

**Pacific View Charter 2.0**  
**2024–25 School Accountability Report Card**  
**Reported Using Data from the 2024–25 School Year**  
**California Department of Education**

<b>Address:</b>	115 Henderson St. Eureka, CA , 95501-4311	<b>Principal:</b>	James Malloy, Program Director
<b>Phone:</b>	(707) 269-9490	<b>Grade Span:</b>	K-12

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.

## **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/>.

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## About This School

### **James Malloy, Program Director**

📍 Principal, Pacific View Charter 2.0

#### **Contact** \_\_\_\_\_

Pacific View Charter 2.0

115 Henderson St.

Eureka, CA 95501-4311

Phone: (707) 269-9490

Email: [stortsg@eurekacityschools.org](mailto:stortsg@eurekacityschools.org)

## Contact Information (School Year 2025–26)

### District Contact Information (School Year 2025–26)

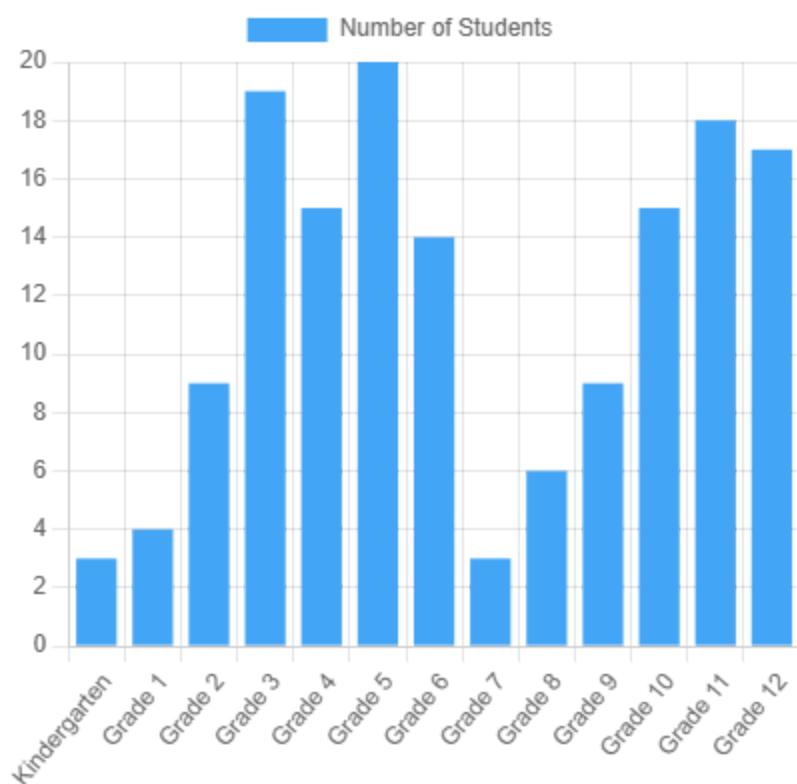
<b>District Name</b>	Eureka City Schools
<b>Phone Number</b>	(707) 441-2400
<b>Superintendent</b>	Storts, Gary
<b>Email Address</b>	<a href="mailto:stortsg@eurekacityschools.org">stortsg@eurekacityschools.org</a>
<b>Website</b>	<a href="http://www.eurekacityschools.org">www.eurekacityschools.org</a>

### School Contact Information (School Year 2025–26)

<b>School Name</b>	Pacific View Charter 2.0
<b>Street</b>	115 Henderson St.
<b>City, State, Zip</b>	Eureka, CA , 95501-4311
<b>Phone Number</b>	(707) 269-9490
<b>Principal</b>	James Malloy, Program Director
<b>Email Address</b>	<a href="mailto:jmalloy@pacificviewcharter.com">jmalloy@pacificviewcharter.com</a>
<b>Website</b>	<a href="https://pacificviewcharter.org/">https://pacificviewcharter.org/</a>
<b>Grade Span</b>	K-12
<b>County-District-School (CDS) Code</b>	12755151230150

## Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	3
Grade 1	4
Grade 2	9
Grade 3	19
Grade 4	15
Grade 5	20
Grade 6	14
Grade 7	3
Grade 8	6
Grade 9	9
Grade 10	15
Grade 11	18
Grade 12	17
Total Enrollment	152



## Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	45.30%	English Learners	2.00%
Male	54.10%	Foster Youth	4.10%
Non-Binary	3.40%	Homeless	9.50%
American Indian or Alaska Native	6.80%	Migrant	0.00%
Asian	0.00%	Socioeconomically Disadvantaged	80.40%
Black or African American	0.70%	Students with Disabilities	23.60%
Filipino	0.70%		
Hispanic or Latino	22.30%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	23.60%		
White	48.00%		

## 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

## Teacher Preparation and Placement (School Year 2021–22)

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%
<b>Total Teaching Positions</b>	<b>11.60</b>	<b>100.00%</b>	<b>198.60</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

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.

## Teacher Preparation and Placement (School Year 2022–23)

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	83.24%
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%
<b>Total Teaching Positions</b>	<b>12.00</b>	<b>100.00%</b>	<b>197.10</b>	<b>100.00%</b>	<b>277698.00</b>	<b>100.00%</b>

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.

## Teacher Preparation and Placement (School Year 2023–24)

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	81.70%	151.20	83.08%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	0.55%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	10.20	5.64%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.10	18.30%	5.90	3.26%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	13.50	7.46%	13705.80	4.91%
<b>Total Teaching Positions</b>	<b>11.90</b>	<b>100.00%</b>	<b>182.00</b>	<b>100.00%</b>	<b>278927.10</b>	<b>100.00%</b>

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	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	0.2	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.2	0.00

## Credentialed Teachers Assigned Out-of-Field

(considered "out-of-field" under ESSA)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	1.80	2	2.10
Total Out-of-Field Teachers	1.80	2	2.10

## Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	7.1%	0.00%
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%	0%	0.00%

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)**

Year and month in which the data were collected: October 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K--6 Houghton Mifflin California Journeys, 2017 7-12 APEX, Online Independent Study Platform	0
Mathematics	K-6 California Go Math, 2015 7-12 APEX, Online Independent Study Platform	0
Science	Mystery Science and FOSS, 2018 7-12 APEX, Online Independent Study Platform	0
History-Social Science	K-6 Pearson myWorld Interactive, 2019 7-12 APEX, Online Independent Study Platform	0
Foreign Language	9-12 APEX, Online Independent Study Platform	0
Health	7-12 APEX, Online Independent Study Platform	0
Visual and Performing Arts	7-12 APEX, Online Independent Study Platform	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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 "leased" campuses 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. Revise the plan for reuniting parents and students after an emergency, utilizing the parking area. 3. Share our updated plan with local law enforcement and the fire department. 2024-2025 FIT Overall Rating = 98.44%.

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: July 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	All-purpose room flooring was replaced during the summer of 2025.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	One partition needs to be replaced in one of the boys' bathrooms.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: July 2025

Overall Rating	Good
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## 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAA 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.

**CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	29%	26%	36%	36%	47%	48%
Mathematics (grades 3-8 and 11)	10%	12%	22%	23%	35%	37%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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.

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	102	100	98.04%	1.96%	26.00%
Female	44	43	97.73%	2.27%	25.58%
Male	57	56	98.25%	1.75%	25.00%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	25	24	96.00%	4.00%	33.33%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	18	18	100.00%	0.00%	38.89%
White	48	48	100.00%	0.00%	20.83%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	77	75	97.40%	2.60%	28.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	32	32	100.00%	0.00%	9.38%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

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.

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 Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	102	100	98.04%	1.96%	12.00%
Female	44	43	97.73%	2.27%	9.30%
Male	57	56	98.25%	1.75%	12.50%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	25	24	96.00%	4.00%	12.50%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	18	18	100.00%	0.00%	22.22%
White	48	48	100.00%	0.00%	8.33%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	77	75	97.40%	2.60%	12.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	32	32	100.00%	0.00%	3.13%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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.

