

# Pacific View Charter School

A California Public School and Nonprofit 501 (c) (3) Corporation  
3670 Ocean Ranch Blvd., Oceanside, California 92056

Phone # (760) 757-0161

## AGENDA

Board of Trustees' Meeting – Tuesday, November 13, 2018

RESCHEDULED TO MONDAY, NOVEMBER 19, 2018

3:30pm

- 1.0 Call to Order/Roll Call
- 2.0 Approval of Agenda **Action**
- 3.0 Pledge of Allegiance
- 4.0 Public Comment
- 5.0 Introductions
- 6.0 Executive Director's Report **Information**

### 7.0 Consent Calendar

These agenda items are considered routine and will be approved in one action without discussion. If a Board Trustee requests that an item be removed from the consent calendar or a citizen wishes to speak to an item, the item will be considered under Action Items.

- 7.1 Minutes from Board Meeting of October 16, 2018 **Action**

### 8.0 Action/Discussion Items

- 8.1 2018 California School Dashboard Local Indicators **Action**

- 8.2 California Clean Energy Prop 39 -LED Project Contract -ReGreen **Action**

- 8.3 California Clean Energy Prop 39 – Solar Project –Stellar Solar **Action**

- 8.4 Student Club - The Film Club **Action**

- 8.5 Student Club – Photography Club **Action**

- 8.6 2018-19 First Interim Report For Period Ending October 31, 2018 **Action**

- 8.7 Charter, MOU, By-laws **Action**

### 9.0 Personnel

- 9.1 Executive Leadership/Certificated Salary Schedules **Action**

This item adds to the above salary schedules the Interim Site Supervisor stipend. Staff is recommending approval of the amendment to the salary schedules.

### 10.0 Board Staff Discussion

### 11.0 Adjournment

**7.1**

# Pacific View Charter School

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3670 Ocean Ranch Blvd., Oceanside, California 92056  
Phone # (760) 757-0161

## Board of Trustees' Meeting –Tuesday October 16, 2018 Board Minutes

### 1.0 Call to Order/Roll Call

President Brown called the meeting to order at 3:33pm. from 4165 N. US Hwy 69 Mineloa, Tx., Vice President Taylor & Trustee Meyer present and Trustee Walters absent.

### 2.0 Approval of Agenda

Moved by President Brown & seconded by Vice President Taylor to approve the agenda as presented.

AYES: Brown, Meyer, Taylor

NOES: None

ABSTAIN: None

ABSENT: Trustee Walters

### 3.0 Pledge of Allegiance

The Pledge of Allegiance was let by Executive Director, Gina Campbell

### 4.0 Public Comment

None

### 5.0 Introductions

Erin Gorence, Director of Curriculum;; Kathi Cohen, Lead High School Teacher ; Gayl Johnson, Director of Student Services; Lori Bentley, Human Resources & Business Services Specialist; Kathy Meck; Lead Teacher K8

### 6.0 Executive Director's Report

✚ The 6<sup>th</sup> & 8<sup>th</sup> graders attended BizTown- students are given the opportunity to work in a job as an employee with a schedule and being paid. On their breaks they can visit other businesses to make a purchase. 8<sup>th</sup> graders experience was based on college and career, financial real world experience. 60 students attended.

✚ MCC ambassadors are coming to campus to assist students with questions and enrollment

✚ Interquest Detection Canines continue to make visits to the school to search for drugs, abused medications & weapons

✚ Special Ed- we have hired two RS teachers onsite in Oceanside and a contracted RS in Moreno Valley

✚ Staffing changes in Moreno Valley- Site Supervisor resigned and a seasoned teacher was placed in the Interim position

- ✚ A salary analysis will be conducted and a posting to Edjoing will be created to staff for next year
- ✚ Our enrollment is at 596 – Moreno Valley has 152- K-8 56 & HS 106 & Oceanside has 434 – K-8 103 & HS 331

## **7.0 Consent Calendar**

These agenda items are considered routine and will be approved in one action without discussion. If a Board Trustee requests that an item be removed from the consent calendar or a citizen wishes to speak to an item, the item will be considered under Action Items.

**8.1** Moved by President Brown & seconded by Vice President Taylor to approve the Consent Calendar as presented.

AYES: Brown, Meyers, Taylor  
NOES: None  
ABSTAIN: None  
ABSENT: Trustee Walters

## **9.0 Action/Discussion Items**

**9.1** Moved by President Brown & seconded by Vice President Taylor to approve the Increase to \$861 for the Employee Healthcare Rates Café Cash Contributions as presented.

AYES: Brown, Meyer, Taylor  
NOES: None  
ABSTAIN: None  
ABSENT: Trustee Walters

**9.2** Moved by VicePresident Taylor and seconded by President Brown to approve Option A of the California Clean Energy Prop 39- LED Lighting Upgrades as presented.

AYES: Brown, Meyer, Taylor  
NOES: None  
ABSTAIN: None  
ABSENT: Trustee Walters

**9.3** Moved by Trustee Meyer & seconded by President Brown for the California Clean Energy Prop 39 – Solar Project Moreno Valley awarding to Stellar Solar as presented.

AYES: Brown, Meyer, Taylor  
NOES: None  
ABSTAIN: None  
ABSENT: Trustee Walters

**9.4** Moved by President Brown & seconded by Trustee Meyer to approve the NonPublic, Nonsectarian School/Agency services Master Contract as presented.

AYES: Brown, Meyer, Taylor

NOES: None

ABSTAIN: None

ABSENT: Trustee Walters

**9.5 & 9.6** Moved by President Brown & seconded by Vice President Taylor to approve the Clubs Revolution and Fundraising as presented.

AYES: Brown, Meyer, Taylor

NOES: None

ABSTAIN: None

ABSENT: Trustee Walters

**10.0 Curriculum**

**10.1-10.7** Moved by President Brown & seconded by Trustee Meyer to approve the curriculum Course Outlines as presented.



AYES: Brown, Meyer, Taylor

NOES: None

ABSTAIN: None

ABSENT: Trustee Walters

**11.0 Board/Staff Discussion**

-  This Thursday there will be a fundraiser at the Trampoline Park
-  Our monthly Pizza fundraiser on the last Tuesday of the month will take place on October 30

**12.0 Adjournment**

President Brown adjourned the meeting at 4:10 p.m.

8.1



## **Pacific View Charter School California School Dashboard Local Indicators Fall 2018**

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and
2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

Pacific View Charter School made the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support Pacific View in local planning and improvement efforts.

## Local Indicator 1: Basic Conditions

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: \*

0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: \*

0

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): \*

0

Please assess the local educational agency performance on meeting the standard by designating the following: \*

Met

*Pacific View Charter School (PVCS) is committed to providing all services necessary for students to receive an appropriate education with access to all basic services. These services include access to instruction from fully credentialed teachers, safe facilities and campus and an implementation of state academic standards in a way that makes content comprehensible for all students in all grade levels. To ensure this, PVCS has a rigorous interview process for all staff members including a process for ensuring that all certificated employees are properly credentialed according to the guidelines from the California Commission for Teacher Credentials. PVCS also employs a Director of Curriculum who supervises the implementation and standards alignment for all PVCS curriculum as well as provides instructional support for teachers to best deliver curriculum to students. In addition, PVCS has a safety committee that monitors the safety and security of the campus including all facilities and ensures any needed repairs are made in a timely and safe fashion.*



## Local Indicator 2: Adoption of Academic Standards

### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[5 - Full Implementation and Sustainability](#)

English Language Development (Aligned to English Language Arts Standards)

[4 - Full Implementation](#)

Mathematics – Common Core State Standards for Mathematics

[5- Full Implementation and Sustainability](#)

Next Generation Science Standards

[3 - Initial Implementation](#)

History-Social Science

[3 - Initial Implementation](#)

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

[5- Full Implementation and Sustainability](#)

English Language Development (Aligned to English Language Arts Standards)

[5- Full Implementation and Sustainability](#)

Mathematics – Common Core State Standards for Mathematics

[5- Full Implementation and Sustainability](#)

Next Generation Science Standards

[4 - Full Implementation](#)

History-Social Science

[3 - Initial Implementation](#)

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

English Language Arts – Common Core State Standards for English Language Arts

[4 - Full Implementation](#)

English Language Development (Aligned to English Language Arts Standards)

[3 - Initial Implementation](#)

Mathematics – Common Core State Standards for Mathematics

#### 5- Full Implementation and Sustainability

Next Generation Science Standards

#### 4 - Full Implementation

History-Social Science

#### 3 - Initial Implementation

### **Other Adopted Academic Standards**

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

#### 1 - Exploration and Research

Health Education Content Standards

#### 5 - Full Implementation and Sustainability

Physical Education Model Content Standards

#### 5 - Full Implementation and Sustainability

Visual and Performing Arts

#### 4 - Full Implementation

World Language

#### 4 - Full Implementation

### **Support for Teachers and Administrators**

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Identifying the professional learning needs of groups of teachers or staff as a whole

#### 4 - Full Implementation

Identifying the professional learning needs of individual teachers

#### 3 - Initial Implementation

Providing support for teachers on the standards they have not yet mastered

#### 2 - Beginning Development

## **Local Indicator 3: Parent Engagement**

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and

3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

*PVCS issued a survey to parents in grades K - 12 at the end of the school year 2018. The survey indicated interest by the majority of parents in finding more opportunities to be involved at PVCS, specifically in parent events and workshops (30.3%). Parents also demonstrated interest in serving as volunteers for school events. This year, while 66% of parents stated that they were comfortable accessing their students' information digitally, 20% stated that they had never accessed their student's information digitally. This is a significant increase over the previous year when only 40% of parents said they accessed their student's information digitally. In response to the data from the survey, PVCS has added a parent organization, the Parents of Pacific View Committee that will support the school through fundraising, and parent volunteering in classrooms and at events. PVCS chose to use this survey because it provided usable data to assess progress towards LCAP goals. For example, survey results indicated that parents of PVCS students continue to be satisfied with the education that their child is receiving. 88% of parents rated themselves as satisfied and very satisfied with the school in general and 85% rated their child's experience with their Supervisory Teacher as Good or Great, which is consistent with previous years' results. However, 75% of parents feel that PVCS is preparing their student for life beyond high school, which is a slight decrease from the previous two years. In response to this, PVCS plans to increase the number of financial aid workshops being offered to families, diversify the curriculum to offer more career exploration courses and increase the number of opportunities for students to visit a variety of post-secondary institutions on both campuses. The school counselor will continue to meet with each student in grades 9 - 12 to create plans for graduation and beyond and to track progress towards these plans. In addition, PVCS will work to increase the exposure of the middle school students to college and career options through classroom lessons, guest speakers and field trips.*

## **Local Indicator 6: School Climate**

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

*PVCS conducted a student survey at the end of the school year 2018. 91% of responding students rated their overall satisfaction with the school as good to great. 92% of students feel supported by their teachers and that they received sufficient help with their school work. 84% of students feel supported in overcoming difficulties. This indicates that efforts to create a warm and supportive environment for students have been successful and that the relationships that develop between the supervisory teacher and student are valuable and different from the traditional high school model.*

However, only 73% of students said they felt that PVCS was preparing them well for life beyond high school, which is a significant decrease from the previous year's 90%. Students would like to have more clubs, sports and field trips, including college trips. To address these items, the following planned actions have been identified in Pacific View's LCAP:

- Continue to host college and career presentations with expansion to grades 6-8 and Moreno Valley.
- Increase number of certificate presentation offered by local organizations and explore the possibility of offering credit for the programs.
- Expand number of students participating in clubs.
- Increase number of visits to public and private colleges with an emphasis on particular program visits.
- Develop and implement an alternative to suspension program for students violating code of conduct.
- Develop and implement an internal Special Education department to appropriately service students with special needs.
- Send school counselor to training on college admissions and financial aid for students.
- Continue to conduct financial aid workshops for families and hold individual counseling by appointment.
- Conduct resume writing and interview workshops for students.

## **Local Indicator 7: Access to a Broad Course of Study**

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Broad Course of Study grades 1-6 ◦ English ◦ Mathematics ◦ Social Sciences ◦ Science ◦ Visual and Performing Arts ◦ Health ◦ Physical Education ◦ Other studies that may be prescribed by the governing board

Broad Course of Study grades 7-12◦ English ◦ Social Sciences ◦ Foreign Language ◦ Physical Education ◦ Science ◦ Mathematics ◦ Visual and Performing Arts ◦ Applied Arts ◦ Career Technical Education

**1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

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

**2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

*Students in grades K-5 at the Oceanside campus and K-6 at the Moreno Valley campus have access to a rigorous online curriculum through the PVCS home study program. Students take the four core subjects online and complete Physical Education through Independent Study in collaboration between their teacher and learning coach. Students in these grades receive arts enrichment through school events and field trips. Students in grades 6-8 in Oceanside and 7-8 in Moreno Valley may enroll in the home study program or in a blended learning program that combines independent study with targeted instruction from credentialed teachers. During classroom time, students are able to collaborate with peers in Math, ELA, Science, Social Studies, Exploratory, PE and other enrichment activities that supplement the curriculum. High school students on both campuses are provided with a broad course of study that allows them to reach the goal of attaining the 220 credits required to receive a diploma from PVCS. Students have access to curriculum designed by credentialed PVCS teachers or online curriculum and those students who need it have access to foundational curriculum that can provide remediation in deficient skills. The following chart shows PVCS' broad course of curricular options as collected through DataQuest, Fall 2018 (<https://dq.cde.ca.gov/dataquest/>.)*

Code	Name	English Language Arts		Mathematics		Science		History/Social Science	
		# Schls	# Classes	# Schls	# Classes	# Schls	# Classes	# Schls	# Classes
3731221	Pacific View Charter	1	102	1	79	1	83	1	80
	Total	1	102	1	79	1	83	1	80

Foreign Languages		Fine Arts		Physical Education		Self-Contained Class		Other	
# Schls	# Classes	# Schls	# Classes	# Schls	# Classes	# Schls	# Classes	# Schls	# Classes
1	7	1	34	1	44	0	0	1	59
1	7	1	34	1	44	0	0	1	59

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

*All students in grades K-12 are provided access to a broad course of study while at PVCS. However, the school has run into barriers in providing a CTE Pathways program for high school students. Most students at PVCS come to the school in their 11th or 12th grade year, making it difficult to create a cohort of students who would be able to complete a multi-year career pathway program. In addition, the small size of the school and the diverse interests of the students makes it difficult to select one pathway that would be of interest to a sufficient number of students. For this reason, PVCS has chosen to provide access to CTE courses through an online curriculum provider and not pursue a pathways program at this time.*

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

*PVCS will continue to provide a broad course of study for all students. This year the school adopted a new online curriculum for grades K-8 home study, new social science curriculum aligned to the HSS Framework and new intervention programs for struggling readers. In addition, PVCS plans to increase instruction about post-secondary options for all students starting in grade 6, expand the intervention programs and provide teachers with training in a school-wide instructional framework, which will include training on how best to teach standards-aligned curriculum.*

Please assess the local educational agency performance on meeting the standard by designating the following:\*

Met

8.2



## CONTRACT

THIS CONTRACT is made this 14th day of November, 2018, in the County of San Diego, State of California, by and between the School, hereinafter called School, and ReGreen, Inc, hereinafter called Contractor. The School and the Contractor for the considerations stated herein agree as follows:

**ARTICLE 1. SCOPE OF WORK.** The Contractor shall perform all Work within the time stipulated the Contract and shall provide all labor, materials, equipment, tools, utility services, and transportation to complete all of the Work required in strict compliance with the Contract Documents as specified in Article 5 below for the following Project:

**Pacific View Charter School –Moreno Valley Campus  
Turnkey LED Lighting Retrofit – Option A Line Voltage Approach  
*As Set Forth in Exhibit “A” attached***

The Contractor and its surety shall be liable to the School for any damages arising as a result of the Contractor’s failure to comply with this obligation.

**ARTICLE 2. TIME FOR COMPLETION.** The Work shall be commenced on April 9, 2019. The Contractor shall complete all Work required by the Contract Documents by April 14, 2019. By its signature hereunder, Contractor agrees the time for completion set forth above is adequate and reasonable to complete the Work.

If Contractor exceeds time limit allowed above and school is in session, no employee and/or employees shall be permitted on school premises without specific contractor/sub-contractor fingerprint certifications.

**ARTICLE 3. CONTRACT PRICE.** The School shall pay to the Contractor as full compensation for the performance of the Contract, subject to any additions or deductions as provided in the Contract Documents, and including all applicable taxes and costs, the sum of Fourteen Thousand Nine Hundred Forty and 63/100 Dollars (\$14,940.63). Payment shall be made as set forth in the General Conditions.

Payment shall be upon receipt of written notice from the Contractor that the Work is complete and ready for final inspection, all corrections made, all reports and there is no other unfinished Work, and upon receipt of a final Application for Payment, including all completed and signed Prevailing Wage Reports using the standard California Department of Industrial Relations form. the Owner and/or their representative will promptly make such inspection and, when it finds the Work acceptable and the Contract fully performed, the Owner will promptly approve final payment.

Final payment, constituting the unpaid balance of the Contract Sum, if any, (subject to any retention with respect to minor work or defective work) shall be due and payable thirty (30) days following the receipt of a final Application for Payment provided that as a condition to such payment the Owner has approved the Work, and Contractor has provided an Unconditional Release of Lien upon final payment for itself and all subcontractors or supplier.



If there should remain minor items to be completed, the Contractor and the Owner shall list such items and the Contractor shall deliver, in writing, its unconditional promise to complete said items within a reasonable time following substantial completion of the work. The Owner may retain an amount equal to one and one-half (1-1/2) times the cost to complete the minor work ("punch-list work"), as reasonably determined by Owner, until such time as the punch-list work is completed.

**ARTICLE 4. LIQUIDATED DAMAGES.** It is agreed that the Contractor will pay the School the sum of **\$2,500** for each and every calendar day of delay beyond the time prescribed in the Contract Documents for finishing the Work, as Liquidated Damages and not as a penalty or forfeiture. In the event this is not paid, the Contractor agrees the School may deduct that amount from any money due or that may become due the Contractor under the Contract. This Article does not exclude recovery of other damages specified in the Contract Documents.

**ARTICLE 5. COMPONENT PARTS OF THE CONTRACT.** The "Contract Documents" include the following:

Notice Inviting Bids  
Instructions to Bidders  
Bid Form  
Contractor's Certificate Regarding Workers' Compensation  
Information Required of Bidders  
Contractor & Subcontractor Fingerprinting Requirements  
Drug-Free Workplace Certifications  
Contract  
Plans Documents/Drawings  
Any other documents contained in or incorporated into the Contract

The Contractor shall complete the Work in strict accordance with all of the Contract Documents.

All of the Contract Documents are intended to be complementary. Work required by one of the Contract Documents and not by others shall be done as if required by all. This Contract shall supersede any prior agreement of the parties.

Contractor has reviewed ALL Contract Documents and represents that:

- (i) if the Work is performed in accordance therewith, the Work shall have been constructed in accordance with all applicable state, county, and municipal laws, codes, and regulations, including, but not limited to, all applicable building codes; and
- (ii) the Plans and Specifications are sufficiently complete and detailed to permit Contractor to perform the entire Work on the basis of the Plans and Contract Price (and if the Plans and Specifications are not complete, to immediately stop work and seek clarification from School and/or its Designer). No changes in the Scope of Work or Contract Price shall be made unless in a Change Order signed by both parties.
- (iii) Contractor will be responsible for locating all utilities (above and below ground) with a licensed locating service prior to commencing work on the site. The Contractor will

be provided with information from the School locating said utilities to the best of the Schools knowledge.

If at any time or times during the process of the Work, School desires to add to, alter, deviate from, or make omissions from the Work to be performed under the Plans and Specifications, School shall be at liberty to do so and the same shall in no way affect or make void this Agreement. Any such alterations to the Scope of Work, or deviations from Plans and Specifications shall be made only in a writing signed by both parties. Any verbal changes in the Scope of Work of the Plans and Specifications shall be of no force nor effect. This Agreement shall be considered completed when:

- (i) the Work is finished in strict accordance with the Plans and Specifications as amended by any written Change Order
- (ii) the School approves of the Work;
- (iii) a notice of completion has been issued; and
- (iv) the Contractor has received final payment.

**ARTICLE 6. PROVISIONS REQUIRED BY LAW.** Each and every provision of law required to be included in these Contract Documents shall be deemed to be included in these Contract Documents. The Contractor shall comply with all requirements of the California Labor Code applicable to this Project.

**ARTICLE 7. OBLIGATIONS OF CONTRACTOR.** Contractor agrees to furnish and transport all necessary labor, permits, notifications to air control board, materials, tools, implements, supplies, building materials and component parts, and appliances required to perform and finish the Work to industry standards and all applicable codes, free of any and all liens and claims of laborers, materialmen, suppliers, and subcontractors, free from any and all defects or deficiencies. Contractor shall further endeavor to use its best faith efforts to complete the Project timely, and continually keep School apprised of the status of the Project.

Contractor will keep clean on a weekly basis the jobsite and grounds around the jobsite, and keep it in a safe, orderly, and neat condition. The Contractor shall keep the premises and surrounding area free from accumulation of waste materials or rubbish caused by operations under the Contract. At completion of the Work, the Contractor shall remove from and about the Project waste materials, rubbish, the Contractor's tools, construction equipment, machinery and surplus material and the entire jobsite will be left in a broom-clean condition.

**ARTICLE 8. WARRANTY.** Tests, inspections and approvals of portions of the Work required by the Contract Documents or by laws, ordinances, rules, regulations or orders of public authorities having jurisdiction shall be made at an appropriate time. Unless otherwise provided, the Contractor shall make arrangements for such tests, inspections and approvals with an independent testing laboratory or entity acceptable to the Owner, or with the appropriate public authority. The Contractor shall give the Owner timely notice of when and where tests and inspections are to be made so that the Owner may be present for such procedures.

All Work that is not completed to plans and specifications, applicable codes, and industry standards shall be immediately repaired, removed, and replaced with Work of a quality approved by School, without additional compensation to Contractor. Contractor guarantees that the Work done under this Agreement will be free from faulty materials or workmanship and will comply with all applicable laws. Upon receiving notification from School, Contractor agrees to remedy, repair, or replace, immediately, without cost to School and to School's satisfaction, all defects, damages, or imperfections appearing in the Work (including labor and materials) within a period of one (1) year after the date of final completion and acceptance by the applicable governmental agency and School of the Work. Payments to Contractor shall not relieve Contractor of these obligations. Contractor will keep clean on a weekly basis the jobsite and grounds around the jobsite, and keep it in a safe, orderly, and neat condition. At the completion of the Work, the entire jobsite will be left in a broom-clean condition. Contractor shall assign all material and parts warranties to the School, and shall deliver to the School evidence of any such warranties as well as all product information and specifications. Contractor warrants that it is licensed by the Contractors State Licensing Board, and currently in good standing.

**ARTICLE 9. INSURANCE/BONDS.** Before commencement of any Work under this Agreement, Contractor shall obtain and maintain in full force and affect the following:

- A.** Comprehensive General Liability insurance that names School as an additional insured and that protects Contractor and School against any liability that Contractor may incur: (a) Because of bodily injuries to or the death of one person other than an employee of Contractor and consequential damages arising therefrom to the extent of not less than \$1,000,000.00 and on account of bodily injuries to or the death of more than one such person, subject to the same limit for each. (b) Because of damage to or destruction of any property, to the extent of not less than \$1,000,000.00 for each incident and aggregate.
- B.** Worker's Compensation insurance in statutory form and amount and employer's liability insurance covering Contractor's liability to the extent of not less than \$1,000,000.00 for damages because of bodily injuries to or death of such person or persons.
- C.** The insurance described in Section 9.A above also shall provide contractual liability coverage satisfactory to School with respect to liability assumed by Contractor under the indemnity provisions in this Agreement. Written proof of compliance with these requirements shall be filed with and approved by School before commencement of Work. The insurance provided in Section 9.A shall name School, as an additional insured, and Contractor shall cause to be issued certificates and endorsements evidencing such coverage prior to the commencement of construction. The insurance to be maintained by the Contractor shall at all times be primary to the insurance maintained by School.

**ARTICLE 10. WORK STOPPAGE.** If Contractor at any time during the progress of the Work refuses or neglects, without the fault of School, to supply sufficient materials or workers to continue or complete the Work for a period of more than ten (10) days, not due to conditions beyond control of the contractor are not the cause, after having been notified in writing by School to furnish them, School shall have the power to terminate this Agreement and/or furnish and provide such materials and workers as are necessary to finish the Work, and the reasonable expense thereof shall be deducted from the amount of the contract price as determined in this Agreement.

## **ARTICLE 11. TERMINATION.**

### **A. Termination by the School for Cause:**

- i. The School may terminate the Contract if the Contractor repeatedly refuses or fails to supply enough properly skilled workers or proper materials; fails to make payment to Subcontractors for materials or labor in accordance with the respective agreements between the Contractor and the Subcontractors; repeatedly disregards applicable laws, statutes, ordinances, codes, rules and regulations or lawful orders of a public authority; or otherwise is guilty of substantial breach of a provision of the Contract Document.
- ii. When any of the above reasons exists, the School, may determine that sufficient cause exists to justify such action, may, without prejudice to any other remedy the School may have and after giving the Contractor seven days' written notice, terminate the Contract and take possession of the site and of all materials, thereon owned by the Contractor and may finish the Work by whatever reasonable method the School may deem expedient. Upon request of the Contractor, the School shall furnish to the Contractor a detailed accounting of the costs incurred by the School in finishing the Work.
- iii. When the School terminates the Contract for one of the reasons stated in Section 11.A.i., the Contractor shall not be entitled to receive further payment until the Work is finished.
- iv. If the unpaid balance of the Contract Sum exceeds the reasonable costs of finishing the Work, and if such reasonable costs and damages exceed the unpaid balance, the Contractor shall pay the difference to the School.

B. Termination by the School for Convenience. The School may, at any time, terminate the Contract for the School's convenience and without cause. The Contractor shall be entitled to receive payment for Work executed, and reasonable costs incurred by reason of such termination, along with reasonable overhead and profit on the Work not executed.

C. Termination by the Contractor. If the School fails to make payment as provided in Section 3 for a period of seven days, the Contractor may, upon seven additional days' written notice to the School and or the Architect, terminate the Contract and recover from the School payment for Work executed, including reasonable overhead and profit, costs incurred by reason of such termination, and damages.

**ARTICLE 12. INDEPENDENT CONTRACTOR.** Contractor agrees to perform the Work as an independent contractor and not as the agent, employee, or servant of School. Contractor has and hereby retains the right to exercise full control and supervision of the Work and full control over the employment, direction, method of performing, compensation, and discharge of all persons assisting in the Work. Contractor agrees to be solely responsible for all matters relating to payment of its employees, including compliance with Social Security, withholding, and all other regulations governing such matters. Contractor agrees to be responsible for its own acts and those of its subordinates, employees, and subcontractors during this Agreement.

**ARTICLE 13. ASSIGNMENT.** Contractor shall not assign this Agreement or any interest in it or any money due or to become due under it voluntarily, involuntarily, or by operation of law without School's prior written consent. In the event of any such purported assignment without School's prior written consent, School shall have the right, in addition to all other rights provided by law, to terminate this Agreement by giving written notice to Contractor.

**ARTICLE 14. GOVERNING LAW.** This Agreement shall be governed by the laws of the State of California.

**ARTICLE 15. DISPUTE RESOLUTION.**

- A. **MEDIATION.** Any dispute arising of this Agreement shall first be submitted to mediation in an informal attempt to resolve such dispute. The mediation shall be conducted by a mediator experienced in the area of construction and construction contracts. Any party who first files any claim, including a complaint, without first seeking in good faith to participate in mediation, shall not be entitled to recover its attorney's fees pursuant to Section 14.B. of this Agreement, regardless of whether such party is the "prevailing party" in any such action.
- B. **Attorney Fees.** If any suit or action is brought to enforce or construe any provision of this Agreement, the prevailing party shall be entitled to recover its costs and expenses arising out of such litigation, including attorneys' fees and court costs, from the non-prevailing party.

**ARTICLE 16. INDEMNIFICATION.** Contractor shall provide indemnification.

- A. Contractor shall defend, indemnify and hold harmless the school, agents and independent contractors (each a "School Indemnitee") from all claims, demands, actions, liens, judgments, damages, losses, costs or expenses (including, without limitation, attorneys' fees), or other liabilities of any nature: (I) arising from death, personal injury or property damage that occurs in connection with the performance of the Work by the Contractor or its Subcontractors; or (ii) arising from any act, omission, or breach by the Contractor or any of its officers, employees, agents and Subcontractors in connection with the Work or performance of the Contract by the Contractor or its Subcontractors. The foregoing shall include, without limitation, all claims, demands, actions, liens, judgments, damages, losses, costs or expenses, or other liabilities incurred by reason of:
- B. Liability for (a) death or bodily injury to persons; (b) damage or injury to, loss (including theft), or loss of use of, any property; (c) any failure or alleged failure to comply with any provision of law or the Contract Documents; or (d) any other loss, damage or expense, sustained by any person, firm or corporation or in connection with the Work called for in the Contract Documents.
- C. Any bodily injury to or death of persons or damage to property caused by any act, omission or breach of Contractor or any person, firm or corporation employed by Contractor, either directly or by independent contract, including all damages or injury to, loss (including theft), or loss of use of, any property, sustained by any person, firm or



corporation, including School, arising out of or in any way connected with Work covered by the Contract Documents, whether said injury or damage occurs either on or off school property.

- D. Any dispute between Contractor and any Subcontractor, supplier, surety or other party, including, without limitation, any failure or alleged failure of the Contractor (or any person hired or employed directly or indirectly by the Contractor) to pay any Subcontractor or material suppliers of any tier or any other person employed in connection with the Work and/or filing of any stop payment notice or mechanic's lien claims.
- E. Breach of any warranty, express or implied.
- F. Failure of the Contractor or its Subcontractors to comply with any applicable governmental law, rule, regulation, or other requirement.
- G. Products installed in or used in connection with the Work.

