

Pacific View Charter School 2.0 - 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the 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 course 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 website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Pacific View Charter School 2.0 -
Street	115 Henderson Street
City, State, Zip	Eureka, CA 95501
Phone Number	707.269.9490
Principal	James Malloy
Email Address	jmalloy@pacificviewcharter.com
School Website	https://pacificviewcharter.org/
Grade Span	K-12
County-District-School (CDS) Code	12 75515 1230150

2024-25 District Contact Information

District Name	Pacific View Charter School 2.0
Phone Number	707.269.9490
Superintendent	James Malloy
Email Address	jmalloy@pacificviewcharter.com
District Website	http://pacificviewcharter.org/

2024-25 School Description and Mission Statement

Pacific View Charter School 2.0 is an independent, non-classroom-based charter school sponsored by the Eureka Unified School District.

Pacific View Charter School 2.0 serves about 160 students in Humboldt County. We offer two academic programs: non-classroom-based instruction and Independent Study. Students in kindergarten through 6th grade have both. Students in grades 7th and 8th have only Independent Study. Students in grades 9th through 12th have both. We provide preparatory coursework for college-bound students and students entering the workforce. We offer an online curriculum, allowing students to access it at school or at home anytime.

2024-25 School Description and Mission Statement

Our non-classroom-based programs offer small class sizes that foster respectful classroom communities. All classes adhere to the California State Standards and utilize various teaching methods and styles. Each class is unique and multi-leveled, taught by highly qualified teachers trained to differentiate instruction to reach all learners. Our teaching staff values the strength of student mentoring and peer collaboration. All appropriate grade-level standards are addressed.

Our Independent study students meet with a teacher at least once weekly to create a cooperative atmosphere and establish an instructional approach that best complements their goals and learning styles. The teacher monitors, reviews, and evaluates the student's work regularly.

All Pacific View Charter School students are expected to maintain high ethical and quality standards and meet school and state standards.

Our mission is to improve the lives of all students through a program focused on nurturing and educating them while supporting parental choice and individualized instruction. This will measurably increase student knowledge and understanding.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	5
Grade 1	7
Grade 2	15
Grade 3	11
Grade 4	15
Grade 5	18
Grade 6	15
Grade 7	3
Grade 8	8
Grade 9	7
Grade 10	15
Grade 11	20
Grade 12	9
Total Enrollment	148

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.7
Male	45.3
American Indian or Alaska Native	4.7
Black or African American	1.4
Filipino	0.7
Hispanic or Latino	27.7
Two or More Races	21.6
White	42.6
English Learners	3.4
Foster Youth	3.4
Homeless	13.5
Socioeconomically Disadvantaged	81.1
Students with Disabilities	20.3

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.40	68.80	165.10	89.17	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	9.26	2.60	1.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.30	21.85	7.50	4.05	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	9.80	5.33	18854.30	6.86
Total Teaching Positions	10.80	100.00	185.20	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.70	84.03	179.80	90.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.70	0.90	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	15.88	5.40	2.74	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	11.60	5.84	15831.90	5.67
Total Teaching Positions	11.60	100.00	198.60	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.80	81.21	169.20	85.86	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	1.66	9.10	4.63	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	17.14	5.60	2.88	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	13.00	6.62	14303.80	5.15
Total Teaching Positions	12.00	100.00	197.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.00	0.00	0.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	0.00	0.2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	2.30	1.80	2
Total Out-of-Field Teachers	2.30	1.80	2

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.60	0	7.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: December 2014

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-8 Houghton Mifflin 9-12 APEX	Yes	0.00%
Mathematics	K-6 California GO Math 7-8 McDougal-Littell 9-12 APEX	Yes	0.00%
Science	Mystery Science, FOSS 9-12 APEX	Yes	0.00%
History-Social Science	K-6 Pearson myWorld Interactive 9-12 APEX	Yes	0.00%
Foreign Language	9-12 APEX	Yes	0.00%
Health	9-12 APEX	Yes	0.00%
Visual and Performing Arts	9-12 APEX	Yes	0.00%

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

School Facility Conditions and Planned Improvements

PVCS places a high priority on student safety, with "Safety First" as our motto. We continually assess our campus for potential risks and promptly address any identified concerns. We conduct all required fire and earthquake drills and evaluate the effectiveness of each drill. A designated staff member checks Megan's Law at least once a month to stay informed about registered sex offenders in the vicinity of the school.

The local Fire Department conducts regular inspections per Health and Safety Laws. Additionally, cleanliness and safety are monitored through the Williams Settlement Report. Health and Safety education is incorporated at all grade levels and is a graduation requirement for high school students.

****School Safety Committee****

PVCS has a safety committee consisting of the Director, Principal, a teacher representative, and a classified staff member. The committee meets regularly to discuss school safety and emergency preparedness.

The main goals of the School Safety Committee are to:

1. Reorient staff to their roles within the Incident Command System.
2. Procure food and supplies to accommodate a 72-hour shelter-in-place situation.
3. Revise the plan for reuniting parents and students after an emergency, utilizing the parking area.
4. Share our updated plan with local law enforcement and the fire department.