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 Test Results in Science for All Students**

**Grades Five, Eight and High School**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	14.89%	29.09%	26.99%	25.50%	30.73%	32.33%

Note: 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.

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.

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 Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	57	55	96.49%	3.51%	29.09%
Female	27	25	92.59%	7.41%	20.00%
Male	28	28	100.00%	0.00%	35.71%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	33	33	100.00%	0.00%	27.27%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	40	39	97.50%	2.50%	33.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	11	91.67%	8.33%	0.00%

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.

In partnership with HCOE (Humboldt County Office of Education) CTE programs are career and technical education programs that prepare students for college and careers by integrating academics with technical skills in various career pathways, like healthcare, information technology, and manufacturing. These programs align with regional workforce needs and follow the California CTE Model Curriculum Standards.

## **Program structure and goals**

- **Integrated learning:** Programs combine classroom instruction with hands-on laboratory work and real-world experience to prepare students for high-skill, high-wage careers.
- **Career pathways:** Students follow a multi-year sequence of courses within a specific career pathway.
- **Workforce alignment:** The curriculum is designed to meet current regional workforce needs.

Our students participate in Building Trades, Computer Programming, and Health Science.

## **Career Technical Education (CTE) Participation (School Year 2024–25)**

<b>Measure</b>	<b>CTE Program Participation</b>
Number of Pupils Participating in CTE	14
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	100%

**Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course	Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission		0.00%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission		0.00%

**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

**California Physical Fitness Test Results (School Year 2024–25)**

**Percentage of Students Participating in each of the five Fitness Components**

Grade	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
5	76%	81%	76%	71%	90%
7	80%	80%	80%	80%	80%
9	56%	56%	56%	56%	56%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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: 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

#### Opportunities for Parental Involvement (School Year 2025–26)

Pacific View Charter School (PVCS) parents contribute to the community by volunteering in classrooms and the Learning Center.

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.

PVCS strongly encourages all parents to attend the Parent Conferences held twice yearly. PVCS parents contribute to the community by volunteering at the Learning Center, participating in the annual Trunk-or-Treat, and supporting various school functions such as graduation, awards ceremonies, and community event nights.

### State Priority: Pupil Engagement

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

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

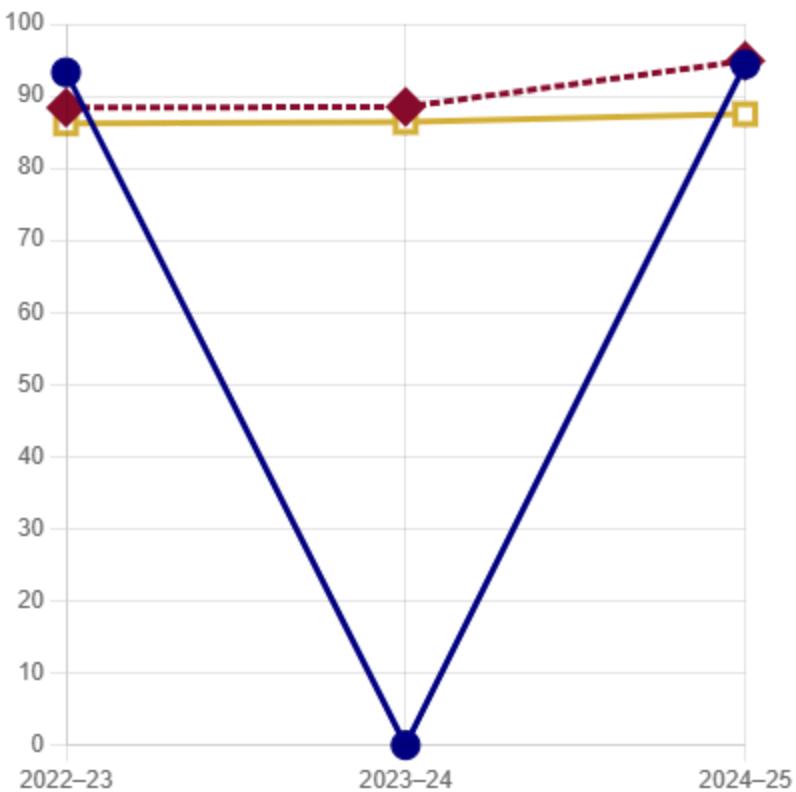
## Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	93.3%	--	94.4%	88.4%	88.5%	94.9%	86.2%	86.4%	87.5%
Dropout Rate	6.7%	--	5.6%	5.7%	9.9%	3.9%	8.2%	8.9%	8.0%

