-year colleges
- Number of presentations and college and career activities in K-8 program
- Number of students concurrently enrolled
- Number of students participating in extracurricular activities and clubs

Action Steps to Support Goal:	Timeline/Term	Responsible Parties	Resources Needed
CREATE COLLEGE LIAISON POSITION	Fall 2015	Leadership	Time for leadership to create position and have it board approved
COLLEGE LIAISON CREATES AND IMPLEMENTS YEARLY AND POST GRADUATION PLANS FOR STUDENTS	2015-16 school year	College Liaison	Time to create and meet with students
EXPLORE PARTNERSHIPS WITH BUSINESSES FOR STUDENT	Fall 2016	College Liaison	Time and possibly funds to identify

INTERNSHIPS, AS MEASURED BY AN INCREASE IN STUDENT INTERNSHIPS			and meet with potential businesses
CONTINUE TO HOST COLLEGE AND CAREER PRESENTATIONS IN HIGH SCHOOL AND BEGIN PRESENTATIONS IN K8	2015-16	College Liaison, Director of Student Services	Time to identify and book presentations, possible funds if presentations have a cost
VISIT UC, PRIVATE AND STATE COLLEGES	2016-17	College Liaison	Funds for transportation of students
EMBED COLLEGE AND CAREER EXPLORATION INTO K-8 CURRICULUM	2016-2018	Director of Curriculum	Curriculum materials, time to create
INCREASE NUMBER OF COMMUNITY COLLEGE CLASSES TAUGHT ON-SITE	Spring 2017	Director of Student Services, College Liaison	Community Donations
PROVIDE OPPORTUNITIES TO EDUCATE PARENTS AND STUDENTS ABOUT COLLEGE FUNDING	Spring 2016	College Liaison	Funds to create and market presentations, refreshments
CREATE A POLICY FOR FORMATION OF CLUBS	Fall 2015	Director of Student Services	Time for research and writing, approval by board.
EXPAND EXTRA-CURRICULAR OPPORTUNITIES	2015-17	Director of Student Services	Time for research, surveys of students, possible funds for supplies
EXPAND SCHOOLWIDE EVENTS TO SHOWCASE STUDENT ACHIEVEMENT	2016-2018	Director of Student Services, Lead Teachers	Funds to create and market presentations, refreshments
EXPLORE REQUIREMENTS FOR COLLEGE AND CAREER PATHWAYS	Fall of 2015-2018	Director of Curriculum, Director of Student Services	Time for research and possible school visits
DEVELOP COLLEGE AND CAREER PATHWAYS	2017-2019	Director of Curriculum, Director of Student Services	Time for research, implementation and board approval. Possible funds for

			instructional supplies
GUIDE STUDENTS TO APPROPRIATE COLLEGE AND CAREER PATHWAYS	2018	College Liaison	Meetings with students