#### **ARTICLE 17. PUBLIC WORKS REQUIREMENTS.**

- A. This project is classified as a Public Work as defined in Labor Code Section 1720, to which the general prevailing rate of per diem wages for work of a similar character and the rates for overtime and holiday work in the locality in which the work is to be performed for each craft, classification or type of worker needed to execute the contract shall be paid to all workers employed on the project in accordance with Labor Code Section 1771. Copies of the prevailing rate of per diem wages are on file at the School's office and shall be made available to any interested party upon request.
- B. In accordance with the provisions of Section 3700 of the Labor Code, every contractor will be required to secure the payment of compensation to his employees.
- C. The Contractor is notified, and must notify all other contractors or subcontractors performing Work, that they will be subject to a penalty of twenty-five dollars for each calendar day a worker employed in performing the Work is required or permitted to work more than 8 hours in any one calendar day and 40 hours in any one calendar week without payment of the applicable overtime rate of pay.
- D. Underpayment of Prevailing Wage: The difference between the prevailing wage rates and the amount paid to each worker for each calendar day or portion thereof for which each worker was paid less than the prevailing wage rate shall be paid to each worker by the contractor or subcontractor in accordance with Section 1775 of the Labor Code. (Labor Code § 1775(a)(2)(E).)

- E. The contractor will employ properly registered apprentices for the Work and will ensure full compliance with the requirements of Labor Code Section 1777.5 for all apprenticeable occupations.
- F. 8-Hour Work Day: The Project Contract should also include a clause establishing that “Eight hours labor constitutes a legal day’s work.” (Labor Code § 1810.)
- G. The Contractor will maintain accurate certified payroll records that include the name, address, social security number, work classification, straight time and overtime hours worked each day and week, and the actual per diem wages paid to each apprentice, worker, or other employee of the contractor in connection with the public work, and a written declaration of the employee verifying the truth of the payroll record. (Labor Code § 1776.)
- H. The Contractor and each subcontractor shall furnish the payroll record of wages paid as specified in Section 1776 directly to the Compliance Monitoring Unit (“CMU”) of the DIR once the back payments of wages have been made and thereafter on a monthly basis until the completion of the Project, or within 10 days of any separate request by the CMU. (8 CCR § 16461(b).) Contract payments shall not be made when payroll records are delinquent or inadequate. (8 CCR § 16421(a)(6).)

IN WITNESS WHEREOF, this Contract has been duly executed by the above-named parties, on the day and year above written.

<b>Contractor Name:</b>	<b>Pacific View Charter School</b>
By _____	By _____
Name and Title: _____	Gina Campbell, Executive Director
License No. _____	

## EXHIBIT A

### Pacific View Charter

Pacific View Charter		PRICE OF				Schedule of Values (5)
		Interior Fluorescent Tube Fixture Retrofit (1)	Interior Bulb Retrofit (2)	Exterior Lighting Retrofit (3)	Occupancy Sensors (4)	
Option A	Like Voltage Lamp Retrofit Approach					
1	Pacific View Charter Lighting Products	\$3,942.15	\$1,092.55	\$366.78	\$3,292.83	60%
2	Pacific View Charter Installation Labor, Lamp & Ballast Disposal	\$2,628.10	\$ 728.36	\$244.52	\$ 1,975.70	36%
3	Pacific View Charter Cost of Permits and Inspections	\$ 328.51	\$ 91.05	\$ 30.56	\$ 219.52	4%
TOTAL TURNKEY FIXED PRICE:		\$14,940.63				100%

Please list the DLC product numbers for the lighting products included in the Option A – Line Voltage LED Lamp Retrofit Approach table above

DLC Number	Product Description and Lamp or Fixture Lumens	Includes Integrated Area Controls or Occupancy Sensing? (Yes / No)	Includes Integrated Dimming Controls? (Yes / No)	Product Cut Sheet Provided with Bid? (Yes / No)
PCG3GEYZ	4FT LED T8, 14W, 4000K, 1800 LM	No**	No**	Yes





8.3

## CONTRACT

THIS CONTRACT is made this 14th day of November, 2018, in the County of San Diego, State of California, by and between Pacific View Charter School, hereinafter called School, and TMAG Industries Inc – DBA Stellar Solar, hereinafter called Contractor. The School and the Contractor for the considerations stated herein agree as follows:

**ARTICLE 1. SCOPE OF WORK.** The Contractor shall perform all Work within the time stipulated the Contract and shall provide all labor, materials, equipment, tools, utility services, and transportation to complete all of the Work required in strict compliance with the Contract Documents as specified in Article 5 below for the following Project:

**Pacific View Charter School – Moreno Valley Campus**  
**16.19 kW AC Solar PV system**  
*As set forth in Exhibit A attached*

The Contractor and its surety shall be liable to the School for any damages arising as a result of the Contractor's failure to comply with this obligation.

**ARTICLE 2. TIME FOR COMPLETION.** The preparatory work of two roof penetrations will be completed prior to December 22, 2018. The Project Installation work shall be commenced on April 9-14, 2019. The Contractor shall complete all Work required by the Contract Documents by April 14, 2019. By its signature hereunder, Contractor agrees the time for completion set forth above is adequate and reasonable to complete the Work.

If Contractor exceeds time limit allowed above and school is in session, no employee and/or employees shall be permitted on school premises without specific contractor/sub-contractor fingerprint certifications.

**ARTICLE 3. CONTRACT PRICE.** The School shall pay to the Contractor as full compensation for the performance of the Contract, subject to any additions or deductions as provided in the Contract Documents, and including all applicable taxes and costs, the sum of Fifty Five Thousand One Hundred Ninety Five Dollars (\$55,195.00).

Payment shall be upon receipt of written notice from the Contractor that the Work is complete and ready for final inspection, all corrections made, all reports and there is no other unfinished Work, and upon receipt of a final Application for Payment, including all completed and signed Prevailing Wage Reports using the standard California Department of Industrial Relations form. the Owner and/or their representative will promptly make such inspection and, when it finds the Work acceptable and the Contract fully performed, the Owner will promptly approve final payment.

Final payment, constituting the unpaid balance of the Contract Sum, if any, (subject to any retention with respect to minor work or defective work) shall be due and payable thirty (30) days following the receipt of a final Application for Payment provided that as a condition to such payment the Owner has approved the Work, and Contractor has provided an Unconditional Release of Lien upon final payment for itself and all subcontractors or supplier.

If there should remain minor items to be completed, the Contractor and the Owner shall list such items and the Contractor shall deliver, in writing, its unconditional promise to complete said items within a reasonable time following substantial completion of the work. The Owner may retain an amount equal to one and one-half (1-1/2) times the cost to complete the minor work ("punch-list work"), as reasonably determined by Owner, until such time as the punch-list work is completed.

**ARTICLE 4. LIQUIDATED DAMAGES.** It is agreed that the Contractor will pay the School the sum of **\$2,500** for each and every calendar day of delay beyond the time prescribed in the Contract Documents for finishing the Work, as Liquidated Damages and not as a penalty or forfeiture. In the event this is not paid, the Contractor agrees the School may deduct that amount from any money due or that may become due the Contractor under the Contract. This Article does not exclude recovery of other damages specified in the Contract Documents.

**ARTICLE 5. COMPONENT PARTS OF THE CONTRACT.** The "Contract Documents" include the following:

Notice Inviting Bids  
Instructions to Bidders  
Bid Form  
Contractor's Certificate Regarding Workers' Compensation  
Information Required of Bidders  
Contractor & Subcontractor Fingerprinting Requirements  
Drug-Free Workplace Certifications  
Contract  
Plans Documents/Drawings  
Any other documents contained in or incorporated into the Contract

The Contractor shall complete the Work in strict accordance with all of the Contract Documents.

All of the Contract Documents are intended to be complementary. Work required by one of the Contract Documents and not by others shall be done as if required by all. This Contract shall supersede any prior agreement of the parties.

Contractor has reviewed ALL Contract Documents and represents that:

- (i) if the Work is performed in accordance therewith, the Work shall have been constructed in accordance with all applicable state, county, and municipal laws, codes, and regulations, including, but not limited to, all applicable building codes; and
- (ii) the Plans and Specifications are sufficiently complete and detailed to permit Contractor to perform the entire Work on the basis of the Plans and Contract Price (and if the Plans and Specifications are not complete, to immediately stop work and seek clarification from School and/or its Designer). No changes in the Scope of Work or Contract Price shall be made unless in a Change Order signed by both parties.
- (iii) Contractor will be responsible for locating all utilities (above and below ground) with a licensed locating service prior to commencing work on the site. The Contractor will

be provided with information from the School locating said utilities to the best of the Schools knowledge.

If at any time or times during the process of the Work, School desires to add to, alter, deviate from, or make omissions from the Work to be performed under the Plans and Specifications, School shall be at liberty to do so and the same shall in no way affect or make void this Agreement. Any such alterations to the Scope of Work, or deviations from Plans and Specifications shall be made only in a writing signed by both parties. Any verbal changes in the Scope of Work of the Plans and Specifications shall be of no force nor effect. This Agreement shall be considered completed when:

- (i) the Work is finished in strict accordance with the Plans and Specifications as amended by any written Change Order
- (ii) the School approves of the Work;
- (iii) a notice of completion has been issued; and
- (iv) the Contractor has received final payment.

**ARTICLE 6. PROVISIONS REQUIRED BY LAW.** Each and every provision of law required to be included in these Contract Documents shall be deemed to be included in these Contract Documents. The Contractor shall comply with all requirements of the California Labor Code applicable to this Project.

**ARTICLE 7. OBLIGATIONS OF CONTRACTOR.** Contractor agrees to furnish and transport all necessary labor, permits, notifications to air control board, materials, tools, implements, supplies, building materials and component parts, and appliances required to perform and finish the Work to industry standards and all applicable codes, free of any and all liens and claims of laborers, materialmen, suppliers, and subcontractors, free from any and all defects or deficiencies. Contractor shall further endeavor to use its best faith efforts to complete the Project timely, and continually keep School apprised of the status of the Project.

Contractor will keep clean on a weekly basis the jobsite and grounds around the jobsite, and keep it in a safe, orderly, and neat condition. The Contractor shall keep the premises and surrounding area free from accumulation of waste materials or rubbish caused by operations under the Contract. At completion of the Work, the Contractor shall remove from and about the Project waste materials, rubbish, the Contractor's tools, construction equipment, machinery and surplus material and the entire jobsite will be left in a broom-clean condition.

**ARTICLE 8. WARRANTY.** Tests, inspections and approvals of portions of the Work required by the Contract Documents or by laws, ordinances, rules, regulations or orders of public authorities having jurisdiction shall be made at an appropriate time. Unless otherwise provided, the Contractor shall make arrangements for such tests, inspections and approvals with an independent testing laboratory or entity acceptable to the Owner, or with the appropriate public authority. The Contractor shall give the Owner timely notice of when and where tests and inspections are to be made so that the Owner may be present for such procedures.

All Work that is not completed to plans and specifications, applicable codes, and industry standards shall be immediately repaired, removed, and replaced with Work of a quality approved by School, without additional compensation to Contractor. Contractor guarantees that the Work done under this Agreement will be free from faulty materials or workmanship and will comply with all applicable laws. Upon receiving notification from School, Contractor agrees to remedy, repair, or replace, immediately, without cost to School and to School's satisfaction, all defects, damages, or imperfections appearing in the Work (including labor and materials) within a period of one (1) year after the date of final completion and acceptance by the applicable governmental agency and School of the Work. Payments to Contractor shall not relieve Contractor of these obligations. Contractor will keep clean on a weekly basis the jobsite and grounds around the jobsite, and keep it in a safe, orderly, and neat condition. At the completion of the Work, the entire jobsite will be left in a broom-clean condition. Contractor shall assign all material and parts warranties to the School, and shall deliver to the School evidence of any such warranties as well as all product information and specifications. Contractor warrants that it is licensed by the Contractors State Licensing Board, and currently in good standing.

**ARTICLE 9. INSURANCE/BONDS.** Before commencement of any Work under this Agreement, Contractor shall obtain and maintain in full force and affect the following:

- A.** Comprehensive General Liability insurance that names School as an additional insured and that protects Contractor and School against any liability that Contractor may incur: (a) Because of bodily injuries to or the death of one person other than an employee of Contractor and consequential damages arising therefrom to the extent of not less than \$1,000,000.00 and on account of bodily injuries to or the death of more than one such person, subject to the same limit for each. (b) Because of damage to or destruction of any property, to the extent of not less than \$1,000,000.00 for each incident and aggregate.
- B.** Worker's Compensation insurance in statutory form and amount and employer's liability insurance covering Contractor's liability to the extent of not less than \$1,000,000.00 for damages because of bodily injuries to or death of such person or persons.
- C.** The insurance described in Section 9.A above also shall provide contractual liability coverage satisfactory to School with respect to liability assumed by Contractor under the indemnity provisions in this Agreement. Written proof of compliance with these requirements shall be filed with and approved by School before commencement of Work. The insurance provided in Section 9.A shall name School, as an additional insured, and Contractor shall cause to be issued certificates and endorsements evidencing such coverage prior to the commencement of construction. The insurance to be maintained by the Contractor shall at all times be primary to the insurance maintained by School.

**ARTICLE 10. WORK STOPPAGE.** If Contractor at any time during the progress of the Work refuses or neglects, without the fault of School, to supply sufficient materials or workers to continue or complete the Work for a period of more than ten (10) days, not due to conditions beyond control of the contractor are not the cause, after having been notified in writing by School to furnish them, School shall have the power to terminate this Agreement and/or furnish and provide such materials and workers as are necessary to finish the Work, and the reasonable expense thereof shall be deducted from the amount of the contract price as determined in this Agreement.

## **ARTICLE 11. TERMINATION.**

### **A. Termination by the School for Cause:**

- i. The School may terminate the Contract if the Contractor repeatedly refuses or fails to supply enough properly skilled workers or proper materials; fails to make payment to Subcontractors for materials or labor in accordance with the respective agreements between the Contractor and the Subcontractors; repeatedly disregards applicable laws, statutes, ordinances, codes, rules and regulations or lawful orders of a public authority; or otherwise is guilty of substantial breach of a provision of the Contract Document.
- ii. When any of the above reasons exists, the School, may determine that sufficient cause exists to justify such action, may, without prejudice to any other remedy the School may have and after giving the Contractor seven days' written notice, terminate the Contract and take possession of the site and of all materials, thereon owned by the Contractor and may finish the Work by whatever reasonable method the School may deem expedient. Upon request of the Contractor, the School shall furnish to the Contractor a detailed accounting of the costs incurred by the School in finishing the Work.
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C. Termination by the Contractor. If the School fails to make payment as provided in Section 3 for a period of seven days, the Contractor may, upon seven additional days' written notice to the School and or the Architect, terminate the Contract and recover from the School payment for Work executed, including reasonable overhead and profit, costs incurred by reason of such termination, and damages.

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**ARTICLE 13. ASSIGNMENT.** Contractor shall not assign this Agreement or any interest in it or any money due or to become due under it voluntarily, involuntarily, or by operation of law without School's prior written consent. In the event of any such purported assignment without School's prior written consent, School shall have the right, in addition to all other rights provided by law, to terminate this Agreement by giving written notice to Contractor.

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- A. **MEDIATION.** Any dispute arising of this Agreement shall first be submitted to mediation in an informal attempt to resolve such dispute. The mediation shall be conducted by a mediator experienced in the area of construction and construction contracts. Any party who first files any claim, including a complaint, without first seeking in good faith to participate in mediation, shall not be entitled to recover its attorney's fees pursuant to Section 14.B. of this Agreement, regardless of whether such party is the "prevailing party" in any such action.
- B. **Attorney Fees.** If any suit or action is brought to enforce or construe any provision of this Agreement, the prevailing party shall be entitled to recover its costs and expenses arising out of such litigation, including attorneys' fees and court costs, from the non-prevailing party.

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- A. Contractor shall defend, indemnify and hold harmless the school, agents and independent contractors (each a "School Indemnitee") from all claims, demands, actions, liens, judgments, damages, losses, costs or expenses (including, without limitation, attorneys' fees), or other liabilities of any nature: (I) arising from death, personal injury or property damage that occurs in connection with the performance of the Work by the Contractor or its Subcontractors; or (ii) arising from any act, omission, or breach by the Contractor or any of its officers, employees, agents and Subcontractors in connection with the Work or performance of the Contract by the Contractor or its Subcontractors. The foregoing shall include, without limitation, all claims, demands, actions, liens, judgments, damages, losses, costs or expenses, or other liabilities incurred by reason of:
- B. Liability for (a) death or bodily injury to persons; (b) damage or injury to, loss (including theft), or loss of use of, any property; (c) any failure or alleged failure to comply with any provision of law or the Contract Documents; or (d) any other loss, damage or expense, sustained by any person, firm or corporation or in connection with the Work called for in the Contract Documents.
- C. Any bodily injury to or death of persons or damage to property caused by any act, omission or breach of Contractor or any person, firm or corporation employed by Contractor, either directly or by independent contract, including all damages or injury to, loss (including theft), or loss of use of, any property, sustained by any person, firm or

corporation, including School, arising out of or in any way connected with Work covered by the Contract Documents, whether said injury or damage occurs either on or off school property.

- D. Any dispute between Contractor and any Subcontractor, supplier, surety or other party, including, without limitation, any failure or alleged failure of the Contractor (or any person hired or employed directly or indirectly by the Contractor) to pay any Subcontractor or material suppliers of any tier or any other person employed in connection with the Work and/or filing of any stop payment notice or mechanic's lien claims.
- E. Breach of any warranty, express or implied.
- F. Failure of the Contractor or its Subcontractors to comply with any applicable governmental law, rule, regulation, or other requirement.
- G. Products installed in or used in connection with the Work.

#### **ARTICLE 17. PUBLIC WORKS REQUIREMENTS.**

- A. This project is classified as a Public Work as defined in Labor Code Section 1720, to which the general prevailing rate of per diem wages for work of a similar character and the rates for overtime and holiday work in the locality in which the work is to be performed for each craft, classification or type of worker needed to execute the contract shall be paid to all workers employed on the project in accordance with Labor Code Section 1771. Copies of the prevailing rate of per diem wages are on file at the School's office and shall be made available to any interested party upon request.
- B. In accordance with the provisions of Section 3700 of the Labor Code, every contractor will be required to secure the payment of compensation to his employees.
- C. The Contractor is notified, and must notify all other contractors or subcontractors performing Work, that they will be subject to a penalty of twenty-five dollars for each calendar day a worker employed in performing the Work is required or permitted to work more than 8 hours in any one calendar day and 40 hours in any one calendar week without payment of the applicable overtime rate of pay.
- D. Underpayment of Prevailing Wage: The difference between the prevailing wage rates and the amount paid to each worker for each calendar day or portion thereof for which each worker was paid less than the prevailing wage rate shall be paid to each worker by the contractor or subcontractor in accordance with Section 1775 of the Labor Code. (Labor Code § 1775(a)(2)(E).)



- E. The contractor will employ properly registered apprentices for the Work and will ensure full compliance with the requirements of Labor Code Section 1777.5 for all apprenticeable occupations.
- F. 8-Hour Work Day: The Project Contract should also include a clause establishing that “Eight hours labor constitutes a legal day’s work.” (Labor Code § 1810.)
- G. The Contractor will maintain accurate certified payroll records that include the name, address, social security number, work classification, straight time and overtime hours worked each day and week, and the actual per diem wages paid to each apprentice, worker, or other employee of the contractor in connection with the public work, and a written declaration of the employee verifying the truth of the payroll record. (Labor Code § 1776.)
- H. The Contractor and each subcontractor shall furnish the payroll record of wages paid as specified in Section 1776 directly to the Compliance Monitoring Unit (“CMU”) of the DIR once the back payments of wages have been made and thereafter on a monthly basis until the completion of the Project, or within 10 days of any separate request by the CMU. (8 CCR § 16461(b).) Contract payments shall not be made when payroll records are delinquent or inadequate. (8 CCR § 16421(a)(6).)

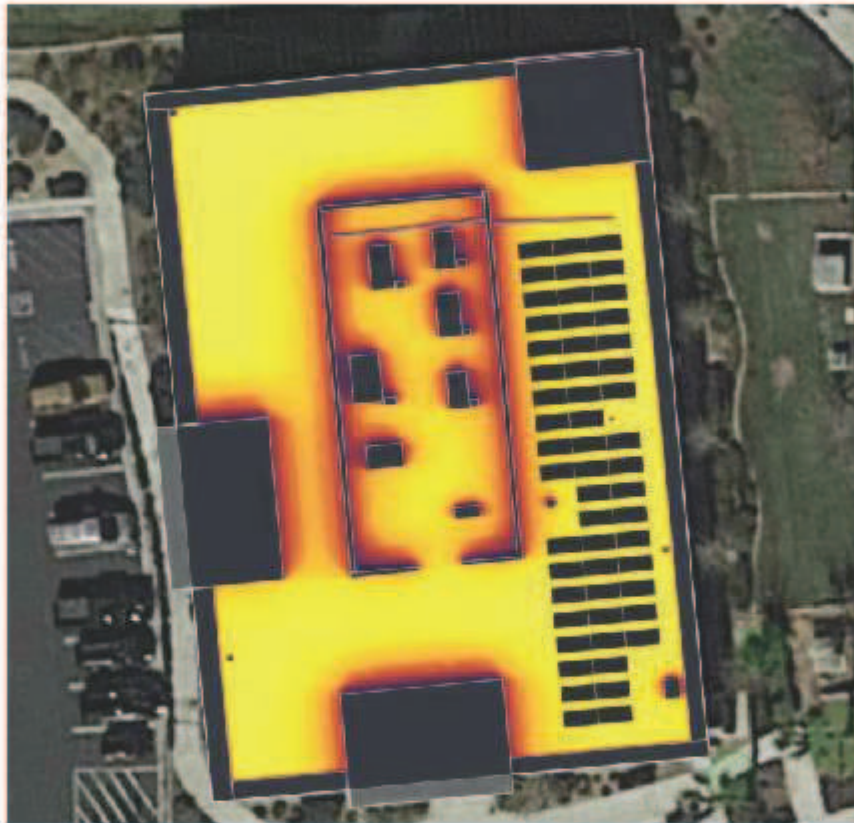
IN WITNESS WHEREOF, this Contract has been duly executed by the above-named parties, on the day and year above written.

<b>Contractor Name:</b>	<b>Pacific View Charter School</b>
By _____	By _____
Name and Title: _____	Gina Campbell, Executive Director
License No. _____	



Exhibit A

DEMAND BETTER SOLAR™  
HIRE A BETTER SOLAR INSTALLER



Modules Illustrated For Discussion Purposes

Pacific View Charter  
22695 Alessandro Boulevard  
Moreno Valley, CA, 92553



DEMAND BETTER SOLAR™  
HIRE A BETTER SOLAR INSTALLER

Exhibit A

Customer Name: Pacific View Charter  
Address: 22665 Alessandro Boulevard  
Moreno Valley, CA, 92553  
Created Date: September 3, 2015  
Quote Expires: October 31, 2015

Available Roof Space (sq ft): 1000-  
Orientation: 28.5°  
Tilt: 10°  
Installation Type: Roof Mounted - Ballast Rack

PV Make: SunPower  
PV Model #: SPR-P17-365-COM  
No. of Modules: 52  
DC Size kW: 18.46  
Inverter Make: SMA  
Inverter Count: 1  
Monitoring System: SunPower Production  
PV Area Required (Sq. Ft.): 1155

**SUNPOWER®**

Based in the U.S. with headquarters in Silicon Valley

Multi-bill, on-dollar publicly traded company

Output Warranty = 25 years Min 83%

Product Warranty = 25 years

SunPower Covers Labor For Warranty Claims

\*Please reference manufacturer's warranty for full details

**SOLAR PROJECTION & UTILITY OFFSET**

kWh / Month: 2,333  
kWh / Year: 28,003

Prepared for Reference Purposes Only. A  
Copyright © 2015 Stellar Solar, LLC. All Rights Reserved.  
Do not use for other purposes without Stellar Solar's approval.

**PRODUCTION:**

Bid Amount: \$55,195

Connor Smith

(760) 814-0032

connors@stellarsolar.net

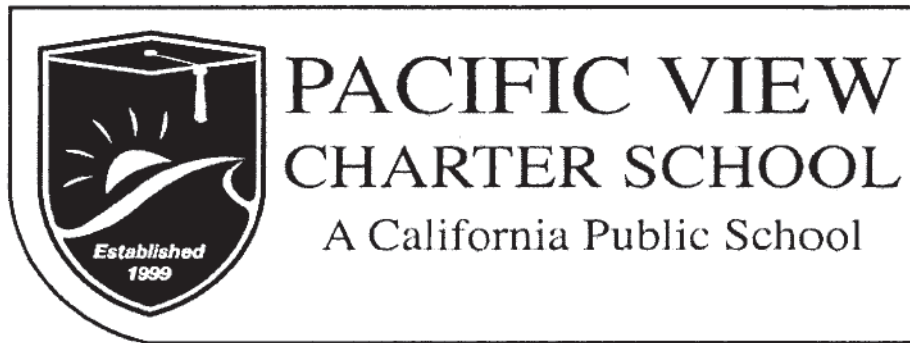
**SUNPOWER®**

by Stellar Solar

\*\*Based only on the relevant data with no net metering (Tax Exemption)

\*\*\*Production Model and Warranty (25yr and 0.05% per year) are for reference purposes only. The kWh production estimate provided is preliminary and may not represent "As-Built" energy output.

8.4



## Constitution and Bylaws of The Film Club

### **Article I. Name of club**

The official name of this organization shall be The Film Club.

### **Article II. Purpose**

The purpose of this club shall be to learn and discuss film making. It is also to talk about the story, theme, the characters, the plot, and to learn about the film making process and what's involved. The club will also serve as a space for students to share their love of film. Any films viewed on campus during Film Club time will be school appropriate and PG, PG-13, or G rated and monitored by the Advisor.

### **Article III. Membership**

Section 1. All members are required to be students of Pacific View Charter School

Section 2. Regular attendance of all club members is encouraged

### **Article IV. Officers**

Section 1. The officers of this club shall be a President, Vice President, Secretary, and Treasurer

Section 2. The officers shall be elected by nomination and majority vote.

Section 3. The term of office shall be the school year.

### **Article V. Meetings**

Section 1. This club shall meet every Monday at 2:00 pm.

Section 2. Special meetings may be called by the president with the advisor's approval.

### **Article VI. Fundraising and Expenditures**

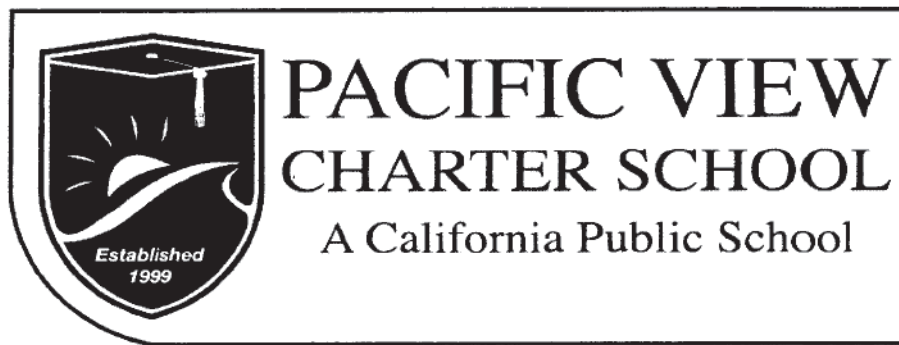
Section 1. All fundraising by any student club shall be supervised under the name of the school.

All fundraising must receive prior approval by the Executive Director.

Section 2. All expenditures shall be approved by a majority of the club members, recorded in the minutes, and subject to the approval of the advisor, if applicable.

### **Article VII. Quorum**

A quorum shall consist of 2/3 of the membership of the club.



## Application for Authorization of Student Club or Organization

- I. We, the undersigned students, request approval to form a student club or organization at Pacific View Charter School.

This organization will be called the Film Club and its purpose will be the following: to learn and discuss film making. It is also to talk about the story, theme, the characters, the plot, and to learn about the film making process and what's involved. The club will also serve as a space for students to share their love of film. Any films viewed on campus during Film Club time will be school appropriate and PG, PG-13, or G rated and monitored by the Advisor.

- II. Robert Merrill has agreed to serve as the advisor for this organization for the school year.

- III. We have attached:

1. A copy of the constitution
2. A copy of the list of participants (must have a minimum of 5)

IV. Approved:

Julia Campbell  
Executive Director

Date: 10-31-18

Robert Merrill  
Advisor

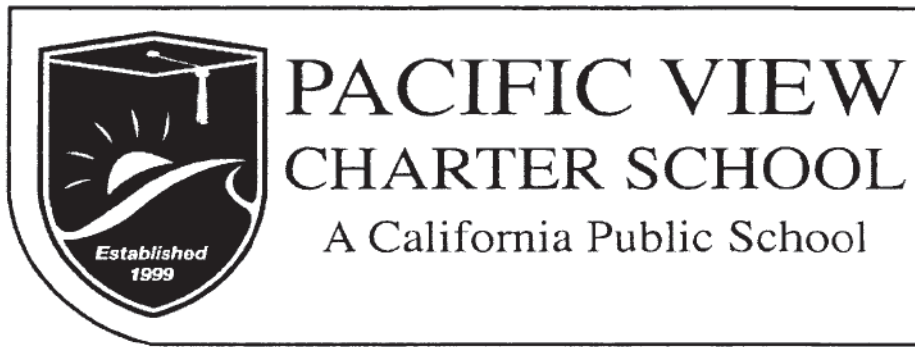
Date: 10-30-18

\_\_\_\_\_  
Alternate Advisor

Date: \_\_\_\_\_

8.5





## Application for Authorization of Student Club or Organization

- I. We, the undersigned students, request approval to form a student club or organization at Pacific View Charter School.
- II. This organization will be called Photography Club and its purpose will be the following:
- III. Celina Shency has agreed to serve as the advisor for this organization for the school year.
- IV. We have attached:
1. A copy of the constitution
  2. A copy of the list of participants (must have a minimum of 5)
- V. Approved:

Hina Campbell

Date: 11-7-18

Executive Director

[Signature]

Date: 11/1/2018

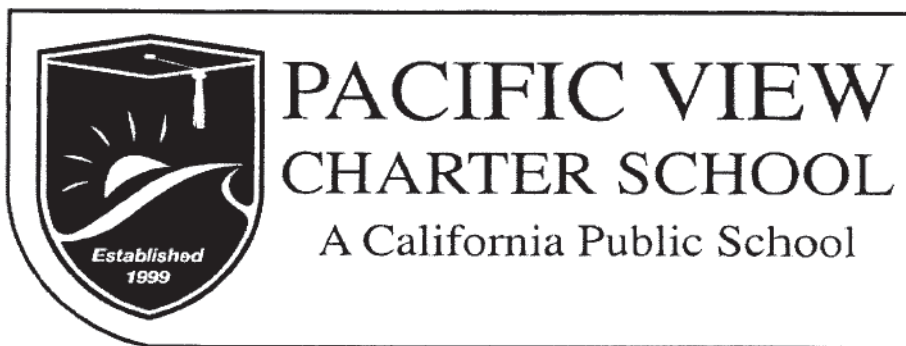
Advisor

[Signature]

Date: 11/1/2018

Alternate Advisor





Constitution and Bylaws of the Photography club.