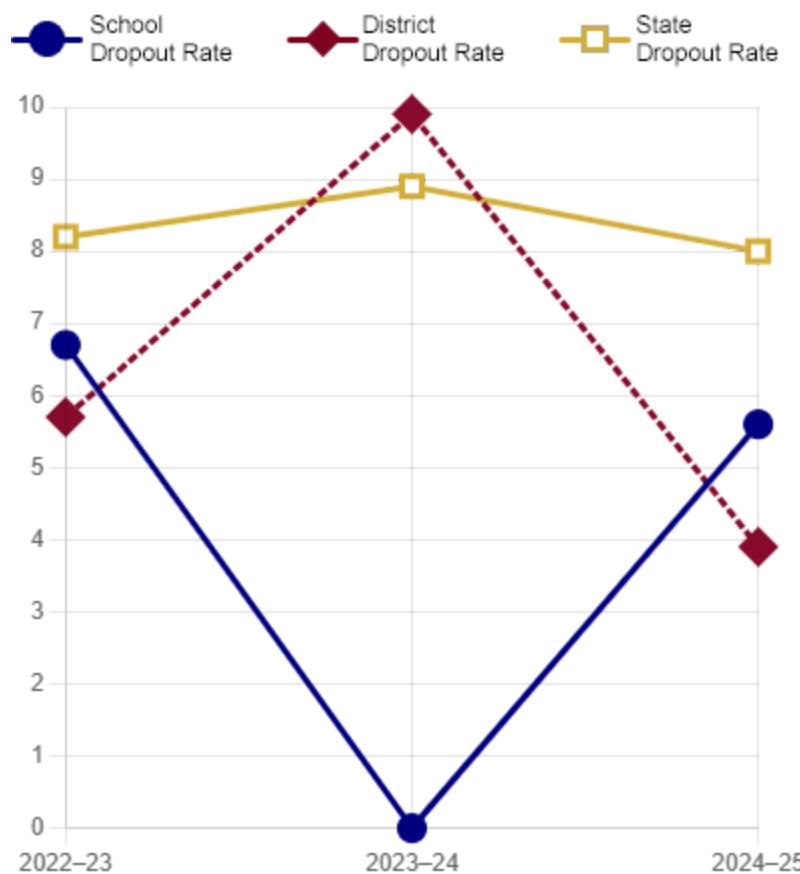
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

### Graduation Rates

● School Graduation Rate  
 ◆ District Graduation Rate  
 □ State Graduation Rate



## Dropout Rates



**Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	18	17	94.4%
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	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	12	11	91.7%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	14	14	100.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

## Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	189	180	12	6.7%
Female	87	82	--	4.9%
Male	97	93	--	7.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	14	14	--	14.3%
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	38	--	10.5%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	42	38	--	5.3%
White	88	85	--	3.5%
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	21	20	--	10.0%
Socioeconomically Disadvantaged	153	144	11	7.6%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	52	47	--	6.4%

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.

## 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

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.56%	1.62%	0.53%	8.03%	7.35%	7.11%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.20%	0.21%	0.08%	0.07%	0.06%

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.

## Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.53%	0.00%
Female	0.00%	0.00%
Male	1.03%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	7.14%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.65%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.92%	0.00%

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.

