Pacific View Charter School

2012-13

SCHOOL ACCOUNTABILITY REPORT CARD

Pacific View Charter

Contact Information (School Year 2013-14)

3670 Ocean Ranch Blvd.

Oceanside, CA 92056-2669

(760) 757-0161

Principal:	Gina Campbell, Executive Director
Contact E-mail Address:	sbenson@pacificview.org
County-District-School (CDS) Code:	37735693731221

Oceanside Unified

Contact Information (School Year 2013-14)

(760) 966-4000

www.oside.us

Superintendent:	Larry Perondi
Contact E-mail Address:	larry.perondi@oside.us

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

• For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

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

I. Data and Access

DataQuest

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

Internet Access

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

Additional Information

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

II. About This School

District Contact Information (School Year 2013-14)

Name	Oceanside Unified
Phone Number	(760) 966-4000
Web Site	www.oside.us
Superintendent	Larry Perondi
E-mail Address	larry.perondi@oside.us
CDS Code	37735693731221

School Contact Information (School Year 2013-14)

Name	Pacific View Charter
Street	3670 Ocean Ranch Blvd.
City, State, Zip	Oceanside, CA 92056-2669
Phone Number	(760) 757-0161
Principal	Gina Campbell, Executive Director
E-mail Address	sbenson@pacificview.org

School Description and Mission Statement (School Year 2012-13)

Pacific View Charter School is a public school, which offers Personalized Learning for students enrolled in grades K-12. In 1999, the school was chartered by the Oceanside Unified school District. The attendance area for Pacific View includes San Diego County and all contiguous counties in accordance with the law.

Opportunities for Parental Involvement (School Year 2012-13)

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

III. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

• California Standards Tests(CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

• California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

• California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	47%	43%	42%	51%	54%	52%	54%	56%	55%
Mathematics	19%	14%	16%	51%	53%	53%	49%	50%	50%
Science	37%	36%	35%	53%	54%	55%	57%	60%	59%
History-Social Science	37%	24%	26%	49%	49%	47%	48%	49%	49%

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

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	52%	53%	55%	47%
All Students at the School	42%	16%	35%	26%
Male	41%	18%	37%	35%
Female	43%	15%	33%	20%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	33%	14%	28%	20%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	53%	18%	46%	34%
Two or More Races	59%	24%	N/A	43%
Socioeconomically Disadvantaged	35%	15%	34%	23%
English Learners	10%	6%	N/A	9%
Students with Disabilities	16%	25%	N/A	7%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	48%	45%	50%	60%	54%	59%	59%	56%	57%
Mathematics	33%	32%	36%	60%	59%	67%	56%	58%	60%

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

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

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

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

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	15.4%	30.8%	7.7%
7	23.8%	38.1%	4.8%
9	28.6%	28.6%	14.3%

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

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

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

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	-42	-18	32
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-57	-30	34
Native Hawaiian or Pacific Islander			
White	-14	-1	36
Two or More Races			
Socioeconomically Disadvantaged		-33	47
English Learners			
Students with Disabilities			

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

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	School	Growth API	LEA	Growth API	State	Growth API
All Students at the School	224	720	13,691	787	4,655,989	790
Black or African American	11	663	903	760	296,463	708
American Indian or Alaska Native	2		71	829	30,394	743
Asian	2		303	910	406,527	906
Filipino	2		465	860	121,054	867
Hispanic or Latino	104	681	7,789	746	2,438,951	744
Native Hawaiian or Pacific Islander	3		314	787	25,351	774
White	100	759	3,519	861	1,200,127	853
Two or More Races	0		275	817	125,025	824
Socioeconomically Disadvantaged	129	705	9,134	749	2,774,640	743
English Learners	28	575	4,199	676	1,482,316	721
Students with Disabilities	17	593	1,846	577	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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

V. School Climate

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

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

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	3	3	0	0	3	3	0	0	2	2	0	0
1	2	3	0	0	1.7	3	0	0	3	3	0	0
2	3.5	4	0	0	2.7	3	0	0	3	3	0	0
3	2	6	0	0	5	3	0	0	2	3	0	0
4	2.7	3	0	0	3.3	3	0	0	3	3	0	0
5	4.3	3	0	0	3	3	0	0	4	3	0	0
6	5.7	3	0	0	4.5	4	0	0	2	3	0	0
Other					0	0	0	0	0	0	0	0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	3.7	31	1	0	3.5	110	0	0	2	166	1	0
Mathematics	3.4	27	0	0	2.8	121	0	0	2	124	0	0
Science	6.8	13	1	1	3.7	91	0	0	3	114	0	0
Social Science	3.8	33	1	0	5.5	68	4	1	3	175	1	0

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

School Safety Plan (School Year 2012-13)

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

Suspensions and Expulsions

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions				39.16		
Expulsions				0.51		

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

The school facility is in excellent condition. Improvements are scheduled to be made in the 2013-2014 school year to comply with e occupancy rating for building 6 and ADA compliance. Safety doors are being installed in the two classrooms that do not have upstairs access.

School Facility Good Repair Status (School Year 2013-14)

Using the most recent FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

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

Overall Facility Rate (School Year 2013-14)

	Exemplary	Good	Fair	Poor
Overall Rating	✔	—	—	—

VII. Teachers

Teacher Credentials

Teachers	School 2010-11	School 2011-12	School 2012-13	District 2012-13
Teachers with Full Credential	0	0	0	
Teachers without Full Credential				
Teachers Teaching Outside Subject Area of Competence				N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	83	17
High-Poverty Schools in District	83	17
Low-Poverty Schools in District		

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

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.25	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.25	N/A
Resource Specialist (non - teaching)	1	N/A
Other		N/A

Note: Cells shaded in black or with N/A values do not require data.

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

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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

Month and year in which data were collected: January 2014

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

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

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

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2012-13)

Instructional related services are 81% of the budget.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

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

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at http://www.universityofcalifornia.edu/admissions/.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

• Specific high school courses
• Grades in specified courses and test scores
• Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at http://www.calstate.edu/admission/admission.shtml.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	30.3	29.7	38.8	11.5	11.4	9	16.6	14.7	13.1
Graduation Rate	57.14	59.38	46.27	82.01	81.77	84.1	74.77	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Graduating Class of 2012

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

Career Technical Education Programs (School Year 2012-13)

Career Technical Education Participation (School Year 2012-13)

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

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

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

Advanced Placement Courses (School Year 2012-13)

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

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

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

Pacific View Charter School provides Professional Development days throughout the school year.
Workshops forstaff include Data Collection, Interventions, Best Practices, Identifying student needs through Star Enterprise assessment, and attendance at various conferences. Professional Learning Communities meet three Wednesdays of each month to review and revise curriculum. The PLCs also collaborate on projects and interventions that can assist the struggling student.