**Article I. Name of club**

The official name of this organization shall be Photography club

**Article II. Purpose**

The purpose of this club shall be to  
capture moments and learn about photography in the process

**Article III. Membership**

Section 1. All members are required to be students of Pacific View Charter School

Section 2. Regular attendance of all club members is encouraged

**Article IV. Officers**

Section 1. The officers of this club shall be a President, Vice President, Secretary, and Treasurer

Section 2. The officers shall be elected by nomination and majority vote.

Section 3. The term of office shall be the school year.

**Article V. Meetings**

Section 1. This club shall meet Thurs (how often) on 11:30 (day).

Section 2. Special meetings may be called by the president with the advisor's approval.

**Article VI. Fundraising and Expenditures**

Section 1. All fundraising by any student club shall be supervised under the name of the school.

All fundraising must receive prior approval by the Executive Director.

Section 2. All expenditures shall be approved by a majority of the club members, recorded in the minutes, and subject to the approval of the advisor, if applicable.

**Article VII. Quorum**

A quorum shall consist of 2/3 of the membership of the club.

**Article VIII. Amendments**

This constitution shall be amended by a majority vote of the quorum.

8.6

PACIFIC VIEW CHARTER SCHOOL

BOARD OF TRUSTEES' MEETING

November 19, 2018

2018/2019 FIRST INTERIM REPORT

**Pacific View Charter School  
2018/19 First Interim Budget  
Financial Summary – October 31, 2018**

Legislation outlined in Education Code Section 47604.33 requires Charter Schools to report their financial statements four times a year to their Sponsoring District, County Office of Education, and the California Department of Education. The financial reporting includes Budget Adoption, First Interim, Second Interim and Unaudited Actuals. The enclosed financial reports provide an update and detail of the School's 2018/19 financial status, First interim 2018/19 Budget and projections for two subsequent fiscal years. The 2018/19 Budget will require the Board's review and action.

The First Interim 2018/19 Budget includes the following items:

- ✓ 2018/19 Multi-year Projection and Assumptions
- ✓ 2018/19 Local Control Funding Formula Summary
- ✓ 2018/19 School Services Dartboard
- ✓ 2018/19 First Interim Certification Form

California Department of Education created the LCFF calculator. LCFF base funding, supplemental and concentration grants are calculated using CDE's original Proposed/Adopted model. SSC Dartboard reflect the per student formula. PVCS continues to project conservative enrollment for the current and two following school years. Enrollment and other financial data will be updated at Second Interim.

	K-3	4-6	7-8	9-12
LCFF Base Grant	7193	7303	7518	8712
Supplemental Grants	20%	20%	20%	20%
Concentration Grants	50%	50%	50%	50%

**First Interim Budget Enrollment and Average Daily Attendance (A.D.A)**

	2018/19	2019/20	2020/21
Enrollment	542	557	572
A.D.A	596.93	614.85	634.21
A.D.A. Ratio	1.11%	1.11%	1.11%

**Pacific View Charter School  
2018/19 First Interim Budget  
Financial Summary – October 31, 2018**

The spreadsheet below reflects all changes that have taken place since the Working Adopted Budget was approved.

<b>Revenue Budget Line Item</b>	<b>Description</b>	<b>Amount</b>
62-00-0000-0000-0000-8560	Lottery Increase	\$2294.00
62-00-7338-000-0000-8590	College Readiness Deferred Rev	\$75,000.00
62-00-6230-000-0000-8590	Prop 39 Deferred Rev	\$252,688.20
62-01-0000-0000-0000	Interest	\$175.00

<b>Total Revenue Increase/Decrease</b>	<b>\$330,157.20</b>
--	---------------------

<b>Expenditure Budget Line Item</b>	<b>Description</b>	<b>Amount</b>
62-00-6500-5770-1120-5800	Staff Rehab- SP Ed RS	\$70,000.00
62-00-6500-5770-1130-5800	Staff Rehab – Sp Ed Support	\$30,000.00
62-00-6500-5001-1000-4300	Sp Ed Instructional Materials	\$18,062.00
62-00-6500-5001-3120-1200	Sp Ed Staffing	\$5,000.00
62-00-6500-5001-2700-5800	Sp Ed Curriculum	\$3,800.00
62-00-6230-000-8500-5800	CA Clean Energy Prop 39	\$268,984.00
62-00-0000-1110-1000-3111	STRS – K8	\$9,974.00
62-00-0000-1110-1000-5900-010	Postage/Admin & Student	\$1,447.00
62-00-0000-0000-8500-5800	Architect/Structural Engineer	\$40,000.00
62-00-0000-0000-2100-1300	WASC Stipend-DC	\$6,045.00
62-00-0000-0000-2700-1300	Vacation Payout- ED	\$3,861.00
62-00-0000-0000-2700-5800-030	AED	\$14.00

<b>Total Expenditure Increase/Decrease</b>	<b>\$457,187.00</b>
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**PACIFIC VIEW CHARTER SCHOOL  
MULTI-YEAR PROJECTION  
2018-2021 First Interim Budget**

ENTERPRISE FUND		2018-19 Working Adopted Budget	2018-19 First Interim Budget	2019-20 Projected Budget	2020-21 Projected Budget
<b>A. REVENUES</b>					
1) Revenue Limit Sources	8010-8099	6,056,712	<b>6,402,334</b>	6,785,130	7,286,816
2) Other Federal Revenues	8100-8299	0	<b>0</b>	0	0
3) Other State Revenues	8300-8599	576,262	<b>560,622</b>	159,434	162,963
4) Other Local Revenues	8600-8799	13,000	<b>13,175</b>	13,000	15,000
<b>5) TOTAL REVENUES</b>		<b>6,645,974</b>	<b>6,976,131</b>	<b>6,957,564</b>	<b>7,464,779</b>
<b>B. EXPENDITURES</b>					
1) Certificated Salaries	1000-1999	2,894,830	<b>2,908,024</b>	2,995,265	3,085,123
2) Classified Salaries	2000-2999	772,589	<b>772,589</b>	795,767	819,640
3) Employee Fringes	3000-3999	1,254,505	<b>1,266,192</b>	1,367,828	1,460,919
4) Books, Supplies, Non-Capital Equip	4000-4999	211,602	<b>232,340</b>	239,310	246,489
5) Services, Other Operating Exp	5000-5999	1,467,217	<b>1,878,785</b>	1,666,165	1,716,149
7) Other Outgo	7100-7299	0	<b>0</b>	0	0
8) Direct Support/Indirect Costs	7300-7399	0	<b>0</b>	0	0
<b>9) TOTAL EXPENDITURES</b>		<b>6,600,743</b>	<b>7,057,930</b>	<b>7,064,334</b>	<b>7,328,320</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES &amp; USES</b>		<b>45,231</b>	<b>-81,799</b>	<b>-106,769</b>	<b>136,460</b>
<b>D. Other Financing Sources/Uses</b>					
1) Interfund Transfers In - 8919					
2) Interfund Transfers Out - 7619					
<b>E. Net Increase(Decrease) in Fund Balance</b>		<b>45,231</b>	<b>-81,799</b>	<b>-106,769</b>	<b>136,460</b>
<b>F. FUND BALANCE, RESERVES</b>					
1) Fund 62/62-01 Beginning Balance/July 1		<b>5,208,237</b>	<b>4,226,206</b>	<b>4,144,407</b>	<b>4,037,638</b>
2) Ending Balance		<b>4,226,206</b>	<b>4,144,407</b>	<b>4,037,638</b>	<b>4,174,098</b>
<b>Components of Fund Balance</b>					
Restricted for Econ Uncert.		<b>198,022</b>	<b>211,738</b>	<b>211,930</b>	<b>219,850</b>
Restricted for Special Purposes		<b>4,028,184</b>	<b>3,932,669</b>	<b>3,825,708</b>	<b>3,954,248</b>
Undesignated		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Components of Fund Balance</b>		<b>4,226,206</b>	<b>4,144,407</b>	<b>4,037,638</b>	<b>4,174,098</b>
<b>SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS</b>		<b>88,477</b>	<b>169,248</b>	<b>169,248</b>	<b>169,248</b>

**PACIFIC VIEW CHARTER SCHOOL  
MULTI-YEAR PROJECTION  
2018-2021 First Interim Budget**

		<b>2018-19 Working Adopted</b>	<b>2018-19 First Interim</b>	<b>2019-20 Projected Budget</b>	<b>2020-21 Projected Budget</b>
Designated for Economic Uncertainty	9770-000	198,022	211,738	211,930	219,850
<b>TOTAL</b>		<b>198,022</b>	<b>211,738</b>	<b>211,930</b>	<b>219,850</b>
Revolving Cash Reserve	9711-000	200	200	200	200
Deferred Maintenance Reserve	9780-009	50,000	50,000	50,000	50,000
Laptops/Laptop Cart Replacements	9780-008	14,848	14,848	15,293	15,752
Payroll/Facilities Reserve	9780-007	150,000	150,000	150,000	150,000
Land/Bldg/Deprec/Growth	9780-000	3,591,424	3,495,909	3,388,503	3,516,584
Long Term Debt Reserve (Building)	9780-012	217,571	217,571	217,571	217,571
Long Term Debt Reserve (Automobile)	9780-013	4,141	4,141	4,141	4,141
<b>TOTAL</b>		<b>4,028,184</b>	<b>3,932,669</b>	<b>3,825,708</b>	<b>3,954,248</b>
Undesignated	9790-000	(0)	0	(0)	(0)
<b>TOTAL</b>		<b>(0)</b>	<b>0</b>	<b>(0)</b>	<b>(0)</b>
<b>TOTAL RESERVES</b>		<b>4,226,206</b>	<b>4,144,407</b>	<b>4,037,638</b>	<b>4,174,098</b>



**PACIFIC VIEW CHARTER SCHOOL  
MULTI-YEAR PROJECTION  
2018-2021 First Interim Budget**

	<b>2018-19 PROJECTED</b>	<b>2019-20 PROJECTED</b>	<b>2020-21 PROJECTED</b>
<b><u>REVENUE</u></b>			
1. COLA	2.71%	2.57%	2.67%
2. LOTTERY	\$151.00	\$151.00	\$151.00
3. ENROLLMENT ESTIMATES			
Totals	542	557	572
4. ENROLLMENT INCREASE(DECREASE)	40	15	15
5. REVENUE LIMIT ADA	601.62	618.27	634.92
<b><u>EXPENDITURES</u></b>			
1. FRINGE BENEFIT RATES			
STRS State Teachers Retirement System	16.28%	18.130%	19.10%
PERS Public Employee Retirement System	18.062%	20.800%	23.500%
Social Security	6.20%	6.20%	6.20%
Medicare	1.45%	1.45%	1.45%
SUI State Unemployment Insurance/ 09/10 .30%	1.10%	1.10%	1.10%
Workers Compensation/09/10 1.80%	1.89%	1.89%	1.89%
Health Insurance cost per year	\$ 420,964	\$ 433,593	\$ 446,601
Books and Supplies/Other Operating Services	5%	3%	3%

**PACIFIC VIEW CHARTER SCHOOL  
MULTI-YEAR PROJECTION  
2018-2021 First Interim Budget**

<b>REVENUES</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<i>Total Student Enrollment</i>	<i>542</i>	<i>557</i>	<i>572</i>
<i>Total Student ADA</i>	<i>601.62</i>	<i>618.27</i>	<i>634.92</i>
<b>Student ADA at 111% - MS - Grade K-3</b>	<b>18.86</b>	<b>18.86</b>	<b>18.86</b>
<b>Student ADA at 111% - MS - Grade 4-6</b>	<b>50.63</b>	<b>50.63</b>	<b>50.63</b>
<b>Student ADA at 111% - MS - Grade 7-8</b>	<b>49.67</b>	<b>49.67</b>	<b>49.67</b>
<b>Student ADA at 111% - HS - Grade 9-12</b>	<b>408.19</b>	<b>408.19</b>	<b>408.19</b>
<b>Revenue Limit Sources</b>			
0000-000 8011 LCFF Base Funding	2,643,540	2,915,797	3,217,558
0000-000-8011-001 LCFF Base Funding Prior Year	0	0	0
0000-500-8011 Supplemental & Concentration Grants	783,128	804,379	911,039
0000-500-8011-001 Supplemental & Concentratio Grants PY	0	0	0
1400-000-8012 Education Protection Account	859,526	885,330	913,206
1400-000-8012-001 Education Protection Account Prior Year	0	0	0
0000-000-8096 In lieu of Property Taxes-Included in Prin Appor	1,770,518	1,823,634	1,878,343
6500-000-8792-000 Special Education	345,622	355,991	366,670
<b>TOTALS</b>	<b>6,402,334</b>	<b>6,785,130</b>	<b>7,286,816</b>
<b>Other State Revenues</b>			
0000-000-8550 Mandated Costs	40,000	40,000	40,000
1100-000-8560 State Lottery - CY Unrestricted	84,224	86,751	89,353
1100-000-8560-001 State Lottery - Prior Year Unrestricted	0	0	0
6300-000-8560 State Lottery - CY Restricted	29,984	30,884	31,810
6300-000-8560-001 State Lottery Restricted Adjustment		0	0
Various-8590 Star Testing Revenue	1,800	1,800	1,800
6230-000-8590-000	404,614	0	0
<b>TOTALS</b>	<b>560,622</b>	<b>159,434</b>	<b>162,963</b>
<b>Other Local Revenues</b>			
0000-000-8660 Interest	8,175	8,000	10,000
0000-000-8699 All other local revenue	5,000	5,000	5,000
0000-000-8699 Microsoft Voucher Funds	0	0	0
<b>TOTALS</b>	<b>13,175</b>	<b>13,000</b>	<b>15,000</b>
<b>TOTAL REVENUE</b>	<b>\$6,976,131</b>	<b>\$6,957,564</b>	<b>\$7,464,779</b>

**PACIFIC VIEW CHARTER SCHOOL  
MULTI-YEAR PROJECTION  
2018-2021 First Interim Budget**

<b>EXPENDITURES</b>		<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
		<b>21.9</b>	<b>21.9</b>	<b>21.9</b>
<b><i>Certificated Salaries</i></b>				
1000-1999		<b>2,908,024</b>	<b>2,995,265</b>	<b>3,085,123</b>
Teacher salaries based on 21.9 FTE				
Admin Salaries 3.7FTE				
<b><i>Classified Salaries</i></b>				
2000-2999		<b>772,589</b>	<b>795,767</b>	<b>819,640</b>
Support staff & office salaries 7.5 FTE				
Admin Salaries 1.0 FTE				
<b><i>Employee Fringes</i></b>				
3111/3211 STRS		475,592	543,041	589,258
3212 PERS		139,545	165,519	192,615
3311/3312 Social Security		52,350	49,338	50,818
3321/3322 Medicare		53,531	54,970	56,619
3401/3402 Health & Welfare Benefits		420,964	433,593	446,601
3501/3502 Unemployment Insurance		48,268	49,716	51,208
3601/3602 Workman's Compensation Ins.		75,942	71,650	73,800
<b>TOTALS</b>		<b>1,266,192</b>	<b>1,367,828</b>	<b>1,460,919</b>
<b><i>Books and Supplies</i></b>				
4000-4999		<b>232,340</b>	<b>239,310</b>	<b>246,489</b>
<b><i>Services, Other Operating Expense</i></b>				
5000-5999		<b>1,878,785</b>	<b>1,666,165</b>	<b>1,716,149</b>
conferences, mileage, dues & memberships, insurance, gas & electricity, irrigation, trash, pest control, contracted				
cleaning services, leases, maintenance agreements, grounds & repairs, equipment leases, bank expenses,				
contracted services, bottled water, employment services, security services, charter buses, software licensing,				
print shop services, SDCOE systems, oversight fee, payroll services, legal expenses, advertising, telephones &				
cell phones, postage, internet costs				
<b><i>Other Outgo</i></b>		<b>0</b>	<b>0</b>	<b>0</b>
<b><i>Direct Support/Indirect Costs</i></b>		<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES</b>		<b>\$7,057,930</b>	<b>\$7,064,334</b>	<b>\$7,328,320</b>

Summary of Funding						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Target Components:</b>						
Base Grant	5,247,763	5,156,754	5,448,224	5,770,245	6,146,656	6,537,765
Grade Span Adjustment	119,242	116,830	123,421	131,037	139,389	148,126
Supplemental Grant	653,915	638,104	667,594	723,969	780,224	823,834
Concentration Grant	158,863	145,024	136,785	187,070	221,898	220,968
Add-ons	-	-	-	-	-	-
<b>Total Target</b>	<b>6,179,783</b>	<b>6,056,712</b>	<b>6,376,024</b>	<b>6,812,321</b>	<b>7,288,167</b>	<b>7,730,693</b>
<b>Transition Components:</b>						
Target	\$ 6,179,783	\$ 6,056,712	\$ 6,376,024	\$ 6,812,321	\$ 7,288,167	\$ 7,730,693
Funded Based on Target Formula (based on prior)	FALSE	FALSE	TRUE	TRUE	TRUE	TRUE
Floor	5,802,370	5,699,348	6,237,973	6,433,797	6,626,386	6,824,741
Remaining Need after Gap (informational only)	206,936	-	-	-	-	-
Current Year Gap Funding	170,477	357,364	-	-	-	-
Miscellaneous Adjustments	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-
<b>Total LCFF Entitlement</b>	<b>\$ 5,972,847</b>	<b>\$ 6,056,712</b>	<b>\$ 6,376,024</b>	<b>\$ 6,812,321</b>	<b>\$ 7,288,167</b>	<b>\$ 7,730,693</b>

Components of LCFF By Object Code						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
8011 - State Aid	\$ 3,314,544	\$ 3,426,668	\$ 3,720,176	\$ 4,128,597	\$ 4,577,027	\$ 4,991,316
8011 - Fair Share	-	-	-	-	-	-
8311 & 8590 - Categoricals	-	-	-	-	-	-
EPA (for LCFF Calculation purposes)	900,909	859,526	885,330	913,206	940,622	968,859
<b>Local Revenue Sources:</b>						
8021 to 8089 - Property Taxes	-	-	-	-	-	-
8096 - In-Lieu of Property Taxes	1,757,394	1,770,518	1,770,518	1,770,518	1,770,518	1,770,518
Property Taxes net of in-lieu	-	-	-	-	-	-
<b>TOTAL FUNDING</b>	<b>\$ 5,972,847</b>	<b>\$ 6,056,712</b>	<b>\$ 6,376,024</b>	<b>\$ 6,812,321</b>	<b>\$ 7,288,167</b>	<b>\$ 7,730,693</b>
Basic Aid Status	-	-	-	-	-	-
Less: Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Less: EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Phase-In Entitlement</b>	<b>\$ 5,972,847</b>	<b>\$ 6,056,712</b>	<b>\$ 6,376,024</b>	<b>\$ 6,812,321</b>	<b>\$ 7,288,167</b>	<b>\$ 7,730,693</b>
8012 - EPA Receipts (for budget & cashflow)	\$ 905,638	\$ 859,526	\$ 885,330	\$ 913,206	\$ 940,622	\$ 968,859

Summary of Student Population						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Unduplicated Pupil Population</b>						
Agency Unduplicated Pupil Count	282.00	320.00	350.00	355.00	360.00	370.00
COE Unduplicated Pupil Count	-	-	-	-	-	-
Total Unduplicated pupil Count	282.00	320.00	350.00	355.00	360.00	370.00
Rolling %, Supplemental Grant	60.9200%	60.5000%	59.9100%	61.3400%	62.0600%	61.6100%
Rolling %, Concentration Grant	60.9200%	60.5000%	59.9100%	61.3400%	62.0600%	61.6100%
<b>FUNDED ADA</b>						
<b>Adjusted Base Grant ADA</b>	<b>Current Year</b>	<b>Current Year</b>	<b>Current Year</b>	<b>Current Year</b>	<b>Current Year</b>	<b>Current Year</b>
Grades TK-3	17.07	16.30	16.79	17.30	17.82	18.36
Grades 4-6	48.49	46.27	47.66	49.09	50.57	52.09
Grades 7-8	91.06	86.88	89.49	92.18	94.95	97.80
Grades 9-12	469.05	447.48	460.91	475.64	489.91	504.61
<b>Total Adjusted Base Grant ADA</b>	<b>625.67</b>	<b>596.93</b>	<b>614.85</b>	<b>634.21</b>	<b>653.25</b>	<b>672.86</b>
<b>Necessary Small School ADA</b>	<b>Current year</b>	<b>Current year</b>	<b>Current year</b>	<b>Current year</b>	<b>Current year</b>	<b>Current year</b>
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
<b>Total Necessary Small School ADA</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Funded ADA</b>	<b>625.67</b>	<b>596.93</b>	<b>614.85</b>	<b>634.21</b>	<b>653.25</b>	<b>672.86</b>
<b>ACTUAL ADA (Current Year Only)</b>						
Grades TK-3	17.07	16.30	16.79	17.30	17.82	18.36
Grades 4-6	48.49	46.27	47.66	49.09	50.57	52.09
Grades 7-8	91.06	86.88	89.49	92.18	94.95	97.80
Grades 9-12	469.05	447.48	460.91	475.64	489.91	504.61
<b>Total Actual ADA</b>	<b>625.67</b>	<b>596.93</b>	<b>614.85</b>	<b>634.21</b>	<b>653.25</b>	<b>672.86</b>
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-	-

LCAP Percentage to Increase or Improve Services						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Current year estimated supplemental and concer \$	812,778	783,128	804,379	911,039	1,002,122	1,044,802
Current year Percentage to Increase or Improve \$	15.75%	14.85%	14.44%	15.44%	15.94%	15.63%

## SSC School District and Charter School Financial Projection Dashboard 2018-19 Adopted State Budget

This version of SSC's Financial Projection Dashboard is based on the 2018-19 adopted State Budget. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF GRADESPAN FACTORS				
Entitlement Factors per ADA	K-3	4-6	7-8	9-12
2017-18 Base Grants	\$7,193	\$7,301	\$7,518	\$8,712
COLA at 3.70%	\$266	\$270	\$278	\$322
2018-19 Base Grants	\$7,459	\$7,571	\$7,796	\$9,034

Entitlement Factors per ADA	K-3	4-6	7-8	9-12
2018-19 Base Grants	\$7,459	\$7,571	\$7,796	\$9,034
Grade Span Adjustment Factors	10.4%	—	—	2.6%
Grade Span Adjustment Amounts	\$776	—	—	\$235
2018-19 Adjusted Base Grants	\$8,235	\$7,571	\$7,796	\$9,269
Supplemental Grants (% Adj. Base)	20%	20%	20%	20%
Concentration Grants	50%	50%	50%	50%
Concentration Grant Threshold	55%	55%	55%	55%

LCFF FUNDING FACTORS					
Factors	2017-18	2018-19	2019-20	2020-21	2021-22
SSC Gap Funding Percentage	42.97%	100.00%	—	—	—
Department of Finance Gap Funding Percentage	42.97%	100.00%	—	—	—
Gap Funding Percentage (as of May Revise)	43.97%	100.00%	—	—	—
COLA <sup>1</sup>	1.56%	3.70% <sup>2</sup>	2.57%	2.67%	3.42%

OTHER PLANNING FACTORS					
Factors	2017-18	2018-19	2019-20	2020-21	2021-22
COLA on state and local share <sup>3</sup>	1.56%	2.71%	2.57%	2.67%	3.42%
California CPI	3.40%	3.66%	3.50%	3.23%	2.94%
California Lottery	Unrestricted per ADA	\$153	\$151	\$151	\$151
	Restricted per ADA	\$55	\$53	\$53	\$53
Mandate Block Grant (District)	Grades K-8 per ADA	\$30.34	\$31.16	\$31.96	\$32.81
	Grades 9-12 per ADA	\$58.25	\$59.83	\$61.37	\$63.01
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$15.90	\$16.33	\$16.75	\$17.20
	Grades 9-12 per ADA	\$44.04	\$45.23	\$46.39	\$47.63
One-Time Discretionary Funds per ADA	\$147	\$184	—	—	—
Interest Rate for Ten-Year Treasuries	2.58%	3.17%	3.38%	3.50%	3.40%
CalPERS Employer Rate (projected) <sup>4</sup>	15.531%	18.062%	20.8%	23.5%	24.6%
CalSTRS Employer Rate (statutory)	14.43%	16.28%	18.13%	19.10%	18.60%

RESERVES	
State Reserve Requirement	District ADA Range
The greater of 5% or \$67,000	0 to 300
The greater of 4% or \$67,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and higher

<sup>1</sup>Target for LCFF is projected to be achieved in the 2018-19 fiscal year, therefore, any growth in LCFF revenues in future years will be attributable to the application of the COLA to the base grant

<sup>2</sup>Includes statutory COLA of 2.71% plus an augmentation of 0.99% represented by an additional \$570 million for school districts and charter schools. County offices of education receive only the statutory COLA.

<sup>3</sup>Includes Special Education, Child Nutrition, Foster Youth, American Indian Education Centers/American Indian Early Childhood Education, and Mandate Block Grant

<sup>4</sup>Rate is final for 2017-18 and 2018-19 fiscal years

Pacific View Charter School  
First Interim Report  
Charter Number 247  
CDE Number 37-73569  
Fiscal Year 2018/2019  
Charter School Certification

2018/2019 First Interim is hereby submitted to the chartering authority and the county superintendent of schools.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Charter School Official

Printed Name: Gina Campbell, Executive Director

For additional information on the First Interim Report, please contact:

Kira Fox, Director of Central Office & Finance  
760-757-0161 Ext.105  
kfox@pacificview.org

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**PETITION FOR CHARTER RENEWAL**  
**SUBMITTED TO OCEANSIDE UNIFIED SCHOOL DISTRICT**

**Renewal Term: July 1, 2019-June 30, 2024**

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## **PACIFIC VIEW CHARTER SCHOOL'S CHARTER OCTOBER, 2018**

### **PURPOSE**

Pacific View Charter School ("PVCS" or the "Charter School") has been committed to making a difference in the Oceanside community by providing a quality educational alternative for all students in grades K-12 since 1999. It is the goal of PVCS to continue to offer parent/guardians and students an educational environment that provides choice and emphasizes the pursuit of excellence through a Personalized Learning Model.

The staff at Pacific View Charter School passionately cares about children and the way they learn. The Learning Team, which consists of the Supervisory Teacher, the parent/guardian and the student, works in an atmosphere of collaboration and mutual understanding as they strive to help the student meet his/her academic goals. In addition to the pursuit of high academic skills, staff and students work together to create rich opportunities for learning and service outside of PVCS's environment. Students are highly encouraged to participate in activities that assist them in becoming responsible, creative individuals who will be prepared to successfully fulfill their citizenship and educational responsibilities as adults in the twenty-first century.

To help students achieve their full potential, curriculum has been developed that takes learning styles into consideration and meets the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), remaining State Content Standards, and English Language Development Standards ("ELD") (collectively referred to herein as "State Standards"); sensitive and thorough monitoring of student progress is an ongoing process; personalized learning plans are generated to help each student develop and reach his/her full academic potential; students are provided the opportunity to work independently as well as in small group settings; and parent/guardians, students and teachers collaboratively develop and monitor the student's yearly goals and objectives. Opportunities to enrich the curriculum and student activities are actively researched and pursued in order to offer PVCS students a full and rich environment for learning.

The parent/guardian and staff are accountable for meeting the academic needs of all students attending PVCS. Parents/Guardians are an integral part of their student's educational program. They are also encouraged to assist in Charter School activities and serve on Charter School committees. With the support of family, the community and the staff, Pacific View Charter School will continue to meet the needs of students through a personalized learning program designed to facilitate the educational success of each and every student.

### **MISSION**

The Pacific View Charter School community is focused on the success of each student and genuinely involves parents/guardians in the education of their children. PVCS is committed to providing appropriate physical space, materials, qualified personnel, and staff development in order to guide the learning of its K-12 students. These efforts take place in a safe and healthy environment.

## **VISION**

Students at Pacific View Charter School become confident, self-motivated individuals who are academically and technologically proficient. They become productive citizens who show respect for themselves and others. They develop into effective global communicators who listen, speak, read and write in an effective manner. The individual needs and learning styles of students are accommodated through personalized learning. When students leave Pacific View Charter School, they have the skills to be lifelong, reflective learners who are able to be rational and objective when making decisions.

## **CORE VALUES**

### **The Personalized Learning Model**

We believe that creating an Individualized Learning Plan for students that encompasses the development of 21<sup>st</sup> Century skills and content knowledge will prepare them for success in college and the workforce.

### **Parental Involvement**

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

### **Students Succeeding in the 21<sup>st</sup> Century**

We believe it is critical that students develop learning and innovation skills in the areas of creativity, critical thinking, problem solving, communication, and collaboration. Curriculum that utilizes information and communication technology ("ICT") literacy tools, and media will prepare students for the 21<sup>st</sup> Century.

### **Fiscal Solvency**

We believe the prudent use of fiscal resources is essential to the vision and mission of the Charter School.

## **HISTORY**

Pacific View Charter School opened its doors in August 1999 as a K-12 public school chartered authorized by the Board of Trustees Education of the Oceanside Unified School District ("OUSD" or the "District"). PVCS provides Oceanside and the neighboring communities with an alternative educational environment as a Personalized Learning Model. Enrollment at PVCS is strictly on a voluntary basis. All students in the Oceanside Unified School District, San Diego County and contiguous counties are able to attend PVCS. Pacific View Charter School's enrollment has grown from 132 in its first year of operation to 557 in 2018, its 20th year of operation.

PVCS has successfully been able to provide students and parents/guardians with a quality academic program designed to meet the needs of each individual student. As a confirmation of the quality of PVCS's program PVCS voluntarily sought accreditation from the Western Association of Schools and Colleges ("WASC") of its K-12 program to affirm the vision, goals, and accomplishments of our program. PVCS received an excellent oral report and was granted a six year accreditation in 2003. In 2009 PVCS received an additional six year accreditation with another excellent report at the mid-term visit in 2012. PVCS was granted a six year accreditation in 2015.

## CHARTER RENEWAL

In accordance with Education Code Section 47607(a)(3)(A), the District shall consider increases in pupil academic achievement as the most important factor in determining whether to grant a charter renewal.

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that the Charter School exceeds the statutory criteria required for renewal set forth in Education Code Section 47607(b)(1) through (4). (Also see Attachment A: Performance Data/CAASPP Reports)

However, Assembly Bill 1808 amended Education Code Section 52052 to require schools to use alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups instead of paragraphs 1-3, above.

The Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “alternative measures” as allowed per Education Code Section 52052(f), as further specified below.

### Analysis of Comparison Schools Data

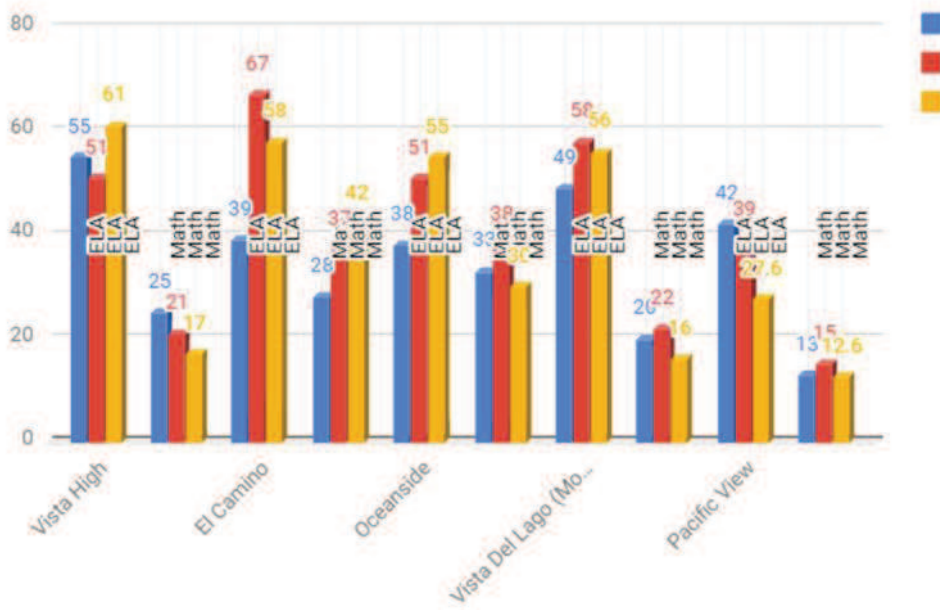
#### **Pacific View Charter School: California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-18: Percentage of Students Meeting or Exceeding Standards**

Demographic	Assessment	2015	2016	2017	2018
Schoolwide	ELA	42%	39%	27.6%	31.38%
	Math	13%	15%	12.24%	12.41%
Hispanic or Latino	ELA	35%	29%	23.19%	30.12%
	Math	10%	13%	7.41%	7.93%
Economically Disadvantaged	ELA	35%	35%	24.12%	26.41%
	Math	6%	9%	9.64%	6.92%

#### **Comparison Schools That Pacific View Charter School Students Would Otherwise Be Required to Attend**

CAASPP Scores: Percentage of Students Meeting or Exceeding Standards 2015-2018

School	Schoolwide Assessment	2015	2016	2017	2018
Vista High	ELA	55%	51%	61%	51.01%
	Math	25%	21%	17%	19.59%
El Camino	ELA	39%	67%	58%	61.79%
	Math	28%	37%	42%	36.50%
Oceanside	ELA	38%	51%	55%	44.66%
	Math	33%	38%	30%	25.49%
Vista Del Lago (Moreno Valley)	ELA	49%	58%	56%	55.30%
	Math	20%	22%	16%	19.54%
PVCS	ELA	42%	39%	27.6%	31.38%
	Math	13%	15%	12.6%	12.41%



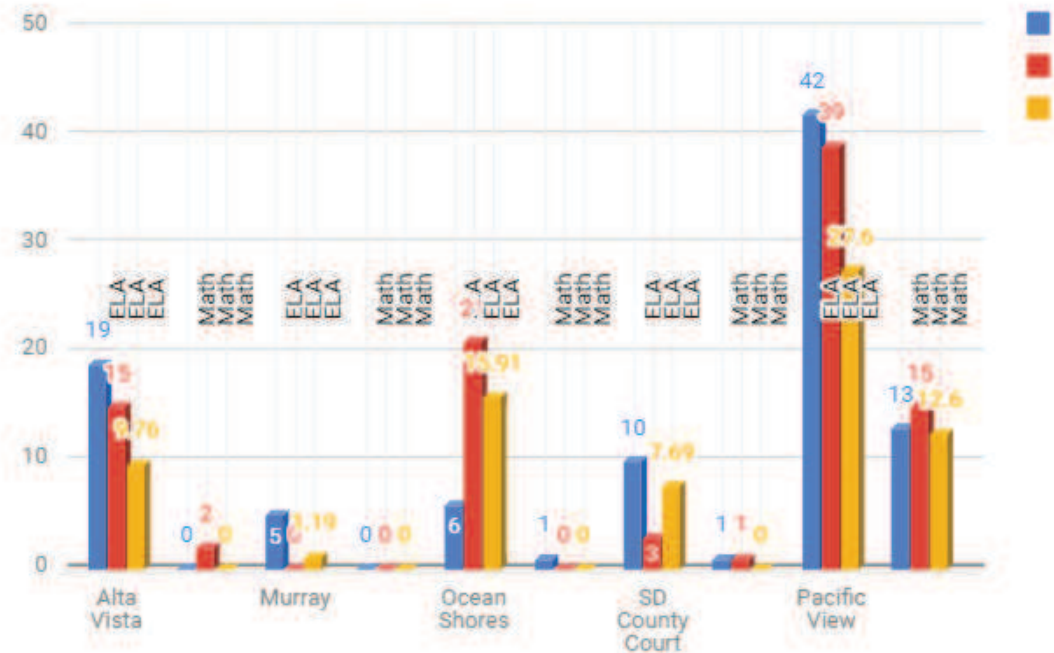
Graph: Comparison Schools That Pacific View Charter School Students Would Otherwise Be Required to Attend

### Comparison Schools That Are Demographically Similar in the Surrounding Districts.

CAASPP Scores: Percentage of Students Meeting or Exceeding Standards 2015-2018

School	Schoolwide Assessment	2015	2016	2017	2018
Alta Vista	ELA	19%	15%	9.76%	7.32%
	Math	0%	2%	0%	0%
Murray	ELA	5%	0%	1.19%	4.65%
	Math	0%	0%	0%	0%
Ocean Shores	ELA	6%	21%	15.91%	8.45%
	Math	1%	0%	0%	1.41%
SD County Court	ELA	10%	3%	7.69%	5.46%
	Math	1%	1%	0%	0%
PVCS	ELA	42%	39%	27.6%	31.38%
	Math	13%	15%	12.6%	12.41%





Graph: Comparison Schools That Are Demographically Similar in the surrounding Districts

Accordingly, as described above and in Attachment A, Pacific View Charter School meets the academic threshold requirement for charter renewal.

Pacific View Charter School is open to any students in San Diego and the surrounding counties wishing to attend. However, the majority of students who attend at the high school level come to PVCS after being unsuccessful at a traditional high school. Many high school students enter PVCS with reading and math skills below to far below grade level. The personalized learning model at PVCS allows students to continue in grade-level courses, while also enrolling in intervention courses to build deficient skills. These are some of the ways we are working on increasing the effectiveness of our educational program and thus increasing test scores.

At the elementary and middle school level, our students often enroll with us for the smaller school environment or to escape an unhealthy social environment. We are working to increase scores at this level through a variety of approaches including extra intervention periods during the school day as well as the introduction of a character building and growth mindset program to build school connectedness and willingness to persevere through both social and academic difficulties.

Schoolwide, we have implemented an instructional framework and have focused this year's PLC work on increasing teaching capacity across the five domains of the instructional framework. More details on the efforts to increase student success can be found in our Local Control and Accountability Plan, included as Attachment B.

## **ELEMENT #1: Educational Program**

***Governing law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.***

***The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.***

***If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.***

***-Education Code Section 47605(b)(5)(A)(i)-(iii)***

## **GOALS AND OBJECTIVES**

Pacific View Charter School provides a personalized learning program that is designed to meet the needs of each individual student. Through the collaborative efforts of the Supervisory Teacher, the parent/guardian, and the student, a personalized program of study is developed to provide high academic success in a safe and nurturing environment.

### **Pacific View Charter School will strive to:**

1. Foster student learning by the utilization of tools and practices that reflect the demographic environment where the students live and encompass 21st Century skills.
2. Provide curriculum and interventions that are customized to students' individual level of learning capability and instructional practices that assist in student growth and accomplishment.
3. Implement curriculum and educational practices that inspire communication, collaboration and creativity through research proven methodologies.
4. Provide learning practices and instruction that will support teaching and learning of 21st Century skill outcomes.
5. Increase educational opportunities for all students by providing career presentations and explorations and college preparedness information.
6. Increase educational opportunities for all students by providing life, career, learning and innovation skills, core subject information and technological understanding and skills.

7. Provide and implement innovative teaching methods through professional staff development and learning communities that enable educators to collaborate, share best practices, and integrate 21st Century skills into instructional practice.
8. Allow equitable access to quality learning tools, technology and educational resources.
9. Provide parent/guardians and students with expanded choices in the types of educational opportunities available within the publicly funded school system.
10. Meet all statewide standards and conduct all pupil testing required by state law.
11. Support expanded community involvement in learning, both face-to-face as well as online access to community development projects and resources.
12. Continue to build an understanding across and among core subjects.

## **EDUCATIONAL PROGRAM**

Pacific View Charter School offers a pathway to academic success for each student. PVCS's educational program is based upon a highly effective, multi-tiered Response to Intervention Model. Upon enrollment, Supervisory Teachers examine the academic history and state assessments of all students, as well as assess levels of Math and Reading through a local assessment tool. The Supervisory Teacher then assigns appropriate curriculum and instructional support to each student based on their his or her academic needs, and carefully develops goals for each student to achieve. Student progress towards these goals is carefully monitored throughout the school year by frequent assessments. Certificated staff and instructional assistants work in collaboration to ensure that all students are progressing towards their goals, and often adjust the curriculum and instructional support students receive throughout the year to meet the students' needs.

A Personalized Learning Plan is developed for each student, which adheres to State Standards, Curriculum Frameworks, and Pacific View Charter School's graduation requirements. Pacific View Charter School's Personalized Learning Model includes the following:

1. The Supervisory Teacher, parent/guardian or designated support person, and student collaborate in developing and achieving high academic success in a personalized learning program. Supervisory Teachers meet one-on-one with the parent/guardians and the student at regularly scheduled conferences to review assigned work completed by students, check for mastery, provide targeted instruction and adjust curriculum to meet students' learning needs.
2. A variety of instructional strategies are utilized to meet the learning needs of students at all levels. K5 students are educated in collaboration with a learning coach and a certificated teacher. Students utilize an online curriculum which includes supplemental math and reading programs. Middle school students can choose from either a home study or blended learning model of instruction. In home study, students and their learning coach meet at a minimum every 20 days with a credentialed teacher to track progress, check for mastery and provide instruction. Students may also attend a blended learning program which includes direct instruction and independent study. Students grades 9-12 are able to take courses through independent study or a combination of direct instruction and independent study.

3. Students who struggle at all levels are provided with interventions to help build skills and attain mastery of content using an multi-tiered system of support.
4. Curriculum is aligned to the State Standards. Specialized small group instruction may be offered to elementary, middle school, and high school students in various academic subjects. Extra-curricular activities provide support and promote social interaction among students.
5. High school students are encouraged to take community college classes to assist them in furthering their educational goals.
6. The high school program operates on a year-round flexible open entry/open exit model following a two-track system using a 175-day school year calendar. An extended year component is also offered to maximize the number of courses a student can complete in a year. The elementary school program is closely aligned to a traditional school year and also uses a 175-day school year calendar.
7. An online course of study is available to students who choose to utilize the services of PVCS in a virtual environment. Online delivery may include but not be limited to instruction, curriculum, learning team meetings, communication, and tutoring.

#### **Whom will PVCS educate:**

Pacific View Charter School is open to all students residing in San Diego and adjacent counties seeking an alternative educational program. Pacific View Charter School is non-sectarian in its program, admissions policies, employment practices, and in all other operations. PVCS does not charge tuition, or discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). PVCS uses a variety of publicity and public relations opportunities to encourage enrollment of a diverse population of students.

Research has shown that students experience greater success in school settings that are structured to create close, sustained relationships between students, teachers and school staff. PVCS provides such relationships through extensive professional development in restorative practices, mental health awareness and behavior management. In addition to professional development, the program at Pacific View Charter School provides individualized instruction and personalized learning to meet students' diverse learning needs. The teachers at PVCS develop close relationships with students and families through one-on-one meetings. Pacific View Charter School believes this close relationship fosters higher achievement for students and fewer behavioral problems.

#### **What it means to be an educated person in the 21st century:**

Pacific View Charter School believes a 21<sup>st</sup> century learner is an individual who has a desire to become a self-motivated, lifelong reflective learner; an effective global communicator; proficient in academic skills, and a productive citizen as stated in the Vision of Pacific View Charter School. PVCS assists students in acquiring the skills needed to become college and career

ready through curriculum, instruction, the use of technology, and character education. Students at PVCS develop the skills to become effective communicators, critical thinkers, problems solvers, and have the ability to persevere in the face of difficult challenges.

PVCS expects all students to be active learners and demonstrate continued measurable growth. PVCS will also promote a school code of conduct that emphasizes the building of positive relationships, a focus on success, resolving conflicts peacefully, perseverance, self-advocacy and academic integrity. Developing these skills will allow students to graduate college and career ready and be productive members of society.

### **How learning best occurs:**

Pacific View Charter School believes learning best occurs:

1. When meaningful collaboration between the teacher, parent/guardian and student occurs in a regular, consistent manner.
2. When a Personalized Learning Plan is designed to meet the individual needs of each student.
3. When a variety of learning modalities are incorporated into the curriculum.
4. When teaching and assessment occur on a regular on-going basis ensuring understanding, mastery and progress in subject matter.
5. When students are involved in meaningful, real-life experiences.
6. When students have a solid foundation in language arts and math.
7. When students have good study skills and the ability to persevere.
8. When students are proficient in the use of technology.

In accordance with the Goals and Objectives established by Pacific View Charter School, PVCS will continue to work with parents/guardians and students using the Personalized Learning Model to enable students to become self-motivated, competent, lifelong learners ready to take their places as productive citizens of the 21<sup>st</sup> century.

### **High School Course Transferability and Eligibility**

The core curriculum at Pacific View Charter School is based on State Standards and in alignment with the school's Schoolwide Learner Outcomes ("SWLO") as approved by WASC. In accordance with Education Code Section 47605(b)(5)(A)(iii), parents are informed that these courses are transferable to other public high schools by annual notification and student handbook. PVCS will advise parents and students through the website and annual course list as to which courses have been approved by the University of California or California State University as creditable under the "a-g" admissions criteria for college entrance requirements.

### **Serving English Learners**

The Charter School will meet all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement procedures to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

### Home Language Survey

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

### English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not



previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

### Reclassification Procedures

Reclassification procedures are based off of criteria designated by the state to determine whether to classify a pupil as proficient in English. This criteria includes, but is not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

### Strategies for English Learner Instruction and Intervention

1. All teachers are credentialed with English Learner Authorization.
2. Reading intervention classes are provided for students who need language support.
3. Curriculum in all subjects is modified to support language acquisition.
4. Ongoing professional development is provided to staff to support English Learners.
5. Lessons are scaffolded to support language development.
6. Progress is closely monitored and instruction is adjusted to meet the needs of English Learners.

### Monitoring and Evaluation of Program Effectiveness



The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

### **STUDENTS WITH DISABILITIES:**

PVCS shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act ("ADA").

The Charter School is its own local educational agency ("LEA") and is a member of The El Dorado Charter Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a).

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

Upon acceptance in a SELPA, the Charter School shall provide the District evidence of membership. The Charter School's application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

### **Section 504 of the Rehabilitation Act**

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A

student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team shall be assembled by the Executive Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA shall be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator shall ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy

of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan shall be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

#### Services for Students under the "IDEA"

The following description regarding how special education and related services shall be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

#### Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

#### Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

#### Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such

exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

### Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

### IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Executive Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s Supervisory Teacher; the student, if appropriate. Other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student may attend or provide input. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

### IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

### IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

### Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

#### Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

#### Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

#### Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

#### Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or

advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

#### SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

#### Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

#### CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES:

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School's annual goals, actions and outcomes both schoolwide and for each subgroup of pupils, in the eight (8) state priorities identified as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan ("LCAP"), pursuant to regulations and templates adopted by the State Board of Education, attached as Attachment B. The Charter School reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter. The current LCAP is on file with the District and is also attached as Attachment B.



## **ELEMENT #2 Measurable Outcomes**

***The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).***

Based on the California Department of Education’s Independent Study Operations Manual and State Controller’s K-12 Audit Guide, student compulsory attendance is based upon outcomes rather than time in seat. Students are required to submit work product, including assessments and evaluations, on a regular basis. Attendance is based upon the amount of work accomplished and learning demonstrated, plus the time value of that work. All work is evaluated by a credentialed teacher.

Mastery of the core instructional standards is demonstrated through assessment, work products and conferences. The State Standards are used in choosing curriculum and in developing courses. Lesson plans clearly describe the objectives students are expected to master during each lesson.

Learning team conferences are held on a regular basis for both high school and K-8 students. Progress towards State Standards and course objectives will be monitored during these conferences.

As addressed above in Element #1, pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School’s annual goals, action and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s LCAP, attached as Attachment B. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

### **ELEMENT #3 Methods of Measurement**

***The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).***

In compliance with Education Code Section 47606.5, Pacific View Charter School develops a Local Control and Accountability Plan in accordance with the template adopted by the State Board of Education in order to help monitor progress towards Pacific View Charter School's objectives. This plan is reviewed and updated annually and the budget is revised to implement the actions described in the plan as submitted to Oceanside Unified School District and the San Diego County Office of Education. Pacific View Charter School will continue to engage the school community in the LCAP plan development and review process. Further, Pacific View Charter School will comply with all applicable regulations and compliance requirements developed in this regard.

PVCS affirms that to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Curriculum-based assessments built around rigorous Common Core State Standards and NGSS are used to determine acquisition and mastery of the curriculum. Pacific View Charter School desires to maintain a high measure of accountability and seeks close alignment between what is taught and what is assessed. Pacific View Charter School measures student performance through a diverse range of assessment tools including, but not limited to, standardized testing, rubrics, work samples, local assessments, and projects.

Supplemental assessment measures have been implemented to test the accuracy and viability of the educational program. A variety of assessments are given frequently by credentialed teachers. Modifications are made as a result of discussed needs.

Standardized Testing: State-mandated criterion referenced tests are administered as required by Education Code Sections 47605(c)(1) and 60605.

Diagnostic Assessment: A variety of diagnostic assessment tools are utilized including a schoolwide assessment program in math and reading as well as individualized, teacher created assessments in courses.

Digital Records: Student work is compiled digitally to create an ongoing record of student performance and learning experiences.

Rubrics: Rubrics, based on State Standards, are used to evaluate student work.

Projects: A series of assigned student projects demonstrate mastery of various content areas.

Students who enroll at PVCS perform at or above comparable students at other schools in Oceanside Unified School District as Pacific View Charter School's overall outcome objective. PVCS annually uses its measurable outcomes to compare itself to comparable District schools.



PVCS also compares its students' current performance to its own historical record in order to develop a plan for continuous improvement.

## **ELEMENT #4 Governance Structure**

***The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental/guardian involvement. Education Code Section 47605(b)(5)(D).***

### Governance Structure

Pacific View Charter School is operating as a non-profit public benefit corporation. It maintains a defined set of Bylaws, which outlines and delineates the rights and responsibilities of its Board of Trustees.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Attached, as Attachment C, please find the Charter School's Articles of Incorporation, Bylaws, and Conflict of Interest Code.

The governance structure of Pacific View Charter School is based upon the philosophy that the community must be more generally involved in educating its children, and that parents/guardians must be more specifically and actively involved in the education of their children.

The PVCS Bylaws govern the number of Board Trustees. Trustees may include, but are not limited to, community members, business owners, educators, parents/guardians, and other charter School operators. It is desirable for at least one member of the Board to be a parent/guardian of a PVCS student. In accordance with Education Code Section 47604(b), the District may appoint a representative to the Board. No former employee of PVCS or spouse of a former PVCS employee shall serve on the Board of Trustees unless such former employee previously served as a trustee after 2010, and is not an interested person as defined in Section 16 of Article V of the Pacific View Charter School Bylaws.

The responsibilities of the Board of Trustees will include fiscal policy and budget review and approval, Charter School policy adoption, instructional program review, and strategic planning processes. The Board of Trustees will also be responsible for the academic program, the terms and conditions of employment of the Executive Director, and legal compliance. Decisions made by the Board of Trustees require a simple majority for approval and will abide by the approved Bylaws. The Board of Trustees will follow the requirements of the Brown Act for holding open public meetings.

A Conflict of Interest Code has been developed that complies with the Political Reform Act, Government Code Section 87100 *et seq.* and nonprofit corporation law that applies to identified Trustees and employees. Board members shall reveal any conflict of interest as it arises in the course of Charter School business and shall not participate in any discussion and/or vote on any matter(s) where such a conflict exists. Annual disclosure statements are required.

## **Role and Responsibilities of the Executive Director**

The Executive Director will be the leader of the Charter School. The Executive Director will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Executive Director must report directly to the Charter School Board of Trustees, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Executive Director shall perform assigned tasks as directed by the Charter School Board of Trustees and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure the Charter School enacts its mission;
- Hire, supervise and evaluate teachers and staff;
- Communicate and report to the Charter School Board of Trustees;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and make decisions regarding employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance of the students enrolled in accordance with policies established by the Board of Trustees;
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Trustees and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Ensure the security of the school building;
- Promote the Charter School in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the SARC and the LCAP;
- Present the independent fiscal audit to the Charter School's Board of Trustees and, after review by the Board of Trustees, submit the audit to the District Board of Education, the County Superintendent of Schools, the State Controller, and the California Department of Education;
- Manage student discipline, and as necessary participate in the suspension and expulsion process;

- Participate in IEP meetings as necessary.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Trustees to a business administrator of the Charter School, other appropriate employee, or third party provider.

**Parental Involvement in Governance**

Parents are able and encouraged to serve on the Charter School Board of Trustees. Parents are also encouraged to volunteer on campus and during school events and can serve on the Parents of Pacific View Committee.

## **ELEMENT #5 Employment Qualifications**

***The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).***

### **Teacher Qualifications**

As required by Education Code Section 47605(l), Supervisory Teachers at Pacific View Charter School are required to hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. As provided by law, the Charter School may exercise flexibility with regard to those teaching non-core, non-college preparatory courses. (Core courses at the elementary and middle school level are: English Language Arts, Math, History, and Science. High School core, college preparatory courses are: English Language Arts, Math, History, Science, Foreign Language, and A-G approved VAPA courses.) The Charter School may employ qualified adults to assist credentialed teachers in student instruction. Qualified adults are individuals who are interviewed and hired to teach non-core subjects by the administration of the Charter School. Examples of these subjects include art instruction, music, computer, and foreign languages, especially at the elementary and middle school levels. These individuals are professionals in their area of expertise and will be required to submit fingerprints to obtain criminal background checks, as required for all employees of PVCS.

Within the provisions of law, PVCS reserves the right to recruit, interview, and hire anyone, at any time, who has the best qualifications to fill any of its positions.

### **School Counselor Qualifications**

School counselors are required to hold California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a School Counselor in other public schools would be required to hold.

### **Education Specialist Qualifications**

Education Specialists are required to hold California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which an Education Specialists in other public schools would be required to hold.

### **School Psychologist Qualifications**

School Psychologists are required to hold California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a School Psychologists in other public schools would be required to hold.

### **Non-Credentialed Instructors**

As provided by Education Code Section 47605(l), the Charter School exercises flexibility with regard to individuals teaching non-core, non-college preparatory courses. PVCS may employ qualified adults to assist credentialed teachers in student instruction. Qualified adults are individuals who are interviewed and hired to teach non-core subjects by the administration of PVCS. These individuals are required by law to have fingerprint and criminal background checks prior to working with students, as do all employees of Pacific View Charter School.

## **Executive Director Qualifications**

The Executive Director qualifications, as described in the Executive Director Job Description, are:

1. Master's degree in education, administration, or other relevant area
2. Experience in education as a teacher and/or administrator
3. Preferably holds, or is willing to obtain, an administrative credential or has 3-5 years of administrative experience in a charter school

## **Employment Conditions**

Employees shall enter into an at-will employment agreement. This agreement sets forth the rights and responsibilities of these employees. Employees do not accrue tenure, seniority, or any rights for future employment by PVCS.

Within the provisions of law, Pacific View Charter School reserves the right to recruit, interview and hire anyone, at any time, who has the best qualifications to fill any of its positions. PVCS maintains the legally required level of the student-to-teacher ratio mandated by the State of California as outlined in the California Department of Education Independent Study Operations Manual.

## **ELEMENT #6 Health and Safety Procedures**

*The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).*

### **Health and Safety Procedures**

Pacific View Charter School has a comprehensive set of health, safety, and risk management procedures in place, which are on file at the Charter School and available for inspection at any time. These procedures address the following topics, at a minimum:

#### **Procedures for Background Checks**

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Trustees on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

#### **Role of Staff as Mandated Child Abuse Reporters**

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

#### **Tuberculosis Risk Assessment and Examination**

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

#### **Immunizations**

All enrolled students will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7<sup>th</sup> grade students must be immunized with a pertussis (whooping cough) vaccine booster.

#### **Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members. School sites will have an epinephrine canister onsite and a trained staff member available to administer the medication.

### **Vision, Hearing, and Scoliosis**

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

### **Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

### **Suicide Prevention Policy**

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

### **Feminine Hygiene Products**

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

### **Emergency Preparedness**

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

### **Blood borne Pathogens**



The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

### **Drug-, Alcohol-, and Smoke-Free Environment**

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

### **Facility Safety**

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

### **Comprehensive Anti-Discrimination and Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

These procedures will be incorporated as appropriate into both the Staff Handbook and also the Parent/Guardian/Student Handbook, and will be reviewed on an ongoing basis in PVCS's staff development efforts and governing board policies.

## **ELEMENT #7 Racial and Ethnic Balance**

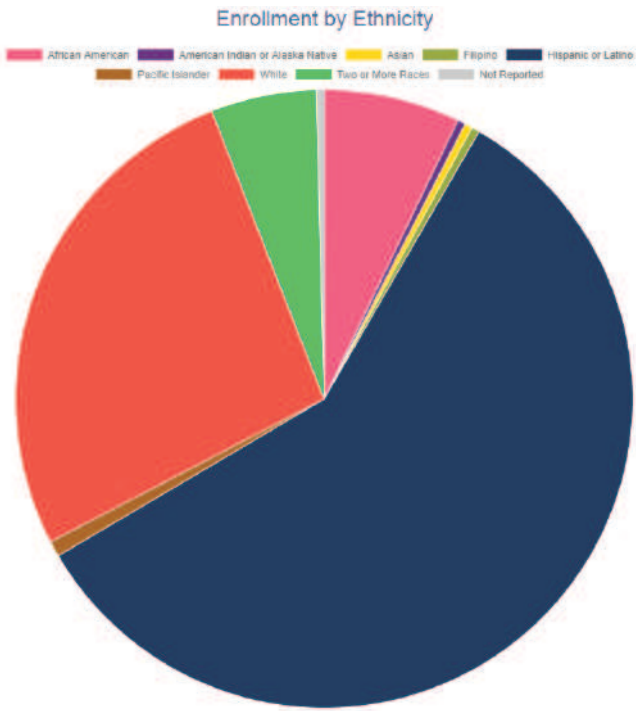
***The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).***

It is the sincere desire and the intent of Pacific View Charter School to achieve a racial and balance in its student population that reflects the general population residing in the District, consistent with Education Code Section 47605(b)(5)(G).

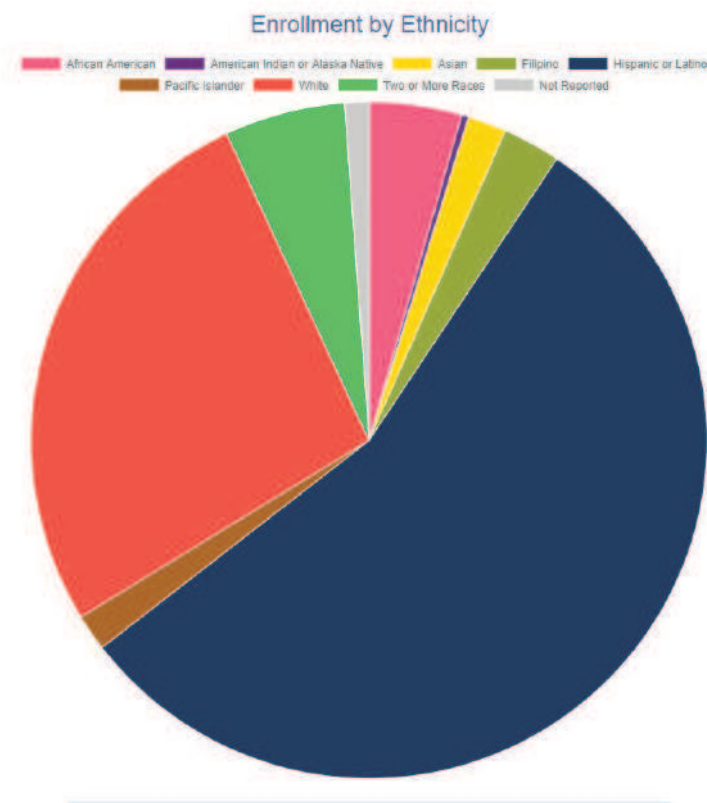
Pacific View Charter School actively recruits new students with the goal of reflecting the racial and ethnic balance of the general population residing within the territorial jurisdiction of the Oceanside Unified School District. PVCS's recruiting efforts include but are not limited to: distribution of informational materials to schools, community centers, churches, civic organizations, neighborhood meeting areas, community events, and other places where diverse student families may be reached. PVCS also publicizes information through social media and email blasts as well as other methods of communication.