2023-2024 FIT Overall Rating = 98.44%

Year and month of the most recent FIT report

August 2024

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	24	29	34	36	46	47
Mathematics (grades 3-8 and 11)	12	10	22	22	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	92	89	96.74	3.26	29.21
Female	44	43	97.73	2.27	30.23
Male	47	45	95.74	4.26	28.89
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	24	24	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	20	95.24	4.76	30.00
White	42	40	95.24	4.76	32.50
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	15.38
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	71	97.26	2.74	29.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	8.70

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	92	89	96.74	3.26	10.11
Female	44	43	97.73	2.27	4.65
Male	47	45	95.74	4.26	15.56
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	24	24	100.00	0.00	12.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	20	95.24	4.76	20.00
White	42	40	95.24	4.76	5.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	71	97.26	2.74	11.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	4.35

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	19.61	14.89	26.10	26.99	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	47	47	100.00	0.00	14.89
Female	24	24	100.00	0.00	4.17
Male	22	22	100.00	0.00	22.73
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	29	100.00	0.00	17.24
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	38	100.00	0.00	13.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	0.00

2023-24 Career Technical Education Programs

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	7
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	81%	81%	81%	81%	81%
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Pacific View Charter School (PVCS) parents contribute to the community by volunteering in classrooms and the Learning Center regularly. Additionally, all parents are welcome to accompany students on field trips and participate in school-wide fundraising events, such as the Annual Community Dinner and Silent Auction. Furthermore, PVCS strongly encourages all parents to attend the Parent Conferences held twice yearly. Pacific View Charter School (PVCS) parents contribute to the community by volunteering in classrooms and the Learning Center regularly. Additionally, all parents are welcome to accompany students on field trips and participate in school-wide fundraising events, such as the Annual Community Dinner and Silent Auction. Furthermore, PVCS strongly encourages all parents to attend the Parent Conferences held twice yearly.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	23.1	6.7	--	1.7	5.7	9.9	7.8	8.2	8.9
Graduation Rate	69.2	93.3	--	94.3	88.4	88.5	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	0	0	0.00
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	177	177	9	5.1
Female	88	88	4	4.5
Male	85	85	3	3.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	49	3	6.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	38	38	2	5.3
White	78	78	3	3.8
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	24	24	1	4.2
Socioeconomically Disadvantaged	146	146	8	5.5
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	30	30	1	3.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.00	0.56	1.69	6.71	8.03	7.43.	3.17	3.60	3.2
Expulsions	0.00	0.00	0	0.05	0.05	0.2	0.07	0.08	0.1

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.6%	0
Female	--	0
Male	--	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	---	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	--	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	--	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	--	0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The PVCS “Safe School Plan” is founded on the principle that safe schools are orderly and purposeful environments where students and staff can learn and teach without the threat of physical violence or psychological harm. Safe schools are characterized by respect for all individuals, an atmosphere of nonviolence, clear behavioral expectations, and disciplinary policies that are consistently and fairly enforced. They also promote student bonding and affiliation with the school, support and recognition for positive behavior, and foster a sense of community on campus. Additionally, safe schools implement proactive security procedures, maintain established emergency response plans, ensure timely maintenance, and uphold a clean and attractive appearance for both the campus and classrooms.

This Comprehensive School Safety Plan has several overarching goals:

- To help our community foster a school environment that is safe, respectful, fair, and conducive to learning.
- To prepare ourselves to respond calmly and competently to any potential disaster, always prioritizing the safety and well-being of students and staff.
- To fully comply with all requirements of the California Education Code and all California Health and Safety regulations.

To further these goals, this plan has been prepared in accordance with the provisions of California Education Code §32282 and all relevant PVCS School Board and Administrative Policies. These documents are available at the District Office, and the Education Code can also be accessed online.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	1		
1	13	1		
2	12	1		
3	9	1		
4	19	1		
5	17	1		
6	14	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5	1		
1	11	1		
2	9	1		
3	11	1		
4	17	1		
5	14	1		
6	10	1		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5	1		
1	7	1		
2	15	1		
3	11	1		
4	15	1		
5	18	1		
6	15	1		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	4		
Mathematics	7	4		
Science	10	2		
Social Science	12	3		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	4		
Mathematics	9	4		
Science	20	2		
Social Science	14	3		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	5		
Mathematics	13	3	1	
Science	20	1	1	
Social Science	13	4		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	
Other	0

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10541.00	464.00	10077.00	35211.00
District	N/A	N/A	\$10077.00	\$67,397
Percent Difference - School Site and District	N/A	N/A	0.0	-62.7
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-6.7	-85.4

Fiscal Year 2023-24 Types of Services Funded

The Pacific View Charter School (PVCS) offers high-quality, standards-based instructional programs for all K-12 students. Throughout the school year, the management team, board, and staff convene to assess the individual and group needs of students. Program developments and adjustments are made regularly to ensure that the Expected School-Wide Learning Results are achieved.

The PVCS community is dedicated to educating the "whole child," with a particular focus on Vocational/Technical Education and the World of Work curricula. The following programs are funded through designated program revenues:

1. Part-time Teacher Assistants
2. Part-time Technology Specialist
3. Part-time Physical Education Teacher
4. Part-time Speech Therapist (SPED funded)
5. Part-time Academic Counselor

Through the CORE Academic Program, PVCS provides the following services:

1. Career, Vocational, and Technical courses: School Finance, Workability/Odyssey, and Work Experience Education.
2. Credit Recovery Academy (CRA), offered during the school day for students who need to catch up on credits to graduate.
3. A flexible school schedule designed to accommodate students' work commitments.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,858	\$54,930
Mid-Range Teacher Salary	\$68,005	\$85,386
Highest Teacher Salary	\$92,039	\$111,172
Average Principal Salary (Elementary)	\$103,216	\$136,564
Average Principal Salary (Middle)	\$124,593	\$141,339
Average Principal Salary (High)	\$128,480	\$153,241
Superintendent Salary	\$232,201	\$224,537
Percent of Budget for Teacher Salaries	25%	29%
Percent of Budget for Administrative Salaries	6%	6%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Administration encourages staff members to develop their individualized professional development plans. Professional development opportunities are posted in the staff copy room and the County Office of Education (HCOE) website.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4
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