## School Safety Plan (School Year 2025–26)

Our "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. We promote student bonding and affiliation with the school, support and recognition for positive behavior, and foster a sense of community on campus. Our staff implements proactive security procedures, maintains established emergency response plans, ensures timely maintenance, and upholds a clean and attractive appearance for both the campus and classrooms. Safe School Plans are reviewed annually with staff. Annual Review Date: August 19, 2025.

The 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.

## D. Other SARC information

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

### Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-	Number of Classes* 21-	Number of Classes*
		20	32	33+
K	5.00	1	0	0
1	11.00	1	0	0
2	9.00	1	0	0
3	11.00	1	0	0
4	17.00	1	0	0
5	14.00	1	0	0
6	10.00	1	0	0
Other**	0.00	0	0	0

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

\*\* "Other" category is for multi-grade level classes.

## Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-	Number of Classes* 21-	Number of Classes*
		20	32	33+
K	5.00	1	0	0
1	7.00	1	0	0
2	15.00	1	0	0
3	11.00	1	0	0
4	15.00	1	0	0
5	18.00	1	0	0
6	15.00	1	0	0
Other**	0.00	0	0	0

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

\*\* "Other" category is for multi-grade level classes.

## Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-	Number of Classes* 21-	Number of Classes*
		20	32	33+
K	5.00	1	0	0
1	5.00	1	0	0
2	11.00	1	0	0
3	20.00	1	0	0
4	17.00	1	0	0
5	21.00	1	0	0
6	16.00	1	0	0
Other**	0.00	0	0	0

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

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> 1-22	<b>Number of Classes*</b> 23-32	<b>Number of Classes*</b> 33+
English Language Arts	14.00	4	0	0
Mathematics	9.00	4	0	0
Science	20.00	2	0	0
Social Science	14.00	3	0	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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> 1-22	<b>Number of Classes*</b> 23-32	<b>Number of Classes*</b> 33+
English Language Arts	14.00	5		
Mathematics	13.00	3	1	
Science	20.00	1	1	
Social Science	13.00	4		

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	16.00	4	0	0
Mathematics	14.00	4	0	0
Science	9.00	4	0	0
Social Science	15.00	4	0	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.

**Ratio of Pupils to Academic Counselor (School Year 2024–25)**

Title	Ratio
Pupils to Academic Counselor*	0

\* 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.

**Student Support Services Staff (School Year 2024–25)**

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	0.00
Resource Specialist (non-teaching)	
Other**	1.70

\* 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.

\*\* "Other" category is for all other student support services staff positions not listed.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$68113.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$92686.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

### Types of Services Funded (Fiscal Year 2024–25)

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.