Pacific View Charter School Enrollment by Ethnicity, 10.1.17

Enrollment by Ethnicity Chart Data		
Ethnicity	Enrollment	Percent
African American	35	7.1%
American Indian or Alaska Native	2	0.4%
Asian	2	0.4%
Filipino	2	0.4%
Hispanic or Latino	285	58.2%
Pacific Islander	4	0.8%
White	131	26.7%
Two or More Races	27	5.5%
Not Reported	2	0.4%
Total	490	100.0%



Oceanside Unified Enrollment by Ethnicity, 10.1.17



## **ELEMENT #8 Admission Policies and Procedures**

***Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H).***

### **Student Admission Policies and Procedures**

Pacific View Charter School will actively recruit a diverse student population from the District and surrounding areas who understand and value PVCS's mission and are committed to PVCS's instructional and operational philosophy. Pacific View Charter School identifies the following admission policies and procedures:

- Students will be considered for admission without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).
- Pacific View Charter School complies with the laws that establish minimum and maximum age of attendance, proof of residency, and immunization documentation needed to attend a public school.
- Admission to PVCS shall be open to any eligible student as defined by Education Code Sections 47605(d) and 51747.3, up to PVCS's capacity.
- Prior to being admitted to PVCS, prospective students and their parents/guardians may attend an informational meeting. At the meeting, they are informed about PVCS's instructional program, operational philosophy, and the required parent/guardian involvement and student responsibilities.
- In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.
- Parents/Guardians understand that admission to Pacific View Charter School demands a significant degree of academic involvement and support of their students. Master Agreements are signed upon enrollment indicating that the parent/guardian and student understand the requirements for attending Pacific View Charter School.
- Admission tests are not required. Students may take diagnostic assessments to ascertain performance levels in mathematics and reading.
- Pacific View Charter School retains the right to admit students who are suspended pending expulsion and/or expelled students from Oceanside or other school districts, upon approval of PVCS's Board of Trustees.
- Students seeking to enroll must submit a complete and truthful application as a condition of admission, and agree to comply with the charter and the policies in the Student Handbook.

In the event that more students wish to attend than PVCS has capacity, a public random drawing will be held. Preference in the drawing shall be extended to pupils currently attending the Charter School and to students in the following preference categories, which are listed below in order of priority:

- Relatives of the Charter School's founding families<sup>1</sup> (not to exceed 10% of the Charter School's total population)
- Students residing within the boundaries of the District
- Siblings of students admitted to or attending the Charter School
- Relatives of staff and governing board members (not to exceed 10% of the total student population)

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

The Board of Trustees will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

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<sup>1</sup> Founding families were defined with the Charter School's initial charter  
Pacific View Charter School  
Renewal Petition 2019-24

## **ELEMENT #9 Independent Financial Audit**

***The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(l).***

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Charter School will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Trustees with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Annually, on or before July 1, PVCS will submit an estimated budget to the District detailing projected estimated revenues and expenditures, based on identified and reasonable assumptions. ADA reports will be submitted to the District for auditing prior to PVCS submitting to the County Office of Education as required for the attendance periods of P1, P2, and Annual.

Pacific View Charter School shall pay the District (1%) of PVCS's revenues for the actual costs of the District's supervisory oversight of Pacific View Charter School. "Revenue" for purposes of this calculation means the amount received in the current fiscal year from the local control funding formula calculated pursuant to Section 42238.02, as implemented by Section 42238.03, per Education Code Section 47613(f)



## **ELEMENT #10 Suspension and Expulsion Procedures**

***The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:***

***(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.***

***(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:***

***(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.***

***(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.***

***(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).***

The Charter School maintains a comprehensive set of student policies, including suspension and expulsion procedures, attached as Attachment D. The rules for student discipline for Pacific View Charter School and a summary of the Suspension and Expulsion Policy, and other relevant requirements and procedures are distributed as part of the School's Parent/Student Handbook and clearly describe expectations regarding attendance, mutual respect, substance abuse, violence, safety and work habits.

Each student and his or her parent or guardian is required to acknowledge they have received the policies at their enrollment meeting. These policies provide all students with an opportunity for due process and are developed to conform to applicable federal law regarding students with exceptional needs.

The Executive Director or designee may suspend students who fail to comply with these policies at any time. Students who fail to comply with these policies may also be expelled by the Board of Trustees after due process and upon the recommendation of the Executive Director. Pacific View Charter School will comply with any District expulsion notification requirements and includes suspension and expulsion data in its annual School Accountability Report Card (SARC).



## **ELEMENT #11 Retirement Systems**

***The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).***

All eligible employees of Pacific View Charter School will participate in the State Teachers' Retirement System ("STRS"), or the Public Employees' Retirement System ("PERS") and federal social security. Employees will contribute at the rate established by STRS or PERS. PVCS will make all employer contributions for STRS, PERS, workers' compensation insurance, unemployment insurance, and any other payroll obligations of a public school employer in the State of California. The Board of Trustees may establish additional retirement plans for employees that may include, but shall not be limited to, the establishment of a Section 403(b) plan. The Executive Director is responsible for ensuring that appropriate arrangements for coverage have been made.

Faculty and staff of PVCS may have access to other benefit plans including but not limited to Tax Sheltered Annuities according to policies established by PVCS's Board.

## **ELEMENT #12 Public School Attendance Alternatives**

***The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).***

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

## **ELEMENT #13 Employee Return Rights**

***The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights or return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).***

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

## **ELEMENT #14 Dispute Resolution**

***The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).***

Both the Oceanside Unified School District and Pacific View Charter School will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. In the event a formal dispute arises between the Oceanside Unified School District and Pacific View Charter School, relating to provisions of this charter, these procedures will be followed:

- 1) One party will notify the other in writing concerning the nature of the dispute and the facts that support it. Such notices will be sent to or from the Executive Director of Pacific View Charter School and the Oceanside Unified School District Superintendent. Absent extenuating circumstances, a written notice will be provided within 15 calendar days of when either Pacific View Charter School or the Oceanside Unified School District becomes aware of the dispute.
- 2) Upon receipt of the notice, the Superintendent and Pacific View Charter School Executive Director, or their designees, will meet within 15 days and attempt to resolve the dispute. If they reach a resolution, they shall co-author a description of that resolution and distribute it to both parties.
- 3) If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director. Mediation shall be held within 60 days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.
- 4) Except for those disputes between the Oceanside Unified School District and Pacific View Charter School relating to provisions of this charter, all other disputes involving Pacific View Charter School shall be resolved by PVCS policies.

### **Internal Disputes**

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

## **ELEMENT #15 Closure Procedures**

***The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).***

Closure of the Charter School will be documented by official action of the Board of Trustees. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the San Diego County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff

compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the non-profit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be utilized to satisfy any unfunded liability for STRS and PERS, and distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## MISCELLANEOUS PROVISIONS

### CHARTER SCHOOL AND DISTRICT RELATIONSHIP:

The desired professional relationship Pacific View Charter School wishes to establish with the District is one based on mutual respect, coupled with accountability. PVCS will provide an annual report to the Oceanside School District Board, which shall be more fully described in the Memorandum of Understanding (MOU). This report will highlight student and academic success, and program achievements in the area of financial services, curriculum, and parent/guardian participation.

### CONTRACTS:

Pacific View Charter School shall have no authority to enter into contracts for, or on behalf of, the District. Any valid contracts, purchase orders, or other documents which bind PVCS but which are not approved or ratified by the Governing Board of the District shall be unenforceable against the District and shall be the sole responsibility of Pacific View Charter School.

PVCS will not negotiate for any of the following: general obligation bond proceeds, parcel taxes, developers' fees, community facilities, District revenues, redevelopment funds, and local donations to the District unless they are specifically donated to PVCS, or as allowable by law.

### Budget and Financial Reporting

***The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).***

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.



## **Administrative Services**

***The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).***

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

## **FACILITIES:**

***The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g).***

Pacific View Charter School may follow the guidelines of the Division of State Architect, or abide by local city requirements in selecting and occupying a facility for PVCS, pursuant to Education Code Sections 47610 and 47610.5. Knowing the limited District facilities available in the Oceanside Unified School District, PVCS will continue to house its program without using District facilities. The District shall comply with Education Code Section 47614 requirements and Proposition 39. PVCS is currently located at: 3670 Ocean Ranch Blvd, Oceanside, CA and 22695 Alessandro Blvd., Moreno Valley, CA 92553 (pursuant to Education Code Section 47605.1(c)).

PVCS will abide by Education Code Sections 47605 and 47605.1 in the establishment of resource centers and satellite offices.

## **INSURANCE:**

PVCS will maintain all appropriate insurance needed for the operation of PVCS as more fully described in the MOU.

## **TERM:**

The term of this Charter shall begin on July 1, 2019 and end on June 30, 2024. Pacific View Charter School intends to continuously examine its programs and adjust them as necessary. PVCS will make improvements in the best interest of its students and the larger community in accordance with provisions of the Charter.

The Oceanside Unified School District and Pacific View Charter School agree to work together to accomplish all tasks necessary to fully implement this charter, including the submission of any necessary and duly prepared waiver requests to the State Board of Education.

Attachment A:  
Performance Data/CAASPP Reports

## ATTACHMENT A

### CAASPP PERFORMANCE SCHOOLWIDE Percentage of students meeting or exceeding standards 2015-2018

Demographic	Assessment	2015	2016	2017	2018
Schoolwide	ELA	42%	39%	27.6%	31.38%
	Math	13%	15%	12.24%	12.41%
Hispanic or Latino	ELA	35%	29%	23.19%	30.12%
	Math	10%	13%	7.41%	7.93%
Economically Disadvantaged	ELA	35%	35%	24.12%	26.41%
	Math	6%	9%	9.64%	6.92%

### CAASPP PERFORMANCE GRADES 3-8 Percentage of students meeting or exceeding standards grades 3-8: Language Arts 2016-2018.

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

	2015-16	2016-17	2017-18
Grade 3	n/a*	n/a	n/a
Grade 4	n/a	n/a	n/a
Grade 5	n/a	32	27
Grade 6	50	30	30
Grade 7	28	31	31
Grade 8	37	30	30

### Percentage of students meeting or exceeding standards grades 3-8: Math 2016-2018

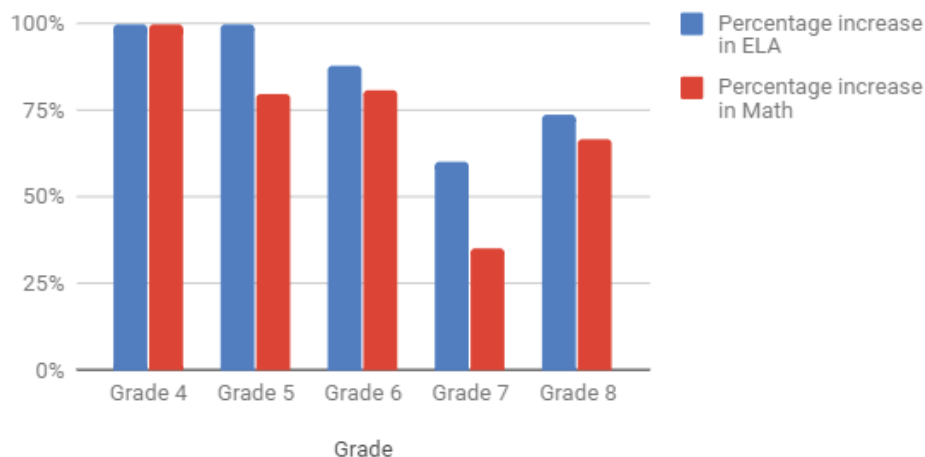
\*n/a = student groups less than 15 students.

	2015-16	2016-17	2017-18
Grade 3	n/a*	n/a	n/a
Grade 4	n/a	n/a	n/a
Grade 5	n/a	21	27
Grade 6	32	35	18
Grade 7	11	19	18
Grade 8	19	3	16

The transitional nature of students enrolling at the elementary and middle school levels means that PVCS has an extremely small cohort of students who are educated by PVCS from year to year. This makes it difficult to assess the efficacy of programs, interventions and teaching practices put in place to support student learning. In order to better track student success, the following data chart shows student improvement in both math and ELA for students in grades 4-8 who have attended PVCS for two or more years as measured on the CAASPP Smarter Balanced Assessments in the 2017-18 school year.

	# of Students	# of Returning Students	Increased in ELA	%	Increased by Level in ELA	Increased in Math	%	Increased by Level in Math
Grade 4	4	2	2	100%	0	2	100%	0
Grade 5	14	5	5	100%	2	4	80%	1
Grade 6	31	16	14	88%	5	13	81%	4
Grade 7	44	20	12	60%	0	7	35%	1
Grade 8	49	27	20	74%	4	18	67%	2

Percentage increase in ELA and Percentage increase in Math 17/18

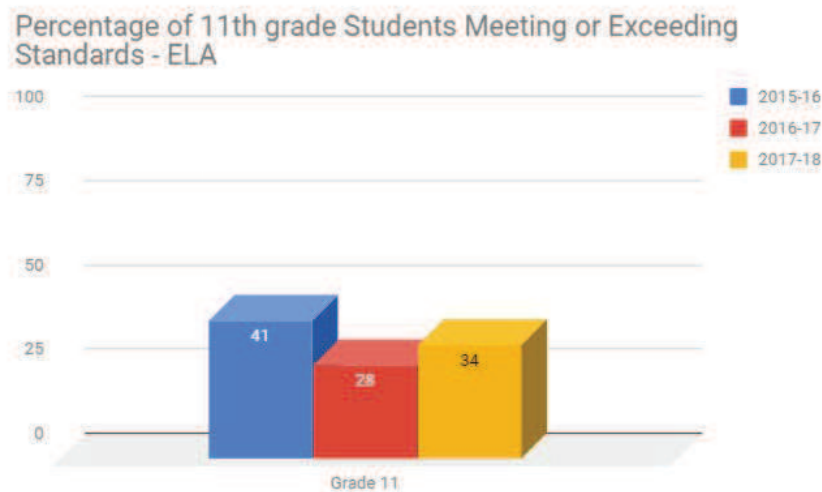


Based on a variety of data sources which include CAASPP, internal assessments, student grades and teacher reports, PVCS has identified a definite need to target reading growth in the coming school years.

## CAASPP PERFORMANCE HIGH SCHOOL

### Percentage of Students Meeting or Exceeding Standards Grade 11 2015-2018 - Language Arts

	2015-16	2016-17	2017-18
Grade 11	41	28	34



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

### Reading Intervention Students by Grade Level - 3-Year Comparison

	2015-2016		2016-2017		2017-2018	
Grade Level	Read 180	English 3D	Read 180	English 3D	Read 180	English 3D
9	12	2	23	10	19	3
10	19	15	19	11	8	19
11	10	16	9	20	7	17
12	2	7	0	3	0	4

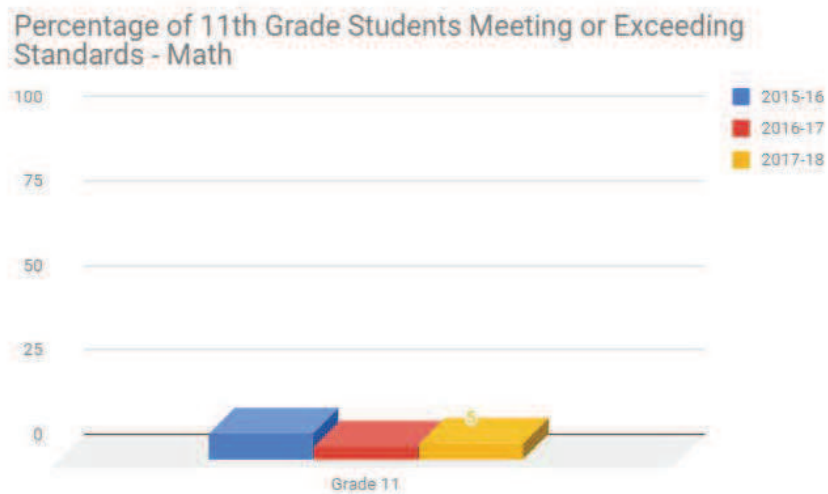
Total	43	40	51	44	34	43
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**Students Enrolled in Foundational Level Curriculum by Grade Level - 3-Year Comparison**

Grade Level	2015-2016	2016-2017	2017-2018
<b>9</b>	33	35	45
<b>10</b>	16	24	26
<b>11</b>	14	28	30
<b>12</b>	2	14	9
<b>Total</b>	65	101	110

**Percentage of Students Meeting or Exceeding the Standards - Grade 11 - 201-2018 Math**

	2015-16	2016-17	2017-18
Grade 11	8	4	5



PVCS serves those students who have been unable to mold themselves into the box of traditional education and require a different approach and mindset than a typical school. We commonly take in those students who have been unsuccessful specifically in math, and often need remediation in order to be successful in grade level math courses. Our program allows students at any grade level to go back and take the appropriate courses to build mathematical skills in order to be successful in grade level math courses, even at the 11th and 12th grade years. Students are also not allowing to advance in math courses

until they have demonstrated proficiency in their current course through a passing grade. Because so many of our students need remediation in math, PVCS feels that while the CAASPP test for math may assess where our students are, it does not take into account the progress they have made, nor the fact that the majority of 11th grade students are not enrolled in 11th grade math courses (Math 3 or Higher). The following charts show the number of students enrolled in each math course offered by PVCS by grade level. Through offering of higher quality instruction and training in appropriate class placement, PVCS each year continues to increase the number of students enrolling in Math 3 or above, while still serving the students with deficient skills in math through remediation courses.

### High School Math Courses by Grade Level - 3-Year Comparison

<b>2015-2016</b>				
	<b>Math 180 (remediation)</b>	<b>Math 1</b>	<b>Math 2</b>	<b>Math 3</b>
Grade 9	18	44	1	0
Grade 10	22	60	10	0
Grade 11	16	40	25	0
Grade 12	9	26	7	0
Total	65	170	43	0
<b>2016-2017</b>				
	<b>Math 180/Math 1 Readiness (remediation)</b>	<b>Math 1</b>	<b>Math 2</b>	<b>Math 3</b>
Grade 9	30	51	2	0
Grade 10	31	78	18	4
Grade 11	32	71	58	3
Grade 12	12	44	27	0
Total	105	244	105	7
<b>2017-2018</b>				
	<b>Math 1 Readiness A/B (remediation)</b>	<b>Math 1</b>	<b>Math 2</b>	<b>Math 3</b>
Grade 9	30	45	3	0
Grade 10	39	94	46	9
Grade 11	45	80	69	31



Grade 12	12	33	75	28
Total	126	252	193	68

### **ACADEMIC PERFORMANCE INDEX (API)**

Number of Students Included for 2013 Growth API	2013 Growth	2012 Base	2013 State Ranking	2013 Similar Schools
224	720	688	5	Not Available
Number of Students Included for 2012 Growth API	2012 Growth	2011 Base	2012 State Ranking	2012 Similar Schools
226	688	703	2	5
Number of Students included for 2011 Growth	2011 Growth	2010 Base	2011 State Ranking	2011 Similar Schools
208	708	750	3	10
Number of Students Included for 2010 Growth API	2010 Growth	2009 Base	2010 State Ranking	2010 Similar Schools
184	752	700	6	10

The Charter School's API score increased 32 points in 2013. PVCS continues to place a high emphasis on each student's individual progress, making sure they are enrolled in the correct courses, so that they will be able to maximize their learning before taking statewide assessments.

### **LOCAL ASSESSMENT**

PVCS continues to use STAR Enterprise from Renaissance Learning, as the local assessment tool for reading and math. STAR Enterprise assessments are norm-referenced and use computer-adaptive testing to provide accurate data on student performance in reading and math. High school students are assessed at the beginning and end of each math and ELA course they take. Students in grades 2-8 are assessed three times per year (Fall, Winter and Spring). Results are used to place students in

appropriate curriculum, provide intervention support and help track efficacy of instructional practices and programs.

The following charts show student progress for the last three years (2015-2018) in both reading and math at the high school level.

### STAR ENTERPRISE GROWTH REPORTS High School 2015-2016

Star Enterprise	
Reading Growth 2015-2016	% of students who improved by one or more proficiency levels
Urgent Intervention: 0-10 percentile	44 % (24 of 54 students) improved by one or more proficiency levels
Intervention: 11-24th percentile	47 % (27 of 57 students) improved by one of more proficiency levels
On Watch: 25th-39th percentile	44 % (24 of 54 students) improved by one or more proficiency levels
Benchmark: 40th percentile & above	81 % (52 of 64 students) continued to perform at benchmark or above

Math Growth 2015-2016	% of students who improved by one or more proficiency levels
Urgent Intervention: 0-10 percentile	68% (13 of 19 students) improved by one or more proficiency levels
Intervention: 11-24th percentile	70 % (21 of 30 students) improved by one or more proficiency levels
On Watch: 25th-39th percentile	67 % (22 of 33 students) improved by one or more proficiency levels
Benchmark: 40th percentile & above	94% (59 of 63 students) continued to perform benchmark or above

### High School 2016-2017

<b>Reading Growth 2016-2017</b>	<b>% of students who improved by one or more proficiency levels</b>
Urgent Intervention: 0-10 percentile	36% (20 of 55 students) improved by one or more proficiency levels
Intervention: 11-24th percentile	41% (22 of 54 students) improved by one of more proficiency levels
On Watch: 25th-39th percentile	37% (17 of 46 students) improved by one or more proficiency levels
Benchmark: 40th percentile & above	93% (50 of 54 students) continued to perform at benchmark or above

<b>Math Growth 2016-2017</b>	<b>% of students who improved by one or more proficiency levels</b>
Urgent Intervention: 0-10 percentile	66% (21 of 32 students) improved by one or more proficiency levels
Intervention: 11-24th percentile	69% (18/26 students) improved by one or more proficiency levels
On Watch: 25th-39th percentile	66% (22 of 33 students ) improved by one or more proficiency levels
Benchmark: 40th percentile & above	92% (54 of 59 students continued to perform benchmark or above

### High School 2017-2018

<b>Reading Growth 2017-2018</b>	<b>% of students who improved by one or more proficiency levels</b>
Urgent Intervention: 0-10 percentile	41 % (26 of 63 students) improved by one or more proficiency levels

Intervention: 11-24th percentile	56% (38/68 students) improved by one or more proficiency levels
On Watch: 25th-39th percentile	39% (12/31 students) improved by one or more proficiency levels
Benchmark: 40th percentile & above	91% (42/46 students) maintained benchmark performance

<b>Math Growth 2017-2018</b>	<b>% of students who improved by one or more proficiency levels</b>
Urgent Intervention: 0-10 percentile	69% (22/32 students) improved by one or more proficiency levels
Intervention: 11-24th percentile	67% (22/33 students) improved by one or more proficiency levels
On Watch: 25th-39th percentile	58% (19/33 students) improved by one or more proficiency levels
Benchmark: 40th percentile & above	92% (69/75 students) maintained benchmark performance

Students continue to make gains in math on the Star Enterprise test at all levels, but reading growth continues to be insufficient. Based on this and the state data, PVCS has identified reading growth as an area of need for the school and is actively working to create programs and interventions to address this need. See Attachment D: LCAP and LCAP Goals Document for specific plans.

Smarter Balanced Assessment Test Results for:

School: Pacific View Charter

CDS Code: 37-73569-3731221

District: Pacific View Charter

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2015

Select Student Group:

All Students (Default)

Apply Selections

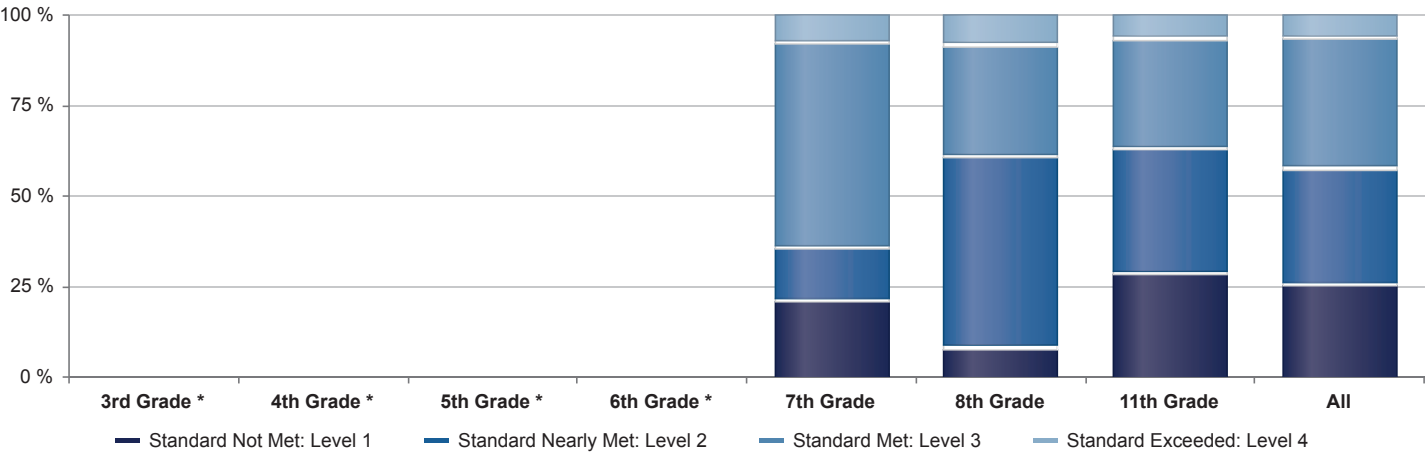
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⓘ	3	8	6	8	14	14	129	182
Number of Students Tested ⓘ	3	7	5	5	14	13	105	152
Number of Students With Scores ⓘ	3	7	5	5	14	13	99	146


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	*	*	2565.6	2558.1	2549.8	N/A
Standard Exceeded: Level 4 ⓘ	*	*	*	*	7 %	8 %	6 %	6 %
Standard Met: Level 3 ⓘ	*	*	*	*	57 %	31 %	30 %	36 %
Standard Nearly Met: Level 2 ⓘ	*	*	*	*	14 %	54 %	34 %	32 %
Standard Not Met: Level 1 ⓘ	*	*	*	*	21 %	8 %	29 %	26 %

### [English Language Arts/Literacy Scale Score Ranges](#)


#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


#### Reading: Demonstrating understanding of literary and non-fictional texts

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	29 %	8 %	17 %	18 %
	At or Near Standard ⓘ	*	*	*	*	29 %	62 %	58 %	56 %
	Below Standard ⓘ	*	*	*	*	43 %	31 %	25 %	26 %


#### Writing: Producing clear and purposeful writing

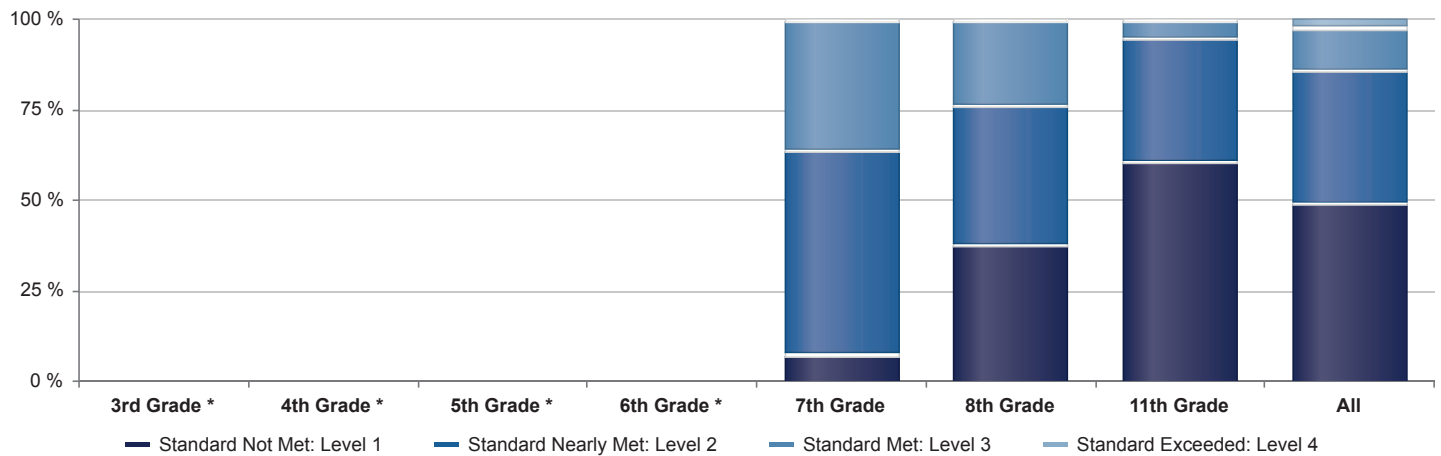
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	29 %	31 %	13 %	16 %
	At or Near Standard ⓘ	*	*	*	*	57 %	38 %	57 %	53 %
	Below Standard ⓘ	*	*	*	*	14 %	31 %	30 %	30 %

#### Listening: Demonstrating effective communication skills

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	21 %	23 %	5 %	10 %
	At or Near Standard ⓘ	*	*	*	*	71 %	62 %	61 %	62 %
	Below Standard ⓘ	*	*	*	*	7 %	15 %	34 %	27 %

#### Research/Inquiry: Investigating, analyzing, and presenting information

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	43 %	8 %	13 %	16 %
	At or Near Standard ⓘ	*	*	*	*	43 %	77 %	62 %	64 %
	Below Standard ⓘ	*	*	*	*	14 %	15 %	25 %	21 %

**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⓘ	3	8	6	8	14	14	129	182
Number of Students Tested ⓘ	3	7	5	5	14	13	104	151
Number of Students With Scores ⓘ	3	7	5	5	14	13	92	139
Mean Scale Score	*	*	*	*	2535.6	2490.5	2509.0	N/A
Standard Exceeded: Level 4 ⓘ	*	*	*	*	0 %	0 %	0 %	2 %
Standard Met: Level 3 ⓘ	*	*	*	*	36 %	23 %	4 %	11 %
Standard Nearly Met: Level 2 ⓘ	*	*	*	*	57 %	38 %	34 %	37 %
Standard Not Met: Level 1 ⓘ	*	*	*	*	7 %	38 %	62 %	50 %

[Mathematics Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	14 %	0 %	1 %	5 %
	At or Near Standard ⓘ	*	*	*	*	64 %	38 %	32 %	37 %



Below Standard ⓘ	*	*	*	*	21 %	62 %	67 %	58 %
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### PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	0 %	0 %	2 %	3 %
	At or Near Standard ⓘ	*	*	*	*	79 %	77 %	50 %	58 %
	Below Standard ⓘ	*	*	*	*	21 %	23 %	48 %	40 %

### COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	0 %	0 %	0 %	1 %
	At or Near Standard ⓘ	*	*	*	*	93 %	62 %	63 %	66 %
	Below Standard ⓘ	*	*	*	*	7 %	38 %	37 %	32 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Pacific View Charter

CDS Code: 37-73569-3731221

District: Pacific View Charter

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2016

Select Student Group:

All Students (Default)

Apply Selections

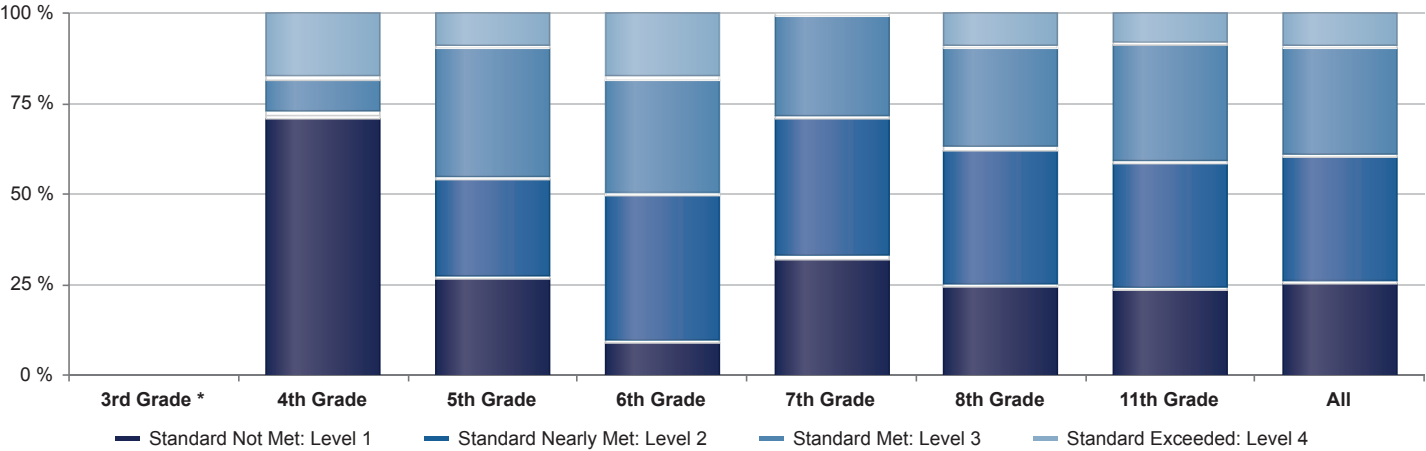
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution







[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	5	13	13	25	20	36	144	256
# of Students Tested ⓘ	5	11	11	22	18	32	113	212
# of Students With Scores ⓘ	5	11	11	22	18	32	112	211





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	2414.5	2494.3	2539.5	2505.5	2534.7	2556.6	N/A
Standard Exceeded: Level 4 	*	18 %	9 %	18 %	0 %	9 %	8 %	9 %
Standard Met: Level 3 	*	9 %	36 %	32 %	28 %	28 %	33 %	30 %
Standard Nearly Met: Level 2 	*	0 %	27 %	41 %	39 %	38 %	35 %	35 %
Standard Not Met: Level 1 	*	73 %	27 %	9 %	33 %	25 %	24 %	26 %

[English Language Arts/Literacy Scale Score Ranges](#)





## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	18 %	9 %	27 %	11 %	9 %	16 %	15 %
	Near Standard 	*	27 %	45 %	32 %	61 %	53 %	67 %	58 %
	Below Standard 	*	55 %	45 %	41 %	28 %	38 %	17 %	27 %





### WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	9 %	18 %	23 %	0 %	16 %	12 %	12 %
	Near Standard 	*	27 %	45 %	50 %	44 %	44 %	52 %	48 %
	Below Standard 	*	64 %	36 %	27 %	56 %	41 %	37 %	40 %

### LISTENING: How well do students understand spoken information?

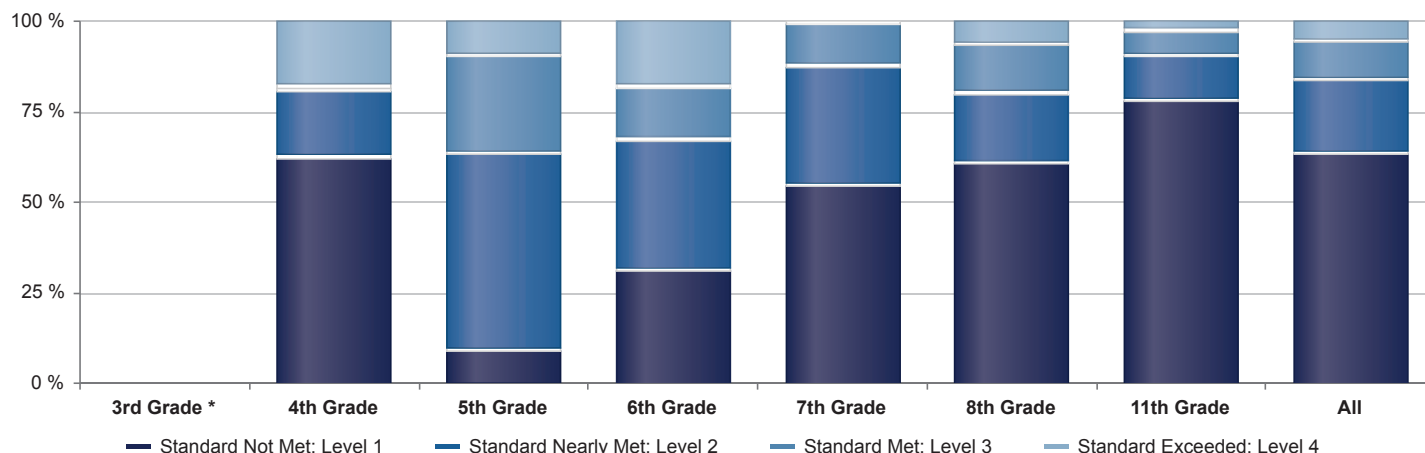
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	9 %	9 %	23 %	17 %	13 %	10 %	12 %
	Near Standard 	*	82 %	73 %	64 %	78 %	69 %	74 %	73 %
	Below Standard 	*	9 %	18 %	14 %	6 %	19 %	16 %	15 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	9 %	27 %	27 %	0 %	19 %	13 %	15 %
	Near Standard 	*	45 %	73 %	64 %	78 %	53 %	66 %	64 %
	Below Standard 	*	45 %	0 %	9 %	22 %	28 %	21 %	21 %

## MATHEMATICS

## Achievement Level Distribution


[Mathematics Achievement Level Descriptors](#)

## Data Detail - All Students (accessible data)

## Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	5	13	13	25	20	36	143	255
# of Students Tested ⓘ	5	11	11	22	18	32	111	210
# of Students With Scores ⓘ	5	11	11	22	18	32	109	208
Mean Scale Score	*	2415.0	2502.4	2504.3	2462.4	2489.7	2490.8	N/A
Standard Exceeded: Level 4 ⓘ	*	18 %	9 %	18 %	0 %	6 %	2 %	5 %
Standard Met: Level 3 ⓘ	*	0 %	27 %	14 %	11 %	13 %	6 %	10 %
Standard Nearly Met: Level 2 ⓘ	*	18 %	55 %	36 %	33 %	19 %	12 %	20 %
Standard Not Met: Level 1 ⓘ	*	64 %	9 %	32 %	56 %	63 %	80 %	65 %

[Mathematics Scale Score Ranges](#)

## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

## CONCEPTS &amp; PROCEDURES: How well do students use mathematical rules and ideas?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	18 %	36 %	18 %	0 %	6 %	2 %	7 %
	Near Standard ⓘ	*	9 %	55 %	27 %	33 %	25 %	17 %	23 %

Below Standard ⓘ	*	73 %	9 %	55 %	67 %	69 %	81 %	71 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	18 %	9 %	18 %	0 %	9 %	3 %	6 %
	Near Standard ⓘ	*	45 %	45 %	41 %	44 %	47 %	43 %	43 %
	Below Standard ⓘ	*	36 %	45 %	41 %	56 %	44 %	54 %	50 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	18 %	9 %	14 %	0 %	3 %	1 %	4 %
	Near Standard ⓘ	*	18 %	73 %	55 %	56 %	63 %	53 %	54 %
	Below Standard ⓘ	*	64 %	18 %	32 %	44 %	34 %	46 %	42 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Pacific View Charter

CDS Code: 37-73569-3731221

District: Pacific View Charter

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2017

Select Student Group:

All Students (Default)

Apply Selections

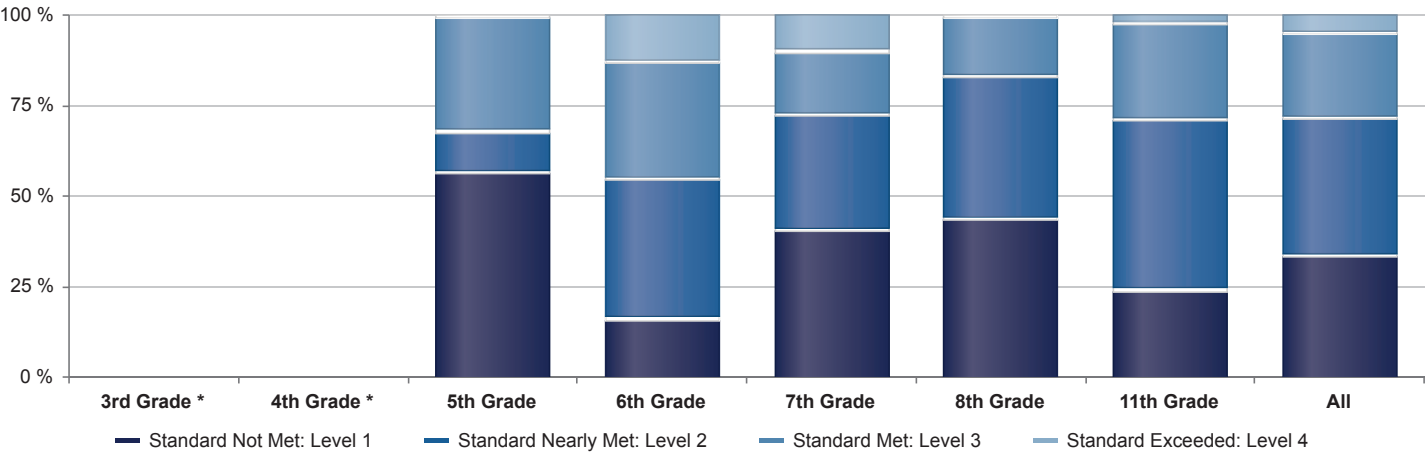
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Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	*	*	20	34	45	38	125	278
# of Students Tested ⓘ	*	*	19	31	41	38	107	250
# of Students With Scores ⓘ	*	*	19	31	41	38	107	250


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	2450.8	2530.0	2499.4	2493.5	2538.0	N/A
Standard Exceeded: Level 4 ⓘ	*	*	0.00 %	12.90 %	9.76 %	0.00 %	1.87 %	4.40 %
Standard Met: Level 3 ⓘ	*	*	31.58 %	32.26 %	17.07 %	15.79 %	26.17 %	23.20 %
Standard Nearly Met: Level 2 ⓘ	*	*	10.53 %	38.71 %	31.71 %	39.47 %	47.66 %	38.40 %
Standard Not Met: Level 1 ⓘ	*	*	57.89 %	16.13 %	41.46 %	44.74 %	24.30 %	34.00 %

[English Language Arts/Literacy Scale Score Ranges](#)


## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	15.79 %	25.81 %	17.07 %	5.26 %	14.02 %	14.40 %
	Near Standard ⓘ	*	*	26.32 %	51.61 %	31.71 %	47.37 %	62.62 %	50.00 %
	Below Standard ⓘ	*	*	57.89 %	22.58 %	51.22 %	47.37 %	23.36 %	35.60 %


### WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	15.79 %	16.13 %	9.76 %	2.63 %	7.48 %	8.80 %
	Near Standard ⓘ	*	*	31.58 %	64.52 %	46.34 %	47.37 %	56.07 %	51.60 %
	Below Standard ⓘ	*	*	52.63 %	19.35 %	43.90 %	50.00 %	36.45 %	39.60 %

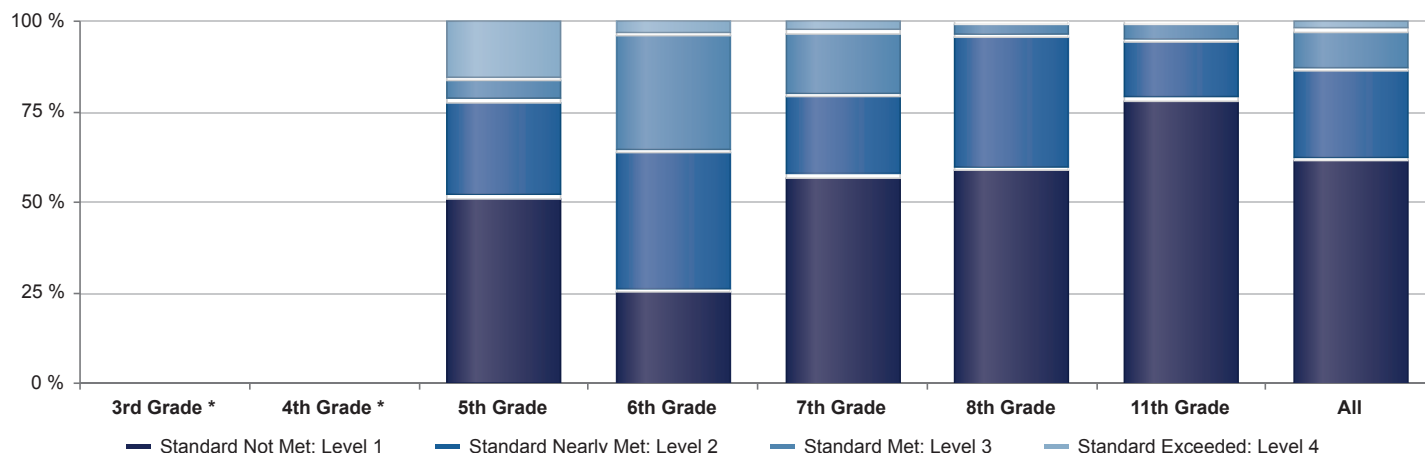
### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	0.00 %	19.35 %	7.32 %	5.26 %	8.41 %	8.40 %
	Near Standard ⓘ	*	*	73.68 %	61.29 %	56.10 %	60.53 %	66.36 %	62.80 %
	Below Standard ⓘ	*	*	26.32 %	19.35 %	36.59 %	34.21 %	25.23 %	28.80 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	10.53 %	22.58 %	17.07 %	2.63 %	9.35 %	11.20 %
	Near Standard ⓘ	*	*	47.37 %	61.29 %	39.02 %	55.26 %	57.01 %	52.40 %
	Below Standard ⓘ	*	*	42.11 %	16.13 %	43.90 %	42.11 %	33.64 %	36.40 %



**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	*	*	20	34	45	38	124	277
# of Students Tested ⓘ	*	*	19	31	41	38	102	245
# of Students With Scores ⓘ	*	*	19	31	41	38	102	245
Mean Scale Score	*	*	2466.4	2512.1	2460.6	2476.5	2486.8	N/A
Standard Exceeded: Level 4 ⓘ	*	*	15.79 %	3.23 %	2.44 %	0.00 %	0.00 %	2.04 %
Standard Met: Level 3 ⓘ	*	*	5.26 %	32.26 %	17.07 %	2.63 %	3.92 %	10.20 %
Standard Nearly Met: Level 2 ⓘ	*	*	26.32 %	38.71 %	21.95 %	36.84 %	15.69 %	24.49 %
Standard Not Met: Level 1 ⓘ	*	*	52.63 %	25.81 %	58.54 %	60.53 %	80.39 %	63.27 %

[Mathematics Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**


	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	15.79 %	16.13 %	7.32 %	2.63 %	0.00 %	5.31 %
	Near Standard ⓘ	*	*	26.32 %	58.06 %	26.83 %	28.95 %	12.75 %	25.71 %

Below Standard ⓘ	*	*	57.89 %	25.81 %	65.85 %	68.42 %	87.25 %	68.98 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	15.79 %	0.00 %	7.32 %	0.00 %	0.98 %	2.86 %
	Near Standard ⓘ	*	*	36.84 %	61.29 %	39.02 %	39.47 %	36.27 %	41.63 %
	Below Standard ⓘ	*	*	47.37 %	38.71 %	53.66 %	60.53 %	62.75 %	55.51 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	15.79 %	19.35 %	9.76 %	2.63 %	0.00 %	6.53 %
	Near Standard ⓘ	*	*	31.58 %	48.39 %	48.78 %	52.63 %	56.86 %	49.80 %
	Below Standard ⓘ	*	*	52.63 %	32.26 %	41.46 %	44.74 %	43.14 %	43.67 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Pacific View Charter

CDS Code: 37-73569-3731221

District: Pacific View Charter

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2018

Select Student Group:

All Students (Default)

Apply Selections

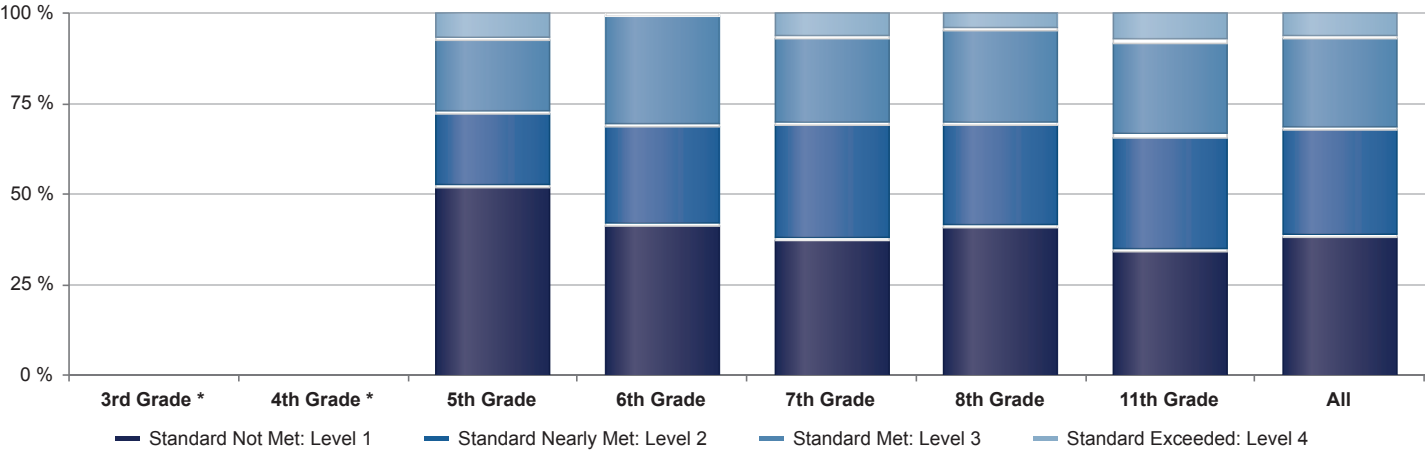
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	*	*	15	34	49	54	134	295
# of Students Tested ⓘ	*	*	15	33	47	50	120	274
# of Students With Scores ⓘ	*	*	15	33	47	50	120	274


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	2451.9	2468.3	2503.9	2513.0	2536.6	N/A
Standard Exceeded: Level 4 ⓘ	*	*	6.67 %	0.00 %	6.38 %	4.00 %	7.50 %	6.20 %
Standard Met: Level 3 ⓘ	*	*	20.00 %	30.30 %	23.40 %	26.00 %	25.83 %	25.18 %
Standard Nearly Met: Level 2 ⓘ	*	*	20.00 %	27.27 %	31.91 %	28.00 %	31.67 %	29.56 %
Standard Not Met: Level 1 ⓘ	*	*	53.33 %	42.42 %	38.30 %	42.00 %	35.00 %	39.05 %

[English Language Arts/Literacy Scale Score Ranges](#)


## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	0.00 %	6.06 %	10.64 %	10.00 %	15.00 %	11.68 %
	Near Standard ⓘ	*	*	53.33 %	48.48 %	38.30 %	44.00 %	49.17 %	46.72 %
	Below Standard ⓘ	*	*	46.67 %	45.45 %	51.06 %	46.00 %	35.83 %	41.61 %


### WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	6.67 %	6.06 %	14.89 %	12.00 %	13.33 %	12.77 %
	Near Standard ⓘ	*	*	46.67 %	42.42 %	44.68 %	44.00 %	46.67 %	44.89 %
	Below Standard ⓘ	*	*	46.67 %	51.52 %	40.43 %	44.00 %	40.00 %	42.34 %

### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	13.33 %	6.06 %	10.64 %	8.00 %	10.83 %	10.22 %
	Near Standard ⓘ	*	*	60.00 %	60.61 %	57.45 %	62.00 %	59.17 %	59.85 %
	Below Standard ⓘ	*	*	26.67 %	33.33 %	31.91 %	30.00 %	30.00 %	29.93 %

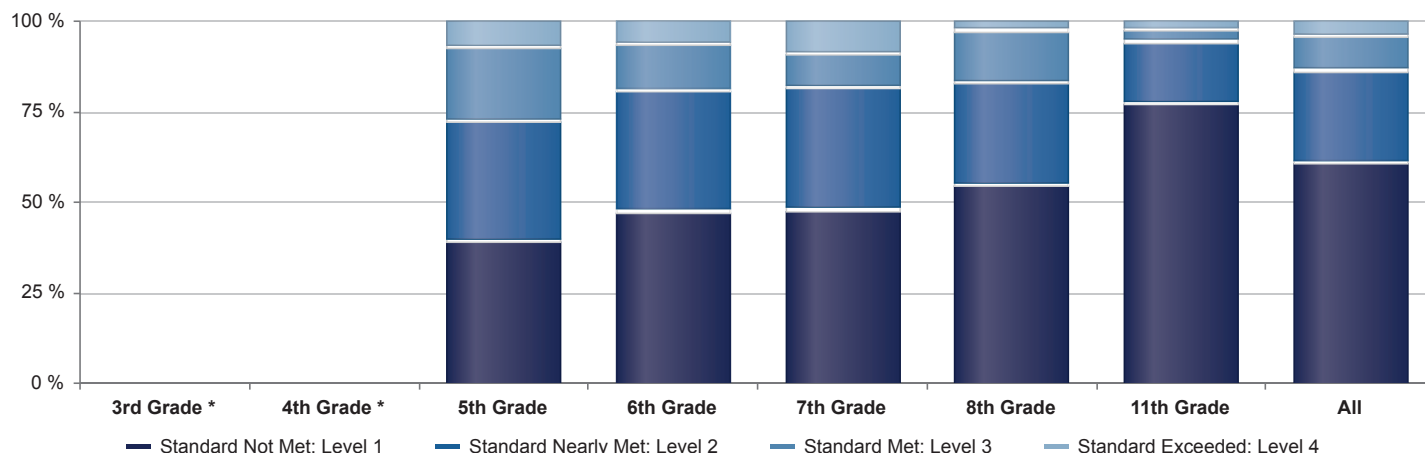
### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	13.33 %	15.15 %	14.89 %	14.00 %	10.83 %	12.77 %
	Near Standard ⓘ	*	*	40.00 %	57.58 %	48.94 %	56.00 %	55.00 %	53.28 %
	Below Standard ⓘ	*	*	46.67 %	27.27 %	36.17 %	30.00 %	34.17 %	33.94 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

## MATHEMATICS

### Achievement Level Distribution


[Mathematics Achievement Level Descriptors](#)

### Data Detail - All Students (accessible data)

#### Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	*	*	15	34	49	54	134	295
# of Students Tested ⓘ	*	*	15	33	47	50	120	274
# of Students With Scores ⓘ	*	*	15	33	47	50	120	274
Mean Scale Score	*	*	2466.9	2477.9	2482.5	2485.5	2476.5	N/A
Standard Exceeded: Level 4 ⓘ	*	*	6.67 %	6.06 %	8.51 %	2.00 %	1.67 %	3.65 %
Standard Met: Level 3 ⓘ	*	*	20.00 %	12.12 %	8.51 %	14.00 %	2.50 %	8.76 %
Standard Nearly Met: Level 2 ⓘ	*	*	33.33 %	33.33 %	34.04 %	28.00 %	16.67 %	25.18 %
Standard Not Met: Level 1 ⓘ	*	*	40.00 %	48.48 %	48.94 %	56.00 %	79.17 %	62.41 %

[Mathematics Scale Score Ranges](#)

#### Areas





Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

#### CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?





	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	20.00 %	9.09 %	14.89 %	4.00 %	2.50 %	6.93 %
	Near Standard ⓘ	*	*	33.33 %	33.33 %	25.53 %	28.00 %	11.67 %	21.53 %

Below Standard 	*	*	46.67 %	57.58 %	59.57 %	68.00 %	85.83 %	71.53 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	6.67 %	3.03 %	14.89 %	6.00 %	1.67 %	5.84 %
	Near Standard 	*	*	60.00 %	42.42 %	44.68 %	48.00 %	29.17 %	38.69 %
	Below Standard 	*	*	33.33 %	54.55 %	40.43 %	46.00 %	69.17 %	55.47 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	6.67 %	9.09 %	8.51 %	6.00 %	4.17 %	6.20 %
	Near Standard 	*	*	53.33 %	51.52 %	53.19 %	54.00 %	46.67 %	50.36 %
	Below Standard 	*	*	40.00 %	39.39 %	38.30 %	40.00 %	49.17 %	43.43 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Pacific View Charter

CDS Code: 37-73569-3731221

District: Pacific View Charter

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2015

Select Student Group:

Ethnicity

Apply Selections

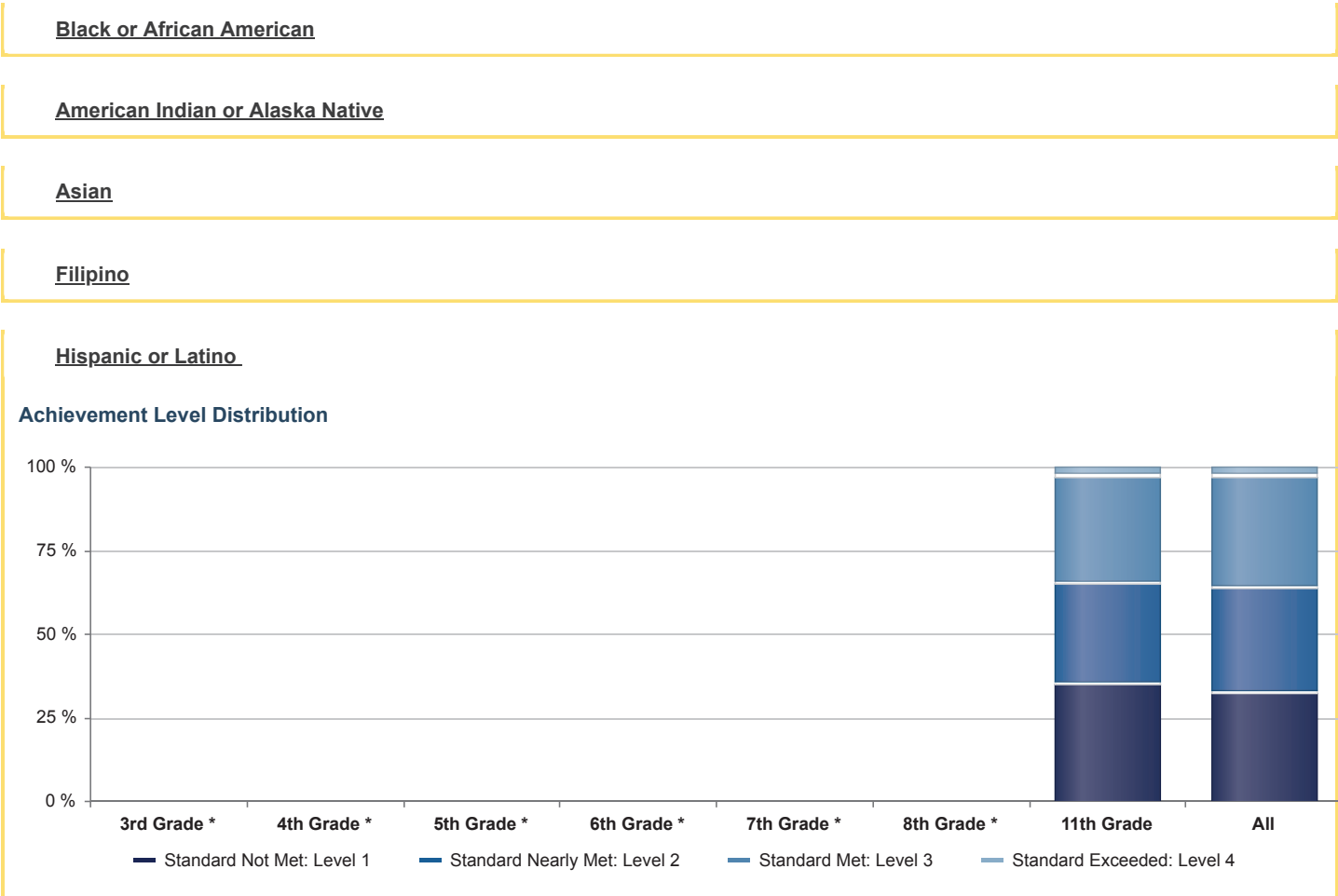
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

Results by Ethnicity

ENGLISH LANGUAGE ARTS/LITERACY




English Language Arts/Literacy Achievement Level Descriptors**Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⓘ	3	8	6	8	14	14	129	182
Number of Students Tested ⓘ	3	5	2	4	7	7	57	85
Number of Students With Scores ⓘ	3	5	2	4	7	7	53	81
Mean Scale Score	*	*	*	*	*	*	2535.2	N/A
Standard Exceeded: Level 4 ⓘ	*	*	*	*	*	*	2 %	2 %
Standard Met: Level 3 ⓘ	*	*	*	*	*	*	32 %	33 %
Standard Nearly Met: Level 2 ⓘ	*	*	*	*	*	*	30 %	31 %
Standard Not Met: Level 1 ⓘ	*	*	*	*	*	*	36 %	33 %


English Language Arts/Literacy Scale Score Ranges**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


**Reading: Demonstrating understanding of literary and non-fictional texts**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	*	*	13 %	12 %
	At or Near Standard ⓘ	*	*	*	*	*	*	55 %	54 %
	Below Standard ⓘ	*	*	*	*	*	*	32 %	33 %

**Writing: Producing clear and purposeful writing**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	*	*	9 %	14 %
	At or Near Standard ⓘ	*	*	*	*	*	*	53 %	49 %
	Below Standard ⓘ	*	*	*	*	*	*	38 %	37 %