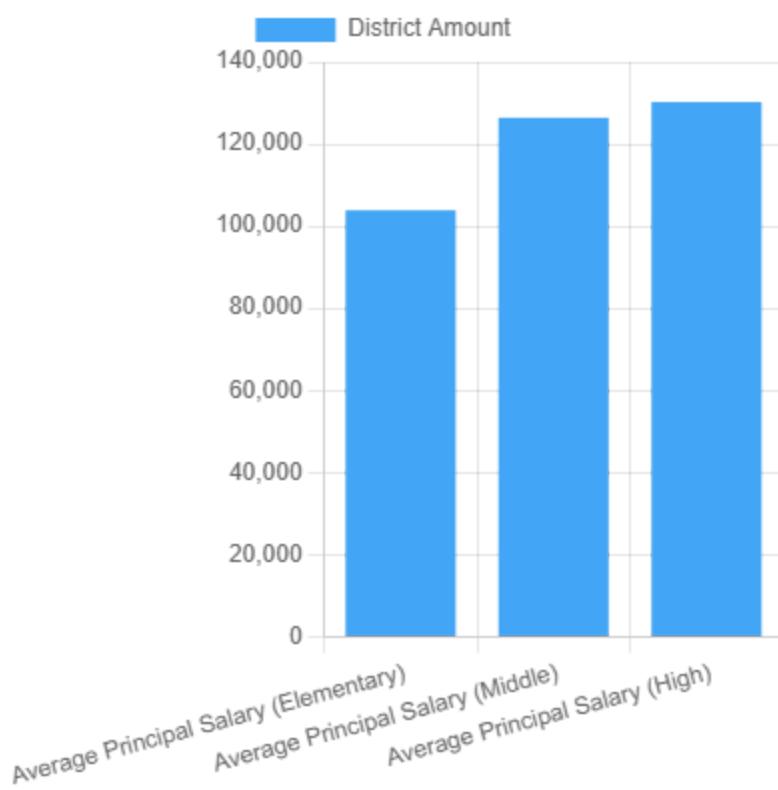
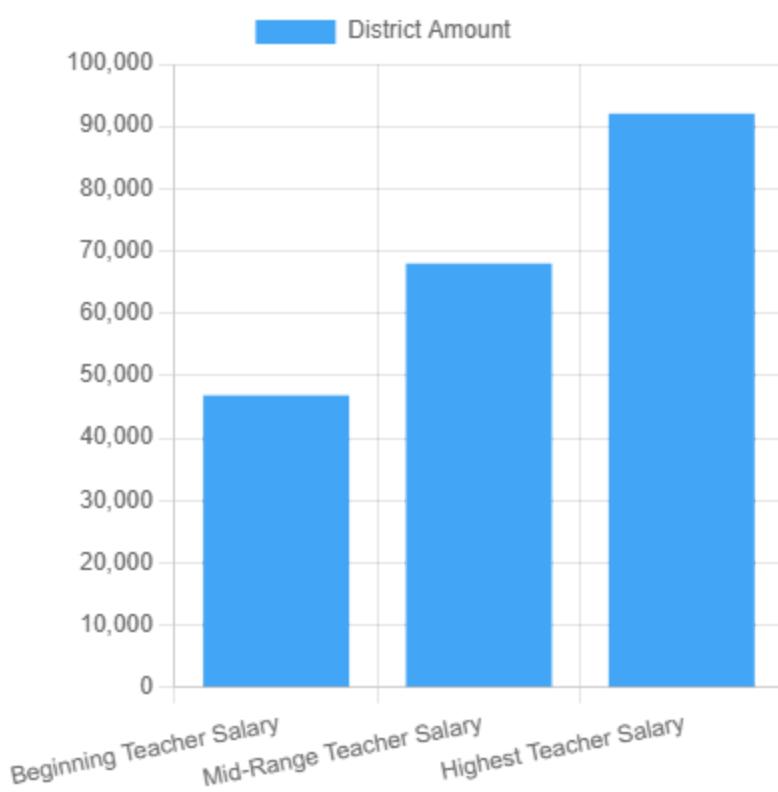
PVCS provides the following services: 1. Career, Vocational, and Technical courses: Building Trades, Computer Programming, and Health Science (in a partnership with HCOE). 2. Credit Recovery Academy (CRA), offered during the school day for students who need to catch up on credits to graduate. 3. A flexible school schedule designed to accommodate students' work commitments.

**Teacher and Administrative Salaries (Fiscal Year 2023–24)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$46858.00	\$57978.14
Mid-Range Teacher Salary	\$68005.00	\$89611.75
Highest Teacher Salary	\$92039.00	\$117194.02
Average Principal Salary (Elementary)	\$103884.00	\$143632.49
Average Principal Salary (Middle)	\$126420.00	\$149446.81
Average Principal Salary (High)	\$130240.00	\$162334.03
Superintendent Salary	\$246000.00	\$234075.56
Percent of Budget for Teacher Salaries	20.90%	27.81%
Percent of Budget for Administrative Salaries	5.16%	5.47%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at

<https://www.cde.ca.gov/ds/fd/cs/>.



**Advanced Placement (AP) Courses (School Year 2024–25)****Percent of Students in AP Courses 0 %**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

\* Where there are student course enrollments of at least one student.

**Professional Development**

<b>Measure</b>	<b>2023– 24</b>	<b>2024– 25</b>	<b>2025– 26</b>
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	3