**Listening: Demonstrating effective communication skills**

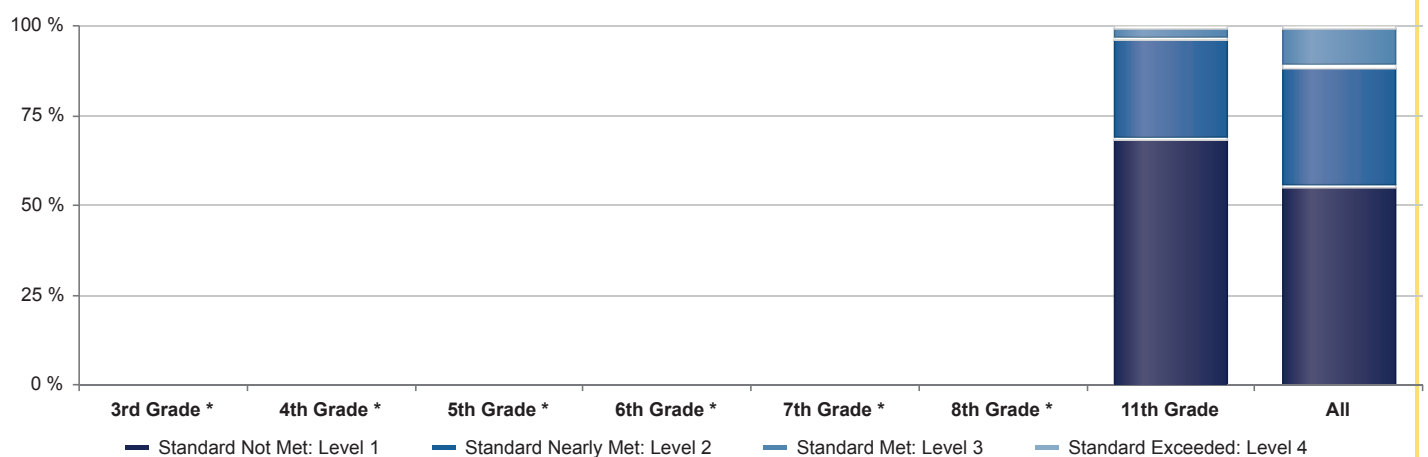
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	*	*	6 %	9 %
	At or Near Standard ⓘ	*	*	*	*	*	*	51 %	57 %
	Below Standard ⓘ	*	*	*	*	*	*	43 %	35 %



**Research/Inquiry: Investigating, analyzing, and presenting information**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	*	*	*	*	*	*	11 %	11 %
At or Near Standard ⓘ	*	*	*	*	*	*	62 %	67 %
Below Standard ⓘ	*	*	*	*	*	*	26 %	22 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

**Native Hawaiian or Pacific Islander****White****Two or more races****MATHEMATICS****Black or African American****American Indian or Alaska Native****Asian****Filipino****Hispanic or Latino****Achievement Level Distribution**

[Mathematics Achievement Level Descriptors](#)

**Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⓘ	3	8	6	8	14	14	129	182


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Tested ⓘ	3	5	2	4	7	7	57	85
Number of Students With Scores ⓘ	3	5	2	4	7	7	50	78
Mean Scale Score	*	*	*	*	*	*	2498.5	N/A
Standard Exceeded: Level 4 ⓘ	*	*	*	*	*	*	0 %	0 %
Standard Met: Level 3 ⓘ	*	*	*	*	*	*	2 %	10 %
Standard Nearly Met: Level 2 ⓘ	*	*	*	*	*	*	28 %	33 %
Standard Not Met: Level 1 ⓘ	*	*	*	*	*	*	70 %	56 %

#### [Mathematics Scale Score Ranges](#)


#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


#### CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	*	*	2 %	3 %
	At or Near Standard ⓘ	*	*	*	*	*	*	28 %	36 %
	Below Standard ⓘ	*	*	*	*	*	*	70 %	62 %

#### PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	*	*	0 %	0 %
	At or Near Standard ⓘ	*	*	*	*	*	*	48 %	56 %
	Below Standard ⓘ	*	*	*	*	*	*	52 %	44 %

#### COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	*	*	0 %	0 %
	At or Near Standard ⓘ	*	*	*	*	*	*	64 %	67 %
	Below Standard ⓘ	*	*	*	*	*	*	36 %	33 %

#### [Mathematics Area Achievement Level Descriptors](#)

#### Native Hawaiian or Pacific Islander

White

Two or more races

Smarter Balanced Assessment Test Results for:

School: Pacific View Charter

CDS Code: 37-73569-3731221

District: Pacific View Charter

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2016

Select Student Group:

Ethnicity

Apply Selections

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

Results by Ethnicity

ENGLISH LANGUAGE ARTS/LITERACY

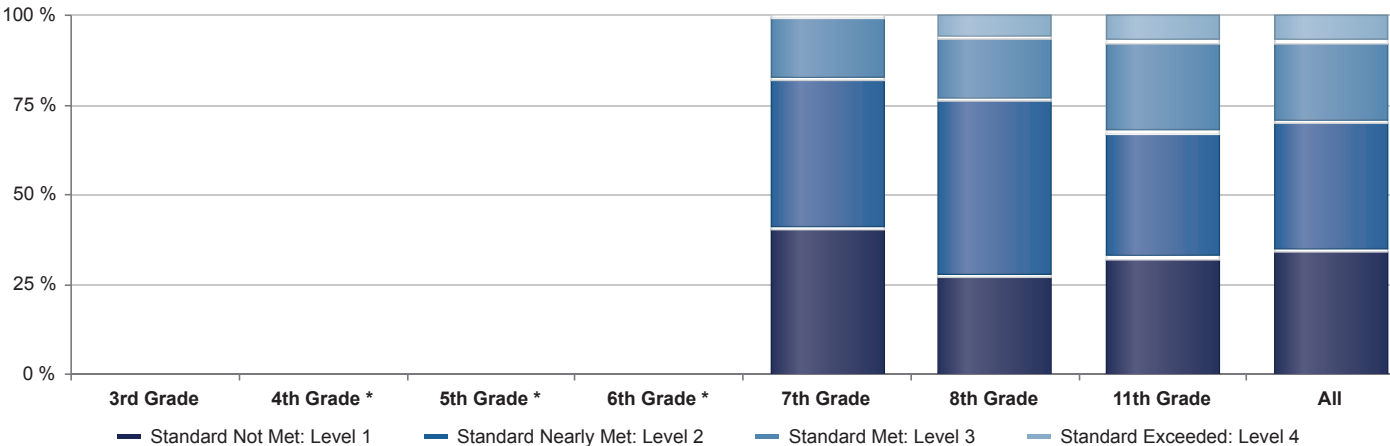
Black or African American

American Indian or Alaska Native

Filipino

Hispanic or Latino

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	8	7	10	13	18	75	131
# of Students Tested ⓘ	N/A	8	6	9	12	18	58	111
# of Students With Scores ⓘ	N/A	8	6	9	12	18	57	110
Mean Scale Score	N/A	*	*	*	2495.0	2523.4	2538.5	N/A
Standard Exceeded: Level 4 ⓘ	N/A	*	*	*	0 %	6 %	7 %	7 %
Standard Met: Level 3 ⓘ	N/A	*	*	*	17 %	17 %	25 %	22 %
Standard Nearly Met: Level 2 ⓘ	N/A	*	*	*	42 %	50 %	35 %	36 %
Standard Not Met: Level 1 ⓘ	N/A	*	*	*	42 %	28 %	33 %	35 %

[English Language Arts/Literacy Scale Score Ranges](#)


### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


#### READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	N/A	*	*	*	8 %	11 %	12 %	13 %
Near Standard ⓘ	N/A	*	*	*	58 %	50 %	68 %	55 %
Below Standard ⓘ	N/A	*	*	*	33 %	39 %	19 %	32 %

#### WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	N/A	*	*	*	0 %	6 %	9 %	9 %
Near Standard ⓘ	N/A	*	*	*	33 %	39 %	42 %	40 %
Below Standard ⓘ	N/A	*	*	*	67 %	56 %	49 %	51 %

#### LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	N/A	*	*	*	25 %	11 %	7 %	10 %
Near Standard ⓘ	N/A	*	*	*	67 %	72 %	75 %	74 %
Below Standard ⓘ	N/A	*	*	*	8 %	17 %	18 %	16 %

#### RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	N/A	*	*	*	0 %	11 %	9 %	11 %
Near Standard ⓘ	N/A	*	*	*	75 %	61 %	65 %	64 %
Below Standard ⓘ	N/A	*	*	*	25 %	28 %	26 %	25 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

**Native Hawaiian or Pacific Islander**

**White**

**Two or more races**

## MATHEMATICS

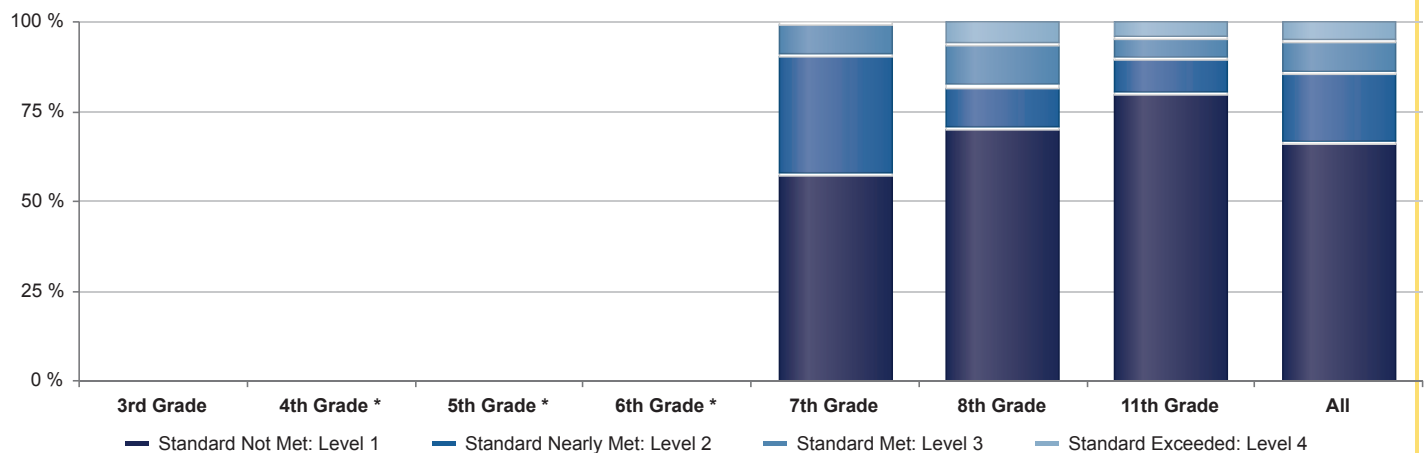
**Black or African American**

**American Indian or Alaska Native**

**Filipino**

**Hispanic or Latino**

### Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

### Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	8	7	10	13	18	74	130
# of Students Tested ⓘ	N/A	8	6	9	12	18	56	109
# of Students With Scores ⓘ	N/A	8	6	9	12	18	55	108
Mean Scale Score	N/A	*	*	*	2456.0	2488.7	2480.0	N/A


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Exceeded: Level 4 ⓘ	N/A	*	*	*	0 %	6 %	4 %	5 %
Standard Met: Level 3 ⓘ	N/A	*	*	*	8 %	11 %	5 %	8 %
Standard Nearly Met: Level 2 ⓘ	N/A	*	*	*	33 %	11 %	9 %	19 %
Standard Not Met: Level 1 ⓘ	N/A	*	*	*	58 %	72 %	82 %	68 %

### [Mathematics Scale Score Ranges](#)


#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


#### CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	*	*	*	0 %	6 %	4 %	6 %
	Near Standard ⓘ	N/A	*	*	*	25 %	22 %	15 %	23 %
	Below Standard ⓘ	N/A	*	*	*	75 %	72 %	82 %	71 %

#### PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	*	*	*	0 %	11 %	4 %	6 %
	Near Standard ⓘ	N/A	*	*	*	50 %	50 %	44 %	46 %
	Below Standard ⓘ	N/A	*	*	*	50 %	39 %	53 %	48 %

#### COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	*	*	*	0 %	0 %	2 %	3 %
	Near Standard ⓘ	N/A	*	*	*	58 %	61 %	44 %	50 %
	Below Standard ⓘ	N/A	*	*	*	42 %	39 %	55 %	47 %

### [Mathematics Area Achievement Level Descriptors](#)

Native Hawaiian or Pacific Islander

White

Two or more races





Smarter Balanced Assessment Test Results for:

School: Pacific View Charter

CDS Code: 37-73569-3731221

District: Pacific View Charter

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

Select Student Group:

2017

Ethnicity

Apply Selections

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

Results by Ethnicity

ENGLISH LANGUAGE ARTS/LITERACY

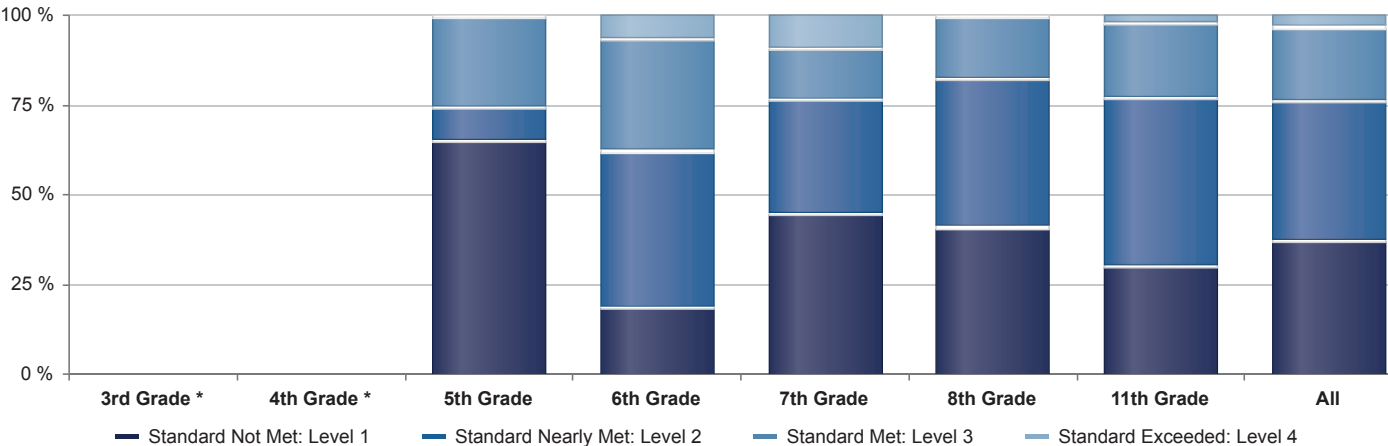
Black or African American

American Indian or Alaska Native

Asian

Hispanic or Latino

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	*	*	12	17	23	24	69	150
# of Students Tested ⓘ	*	*	12	16	22	24	59	138
# of Students With Scores ⓘ	*	*	12	16	22	24	59	138
Mean Scale Score	*	*	2454.1	2523.3	2501.5	2498.6	2528.1	N/A
Standard Exceeded: Level 4 ⓘ	*	*	0.00 %	6.25 %	9.09 %	0.00 %	1.69 %	2.90 %
Standard Met: Level 3 ⓘ	*	*	25.00 %	31.25 %	13.64 %	16.67 %	20.34 %	20.29 %
Standard Nearly Met: Level 2 ⓘ	*	*	8.33 %	43.75 %	31.82 %	41.67 %	47.46 %	39.13 %
Standard Not Met: Level 1 ⓘ	*	*	66.67 %	18.75 %	45.45 %	41.67 %	30.51 %	37.68 %

[English Language Arts/Literacy Scale Score Ranges](#)


### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


#### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	16.67 %	18.75 %	22.73 %	4.17 %	11.86 %	13.04 %
	Near Standard ⓘ	*	*	16.67 %	56.25 %	22.73 %	54.17 %	67.80 %	52.17 %
	Below Standard ⓘ	*	*	66.67 %	25.00 %	54.55 %	41.67 %	20.34 %	34.78 %

#### WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	16.67 %	6.25 %	9.09 %	4.17 %	3.39 %	5.80 %
	Near Standard ⓘ	*	*	25.00 %	68.75 %	54.55 %	45.83 %	47.46 %	49.28 %
	Below Standard ⓘ	*	*	58.33 %	25.00 %	36.36 %	50.00 %	49.15 %	44.93 %

#### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	0.00 %	25.00 %	9.09 %	8.33 %	6.78 %	8.70 %
	Near Standard ⓘ	*	*	75.00 %	56.25 %	54.55 %	58.33 %	67.80 %	63.04 %
	Below Standard ⓘ	*	*	25.00 %	18.75 %	36.36 %	33.33 %	25.42 %	28.26 %

#### RESEARCH/INQUIRY: How well can students find and present information about a topic?

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Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	*	*	16.67 %	25.00 %	13.64 %	0.00 %	10.17 %	10.87 %
Near Standard ⓘ	*	*	50.00 %	56.25 %	40.91 %	54.17 %	55.93 %	52.17 %
Below Standard ⓘ	*	*	33.33 %	18.75 %	45.45 %	45.83 %	33.90 %	36.96 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

**Native Hawaiian or Pacific Islander**

**White**

**Two or more races**

## MATHEMATICS

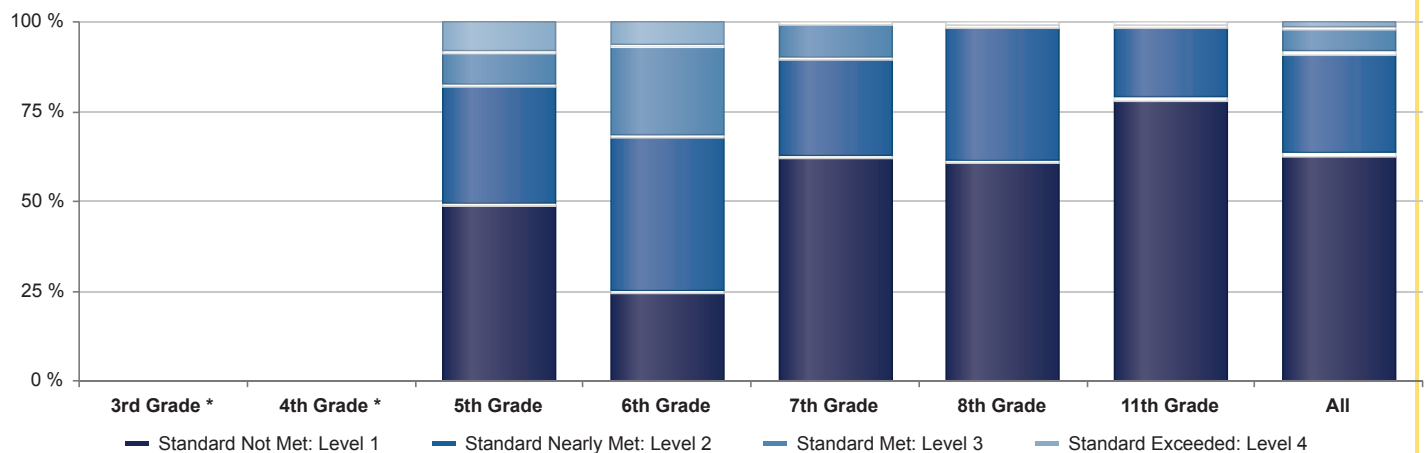
**Black or African American**

**American Indian or Alaska Native**

**Asian**

**Hispanic or Latino**

### Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

### Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	*	*	12	17	23	24	68	149
# of Students Tested ⓘ	*	*	12	16	22	24	56	135
# of Students With Scores ⓘ	*	*	12	16	22	24	56	135
Mean Scale Score	*	*	2464.9	2507.6	2457.7	2476.5	2475.7	N/A


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Exceeded: Level 4 ⓘ	*	*	8.33 %	6.25 %	0.00 %	0.00 %	0.00 %	1.48 %
Standard Met: Level 3 ⓘ	*	*	8.33 %	25.00 %	9.09 %	0.00 %	0.00 %	5.93 %
Standard Nearly Met: Level 2 ⓘ	*	*	33.33 %	43.75 %	27.27 %	37.50 %	19.64 %	28.15 %
Standard Not Met: Level 1 ⓘ	*	*	50.00 %	25.00 %	63.64 %	62.50 %	80.36 %	64.44 %

### [Mathematics Scale Score Ranges](#)


#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


#### CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	8.33 %	12.50 %	4.55 %	0.00 %	0.00 %	3.70 %
	Near Standard ⓘ	*	*	33.33 %	56.25 %	18.18 %	33.33 %	10.71 %	23.70 %
	Below Standard ⓘ	*	*	58.33 %	31.25 %	77.27 %	66.67 %	89.29 %	72.59 %

#### PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	8.33 %	0.00 %	0.00 %	0.00 %	0.00 %	0.74 %
	Near Standard ⓘ	*	*	50.00 %	68.75 %	36.36 %	37.50 %	33.93 %	41.48 %
	Below Standard ⓘ	*	*	41.67 %	31.25 %	63.64 %	62.50 %	66.07 %	57.78 %

#### COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	16.67 %	12.50 %	9.09 %	0.00 %	0.00 %	5.19 %
	Near Standard ⓘ	*	*	33.33 %	50.00 %	45.45 %	66.67 %	60.71 %	54.07 %
	Below Standard ⓘ	*	*	50.00 %	37.50 %	45.45 %	33.33 %	39.29 %	40.74 %

### [Mathematics Area Achievement Level Descriptors](#)

**Native Hawaiian or Pacific Islander**

**White**

**Two or more races**



Smarter Balanced Assessment Test Results for:

School: Pacific View Charter

CDS Code: 37-73569-3731221

District: Pacific View Charter

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2018

Select Student Group:

Ethnicity

Apply Selections

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

Results by Ethnicity

ENGLISH LANGUAGE ARTS/LITERACY

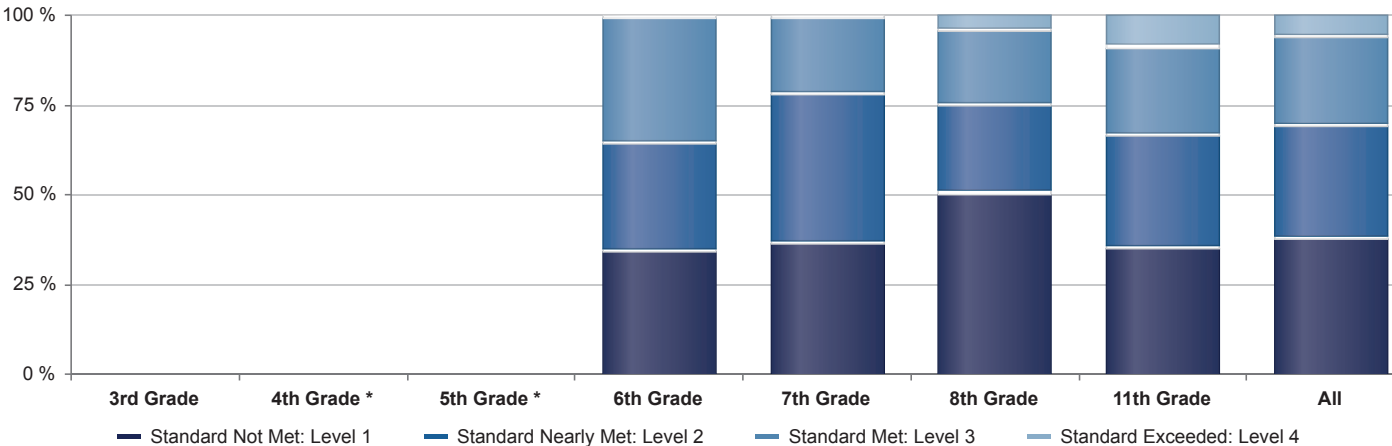
Black or African American

American Indian or Alaska Native

Asian

Hispanic or Latino

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	*	*	21	26	31	88	176
# of Students Tested ⓘ	N/A	*	*	20	24	29	83	166
# of Students With Scores ⓘ	N/A	*	*	20	24	29	83	166
Mean Scale Score	N/A	*	*	2487.3	2495.0	2499.3	2534.3	N/A
Standard Exceeded: Level 4 ⓘ	N/A	*	*	0.00 %	0.00 %	3.45 %	8.43 %	5.42 %
Standard Met: Level 3 ⓘ	N/A	*	*	35.00 %	20.83 %	20.69 %	24.10 %	24.70 %
Standard Nearly Met: Level 2 ⓘ	N/A	*	*	30.00 %	41.67 %	24.14 %	31.33 %	31.33 %
Standard Not Met: Level 1 ⓘ	N/A	*	*	35.00 %	37.50 %	51.72 %	36.14 %	38.55 %

[English Language Arts/Literacy Scale Score Ranges](#)


### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


#### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	*	*	5.00 %	0.00 %	10.34 %	13.25 %	9.64 %
	Near Standard ⓘ	N/A	*	*	50.00 %	50.00 %	37.93 %	46.99 %	46.99 %
	Below Standard ⓘ	N/A	*	*	45.00 %	50.00 %	51.72 %	39.76 %	43.37 %

#### WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	*	*	5.00 %	8.33 %	3.45 %	14.46 %	10.84 %
	Near Standard ⓘ	N/A	*	*	55.00 %	50.00 %	48.28 %	48.19 %	50.00 %
	Below Standard ⓘ	N/A	*	*	40.00 %	41.67 %	48.28 %	37.35 %	39.16 %

#### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	*	*	10.00 %	12.50 %	6.90 %	7.23 %	9.04 %
	Near Standard ⓘ	N/A	*	*	60.00 %	50.00 %	58.62 %	62.65 %	59.64 %
	Below Standard ⓘ	N/A	*	*	30.00 %	37.50 %	34.48 %	30.12 %	31.33 %

#### RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	N/A	*	*	15.00 %	8.33 %	10.34 %	12.05 %	12.05 %
Near Standard ⓘ	N/A	*	*	70.00 %	54.17 %	58.62 %	54.22 %	57.23 %
Below Standard ⓘ	N/A	*	*	15.00 %	37.50 %	31.03 %	33.73 %	30.72 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

White

Two or more races

## MATHEMATICS

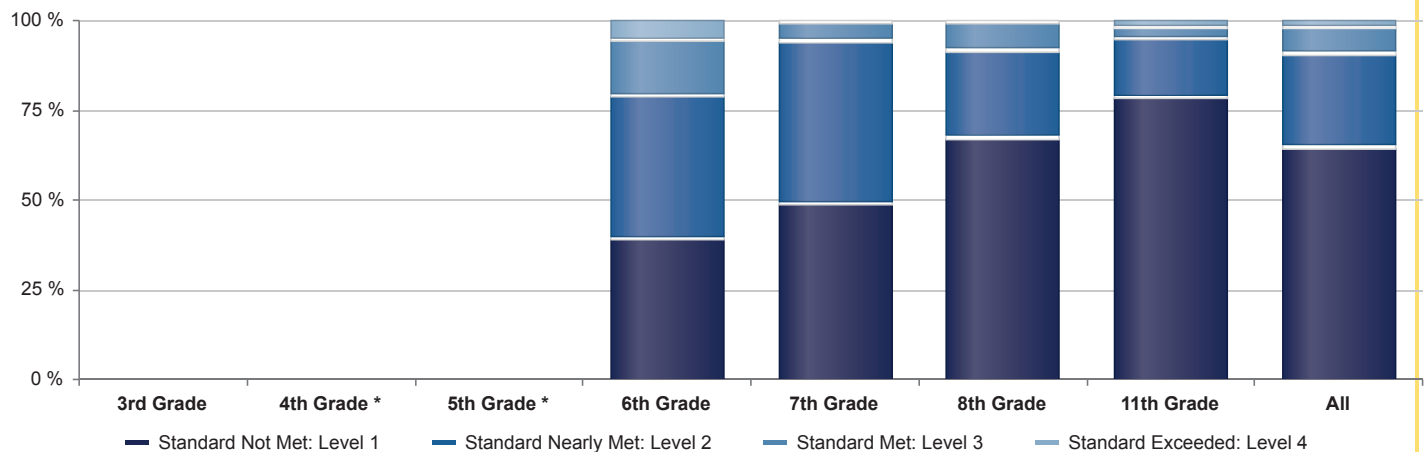
Black or African American

American Indian or Alaska Native

Asian

Hispanic or Latino

### Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

### Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	*	*	21	26	31	88	176
# of Students Tested ⓘ	N/A	*	*	20	24	29	83	166
# of Students With Scores ⓘ	N/A	*	*	20	24	29	83	166
Mean Scale Score	N/A	*	*	2494.7	2459.6	2467.8	2471.9	N/A
Standard Exceeded: Level 4 ⓘ	N/A	*	*	5.00 %	0.00 %	0.00 %	1.20 %	1.20 %




Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Met: Level 3 ⓘ	N/A	*	*	15.00 %	4.17 %	6.90 %	2.41 %	6.63 %
Standard Nearly Met: Level 2 ⓘ	N/A	*	*	40.00 %	45.83 %	24.14 %	15.66 %	25.90 %
Standard Not Met: Level 1 ⓘ	N/A	*	*	40.00 %	50.00 %	68.97 %	80.72 %	66.27 %

### [Mathematics Scale Score Ranges](#)


#### Areas

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#### CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	*	*	10.00 %	4.17 %	0.00 %	1.20 %	3.61 %
	Near Standard ⓘ	N/A	*	*	35.00 %	33.33 %	20.69 %	12.05 %	20.48 %
	Below Standard ⓘ	N/A	*	*	55.00 %	62.50 %	79.31 %	86.75 %	75.90 %

#### PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	*	*	0.00 %	4.17 %	3.45 %	1.20 %	2.41 %
	Near Standard ⓘ	N/A	*	*	55.00 %	45.83 %	44.83 %	25.30 %	36.75 %
	Below Standard ⓘ	N/A	*	*	45.00 %	50.00 %	51.72 %	73.49 %	60.84 %

#### COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	*	*	10.00 %	0.00 %	0.00 %	3.61 %	3.61 %
	Near Standard ⓘ	N/A	*	*	60.00 %	58.33 %	51.72 %	45.78 %	50.60 %
	Below Standard ⓘ	N/A	*	*	30.00 %	41.67 %	48.28 %	50.60 %	45.78 %

### [Mathematics Area Achievement Level Descriptors](#)

White

Two or more races

Smarter Balanced Assessment Test Results for:

School: Pacific View Charter

CDS Code: 37-73569-3731221

District: Pacific View Charter

County: San Diego

SUMMARY REPORTCHANGE OVER TIME

Report Options

Select Year:

2015

Select Student Group:

Economic Status

Apply Selections

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

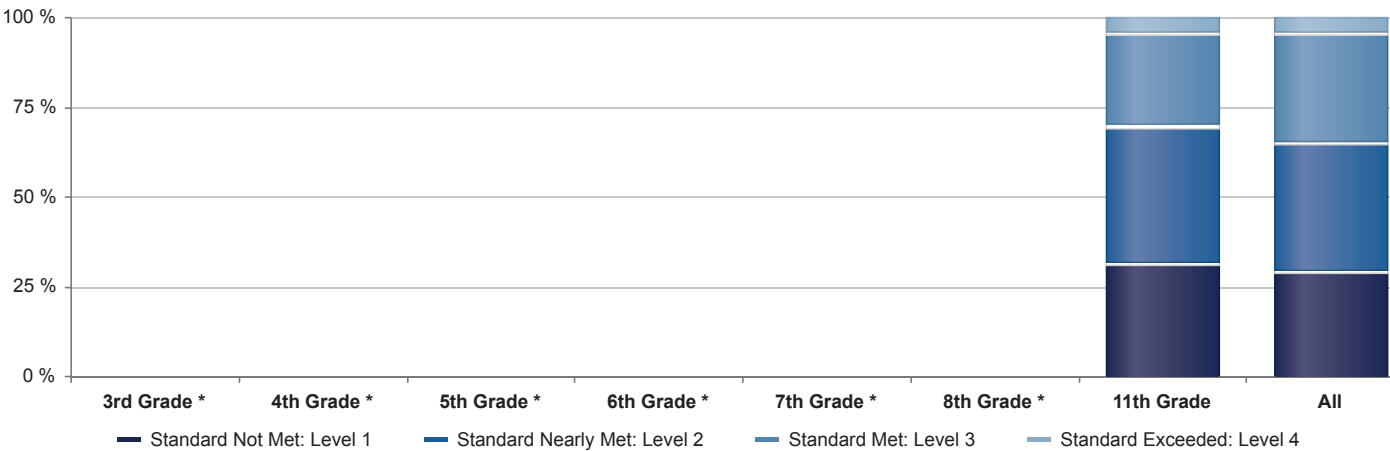
Smarter Balanced Results (2015)

Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

Economically disadvantaged





Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⓘ	3	8	6	8	14	14	129	182
Number of Students Tested ⓘ	3	4	2	2	8	8	61	88
Number of Students With Scores ⓘ	3	4	2	2	8	8	57	84





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	*	*	*	*	2540.4	N/A
Standard Exceeded: Level 4 	*	*	*	*	*	*	4 %	4 %
Standard Met: Level 3 	*	*	*	*	*	*	26 %	31 %
Standard Nearly Met: Level 2 	*	*	*	*	*	*	39 %	36 %
Standard Not Met: Level 1 	*	*	*	*	*	*	32 %	30 %

### [English Language Arts/Literacy Scale Score Ranges](#)





#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.




#### Reading: Demonstrating understanding of literary and non-fictional texts

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	*	*	*	*	14 %	14 %
	At or Near Standard 	*	*	*	*	*	*	61 %	58 %
	Below Standard 	*	*	*	*	*	*	25 %	27 %





#### Writing: Producing clear and purposeful writing

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	*	*	*	*	11 %	13 %
	At or Near Standard 	*	*	*	*	*	*	56 %	52 %
	Below Standard 	*	*	*	*	*	*	33 %	35 %

#### Listening: Demonstrating effective communication skills

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	*	*	*	*	4 %	6 %
	At or Near Standard 	*	*	*	*	*	*	56 %	62 %
	Below Standard 	*	*	*	*	*	*	40 %	32 %

#### Research/Inquiry: Investigating, analyzing, and presenting information

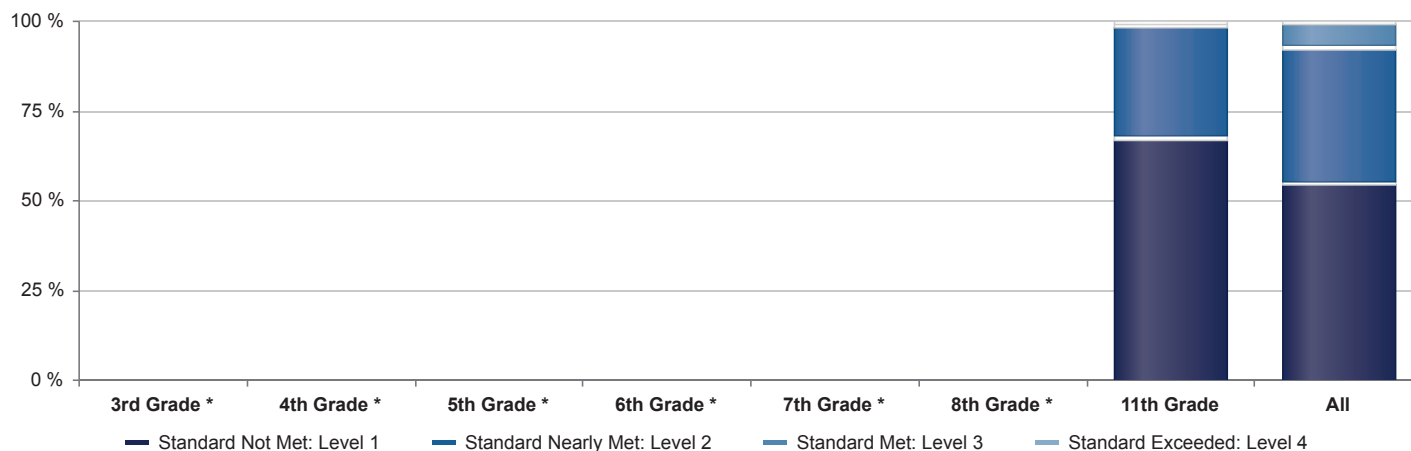
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	*	*	*	*	12 %	15 %
	At or Near Standard 	*	*	*	*	*	*	61 %	62 %
	Below Standard 	*	*	*	*	*	*	26 %	23 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)
Not economically disadvantaged

## MATHEMATICS

Economically disadvantaged

## Achievement Level Distribution


[Mathematics Achievement Level Descriptors](#)

## Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⓘ	3	8	6	8	14	14	129	182
Number of Students Tested ⓘ	3	4	2	2	8	8	61	88
Number of Students With Scores ⓘ	3	4	2	2	8	8	54	81
Mean Scale Score	*	*	*	*	*	*	2499.9	N/A
Standard Exceeded: Level 4 ⓘ	*	*	*	*	*	*	0 %	0 %
Standard Met: Level 3 ⓘ	*	*	*	*	*	*	0 %	6 %
Standard Nearly Met: Level 2 ⓘ	*	*	*	*	*	*	31 %	38 %
Standard Not Met: Level 1 ⓘ	*	*	*	*	*	*	69 %	56 %

[Mathematics Scale Score Ranges](#)

## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	*	*	0 %	1 %
	At or Near Standard ⓘ								

		*	*	*	*	*	*	28 %	33 %
	Below Standard ⓘ	*	*	*	*	*	*	72 %	65 %

### PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	*	*	0 %	0 %
	At or Near Standard ⓘ	*	*	*	*	*	*	50 %	54 %
	Below Standard ⓘ	*	*	*	*	*	*	50 %	46 %

### COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	*	*	0 %	0 %
	At or Near Standard ⓘ	*	*	*	*	*	*	65 %	68 %
	Below Standard ⓘ	*	*	*	*	*	*	35 %	32 %

[Mathematics Area Achievement Level Descriptors](#)

Not economically disadvantaged

Smarter Balanced Assessment Test Results for:

School: Pacific View Charter

CDS Code: 37-73569-3731221

District: Pacific View Charter

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2016

Select Student Group:

Economic Status

Apply Selections

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

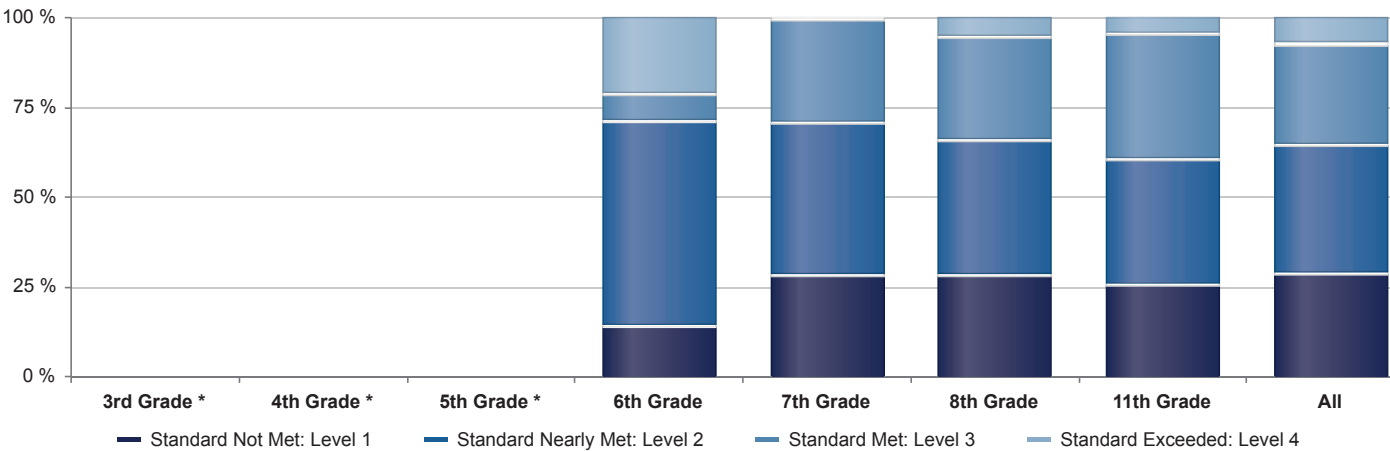
Smarter Balanced Results (2016)

Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

Economically disadvantaged





Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	2	12	9	17	16	24	90	170
# of Students Tested ⓘ	2	10	7	14	14	21	70	138
# of Students With Scores ⓘ	2	10	7	14	14	21	69	137





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	*	2520.6	2507.3	2524.0	2550.0	N/A
Standard Exceeded: Level 4 	*	*	*	21 %	0 %	5 %	4 %	7 %
Standard Met: Level 3 	*	*	*	7 %	29 %	29 %	35 %	28 %
Standard Nearly Met: Level 2 	*	*	*	57 %	43 %	38 %	35 %	36 %
Standard Not Met: Level 1 	*	*	*	14 %	29 %	29 %	26 %	29 %

### [English Language Arts/Literacy Scale Score Ranges](#)





#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





#### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	*	21 %	7 %	10 %	12 %	12 %
	Near Standard 	*	*	*	29 %	71 %	52 %	70 %	58 %
	Below Standard 	*	*	*	50 %	21 %	38 %	19 %	30 %




#### WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	*	21 %	0 %	10 %	7 %	7 %
	Near Standard 	*	*	*	43 %	43 %	38 %	58 %	50 %
	Below Standard 	*	*	*	36 %	57 %	52 %	35 %	43 %

#### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	*	29 %	14 %	5 %	7 %	10 %
	Near Standard 	*	*	*	57 %	79 %	76 %	71 %	72 %
	Below Standard 	*	*	*	14 %	7 %	19 %	22 %	18 %

#### RESEARCH/INQUIRY: How well can students find and present information about a topic?

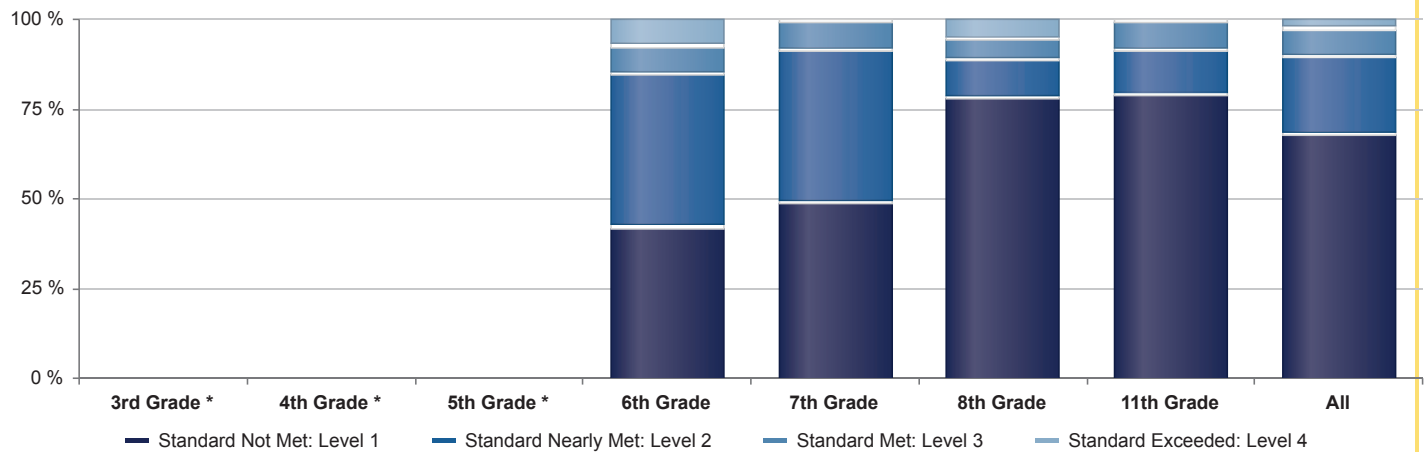
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	*	21 %	0 %	19 %	13 %	13 %
	Near Standard 	*	*	*	64 %	79 %	48 %	64 %	63 %
	Below Standard 	*	*	*	14 %	21 %	33 %	23 %	24 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)
Not economically disadvantaged

## MATHEMATICS

Economically disadvantaged

## Achievement Level Distribution


[Mathematics Achievement Level Descriptors](#)

## Overall Achievement


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	2	12	9	17	16	24	89	169
# of Students Tested ⓘ	2	10	7	14	14	21	69	137
# of Students With Scores ⓘ	2	10	7	14	14	21	68	136
Mean Scale Score	*	*	*	2472.9	2459.8	2468.6	2486.4	N/A
Standard Exceeded: Level 4 ⓘ	*	*	*	7 %	0 %	5 %	0 %	2 %
Standard Met: Level 3 ⓘ	*	*	*	7 %	7 %	5 %	7 %	7 %
Standard Nearly Met: Level 2 ⓘ	*	*	*	43 %	43 %	10 %	12 %	21 %
Standard Not Met: Level 1 ⓘ	*	*	*	43 %	50 %	81 %	81 %	69 %

[Mathematics Scale Score Ranges](#)

## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	7 %	0 %	5 %	1 %	4 %
	Near Standard ⓘ								




		*	*	*	21 %	36 %	14 %	18 %	22 %
	Below Standard ⓘ	*	*	*	71 %	64 %	81 %	81 %	74 %

### PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	7 %	0 %	5 %	1 %	3 %
	Near Standard ⓘ	*	*	*	43 %	50 %	48 %	44 %	46 %
	Below Standard ⓘ	*	*	*	50 %	50 %	48 %	54 %	51 %

### COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	7 %	0 %	5 %	0 %	2 %
	Near Standard ⓘ	*	*	*	43 %	50 %	52 %	53 %	50 %
	Below Standard ⓘ	*	*	*	50 %	50 %	43 %	47 %	48 %

[Mathematics Area Achievement Level Descriptors](#)

Not economically disadvantaged

Smarter Balanced Assessment Test Results for:

School: Pacific View Charter

CDS Code: 37-73569-3731221

District: Pacific View Charter

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2017

Select Student Group:

Economic Status

Apply Selections

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

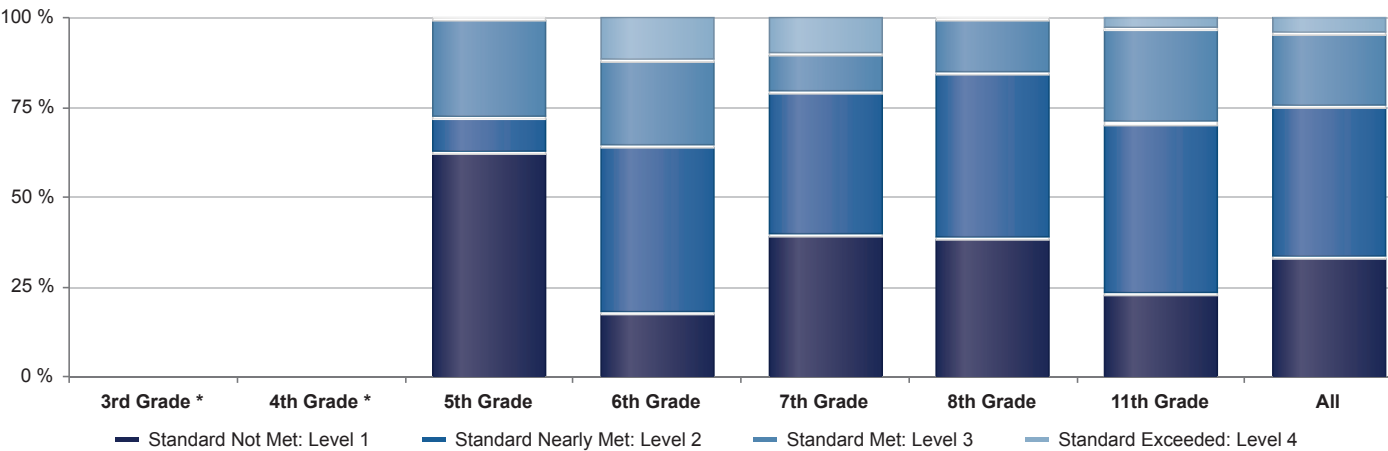
Smarter Balanced Results (2017)

Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

Economically disadvantaged





Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	*	*	11	19	32	28	84	186
# of Students Tested ⓘ	*	*	11	17	30	28	73	170
# of Students With Scores ⓘ	*	*	11	17	30	28	73	170





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	2444.5	2514.6	2494.8	2498.6	2539.0	N/A
Standard Exceeded: Level 4 	*	*	0.00 %	11.76 %	10.00 %	0.00 %	2.74 %	4.12 %
Standard Met: Level 3 	*	*	27.27 %	23.53 %	10.00 %	14.29 %	26.03 %	20.00 %
Standard Nearly Met: Level 2 	*	*	9.09 %	47.06 %	40.00 %	46.43 %	47.95 %	42.35 %
Standard Not Met: Level 1 	*	*	63.64 %	17.65 %	40.00 %	39.29 %	23.29 %	33.53 %

### [English Language Arts/Literacy Scale Score Ranges](#)





#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





#### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	9.09 %	17.65 %	16.67 %	3.57 %	12.33 %	11.18 %
	Near Standard 	*	*	36.36 %	58.82 %	30.00 %	53.57 %	68.49 %	55.29 %
	Below Standard 	*	*	54.55 %	23.53 %	53.33 %	42.86 %	19.18 %	33.53 %





#### WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	9.09 %	11.76 %	6.67 %	3.57 %	8.22 %	7.06 %
	Near Standard 	*	*	36.36 %	64.71 %	53.33 %	50.00 %	50.68 %	51.18 %
	Below Standard 	*	*	54.55 %	23.53 %	40.00 %	46.43 %	41.10 %	41.76 %

#### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	0.00 %	23.53 %	3.33 %	7.14 %	9.59 %	8.24 %
	Near Standard 	*	*	72.73 %	52.94 %	60.00 %	57.14 %	64.38 %	61.18 %
	Below Standard 	*	*	27.27 %	23.53 %	36.67 %	35.71 %	26.03 %	30.59 %

#### RESEARCH/INQUIRY: How well can students find and present information about a topic?

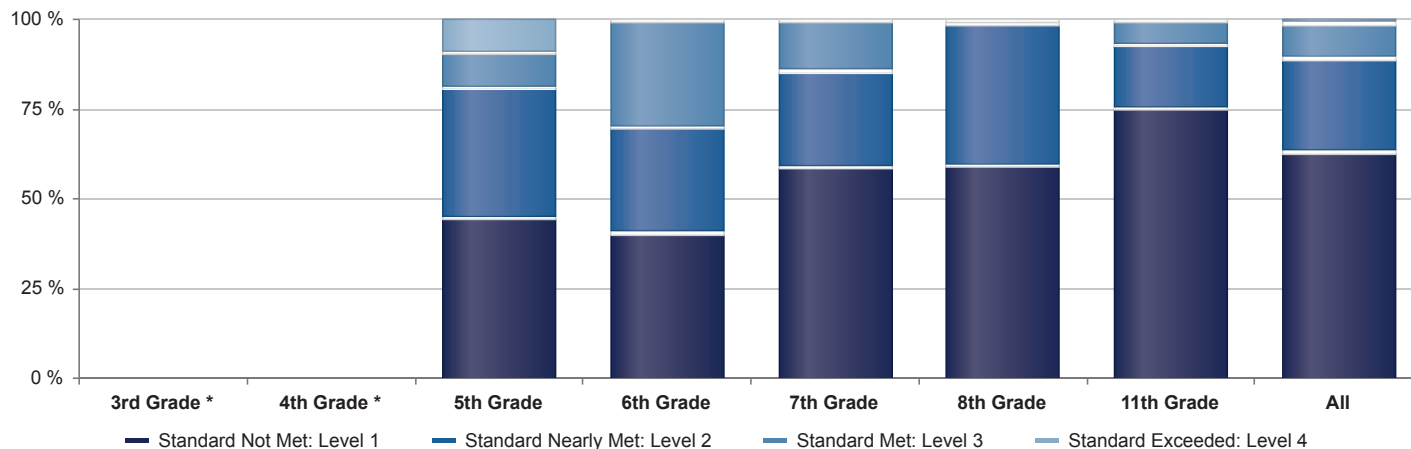
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	9.09 %	17.65 %	16.67 %	3.57 %	9.59 %	10.00 %
	Near Standard 	*	*	45.45 %	70.59 %	36.67 %	50.00 %	61.64 %	53.53 %
	Below Standard 	*	*	45.45 %	11.76 %	46.67 %	46.43 %	28.77 %	36.47 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)
Not economically disadvantaged

## MATHEMATICS

Economically disadvantaged

## Achievement Level Distribution


[Mathematics Achievement Level Descriptors](#)

## Overall Achievement


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	*	*	11	19	32	28	83	185
# of Students Tested ⓘ	*	*	11	17	30	28	69	166
# of Students With Scores ⓘ	*	*	11	17	30	28	69	166
Mean Scale Score	*	*	2462.0	2488.6	2449.1	2490.6	2485.0	N/A
Standard Exceeded: Level 4 ⓘ	*	*	9.09 %	0.00 %	0.00 %	0.00 %	0.00 %	0.60 %
Standard Met: Level 3 ⓘ	*	*	9.09 %	29.41 %	13.33 %	0.00 %	5.80 %	9.04 %
Standard Nearly Met: Level 2 ⓘ	*	*	36.36 %	29.41 %	26.67 %	39.29 %	17.39 %	25.90 %
Standard Not Met: Level 1 ⓘ	*	*	45.45 %	41.18 %	60.00 %	60.71 %	76.81 %	64.46 %

[Mathematics Scale Score Ranges](#)

## Areas


Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**


	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	9.09 %	11.76 %	0.00 %	0.00 %	0.00 %	2.41 %
	Near Standard ⓘ								

		*	*	36.36 %	52.94 %	30.00 %	35.71 %	14.49 %	27.11 %
	Below Standard ⓘ	*	*	54.55 %	35.29 %	70.00 %	64.29 %	85.51 %	70.48 %

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	9.09 %	0.00 %	0.00 %	0.00 %	1.45 %	1.20 %
	Near Standard ⓘ	*	*	36.36 %	52.94 %	40.00 %	35.71 %	33.33 %	39.16 %
	Below Standard ⓘ	*	*	54.55 %	47.06 %	60.00 %	64.29 %	65.22 %	59.64 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	9.09 %	5.88 %	6.67 %	0.00 %	0.00 %	3.01 %
	Near Standard ⓘ	*	*	45.45 %	58.82 %	50.00 %	60.71 %	63.77 %	56.63 %
	Below Standard ⓘ	*	*	45.45 %	35.29 %	43.33 %	39.29 %	36.23 %	40.36 %

[Mathematics Area Achievement Level Descriptors](#)

**Not economically disadvantaged**

Smarter Balanced Assessment Test Results for:

School: Pacific View Charter

CDS Code: 37-73569-3731221

District: Pacific View Charter

County: San Diego

SUMMARY REPORTCHANGE OVER TIME

Report Options

Select Year:

2018

Select Student Group:

Economic Status

Apply Selections

To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

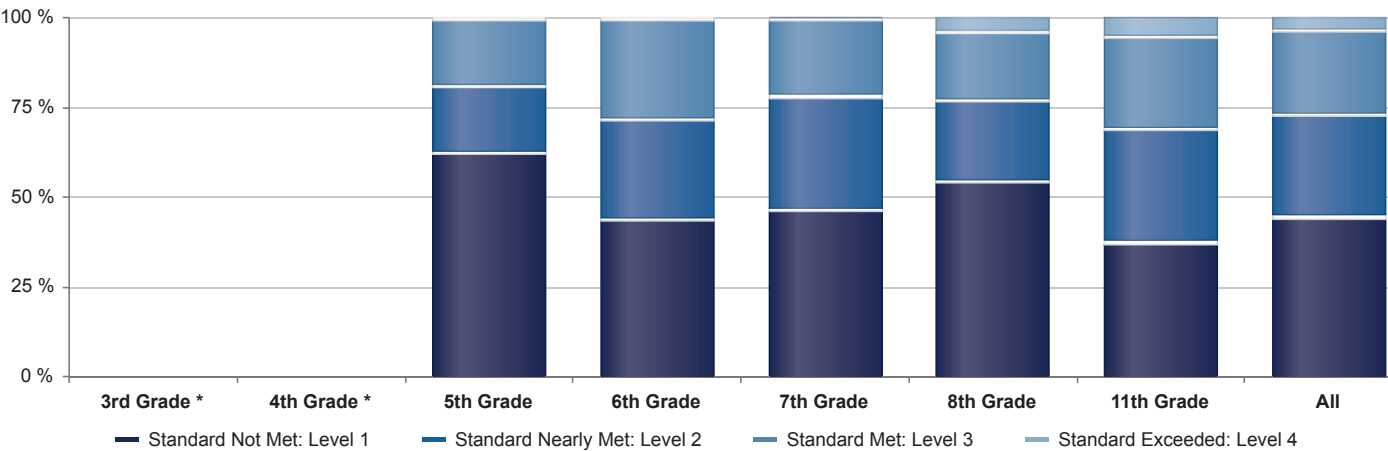
Smarter Balanced Results (2018)

Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

Economically disadvantaged





Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	*	*	11	19	21	30	88	174
# of Students Tested ⓘ	*	*	11	18	19	27	79	159
# of Students With Scores ⓘ	*	*	11	18	19	27	79	159





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	2435.2	2466.8	2481.9	2492.4	2522.6	N/A
Standard Exceeded: Level 4 	*	*	0.00 %	0.00 %	0.00 %	3.70 %	5.06 %	3.14 %
Standard Met: Level 3 	*	*	18.18 %	27.78 %	21.05 %	18.52 %	25.32 %	23.27 %
Standard Nearly Met: Level 2 	*	*	18.18 %	27.78 %	31.58 %	22.22 %	31.65 %	28.30 %
Standard Not Met: Level 1 	*	*	63.64 %	44.44 %	47.37 %	55.56 %	37.97 %	45.28 %

### [English Language Arts/Literacy Scale Score Ranges](#)





#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





#### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	0.00 %	5.56 %	5.26 %	7.41 %	10.13 %	7.55 %
	Near Standard 	*	*	45.45 %	50.00 %	31.58 %	40.74 %	46.84 %	44.65 %
	Below Standard 	*	*	54.55 %	44.44 %	63.16 %	51.85 %	43.04 %	47.80 %





#### WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	0.00 %	5.56 %	0.00 %	7.41 %	8.86 %	6.92 %
	Near Standard 	*	*	45.45 %	38.89 %	42.11 %	44.44 %	51.90 %	46.54 %
	Below Standard 	*	*	54.55 %	55.56 %	57.89 %	48.15 %	39.24 %	46.54 %

#### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	9.09 %	11.11 %	10.53 %	7.41 %	5.06 %	6.92 %
	Near Standard 	*	*	54.55 %	50.00 %	47.37 %	48.15 %	60.76 %	55.97 %
	Below Standard 	*	*	36.36 %	38.89 %	42.11 %	44.44 %	34.18 %	37.11 %

#### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	*	*	9.09 %	11.11 %	10.53 %	14.81 %	8.86 %	10.06 %
	Near Standard 	*	*	36.36 %	55.56 %	52.63 %	51.85 %	56.96 %	53.46 %
	Below Standard 	*	*	54.55 %	33.33 %	36.84 %	33.33 %	34.18 %	36.48 %

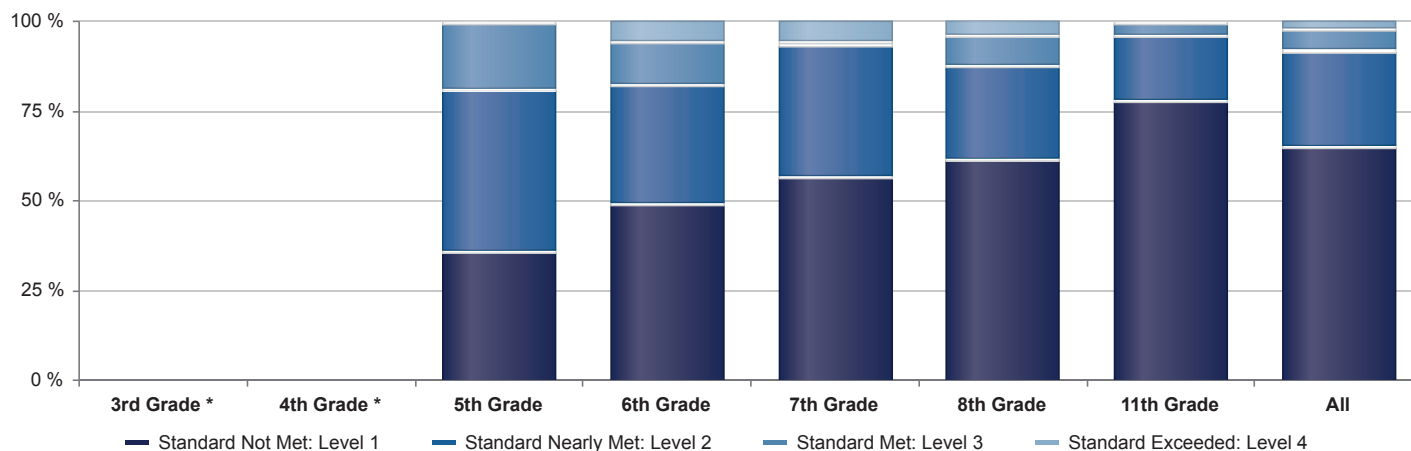
## English Language Arts/Literacy Area Achievement Level Descriptors

Not economically disadvantaged

## MATHEMATICS

Economically disadvantaged

## Achievement Level Distribution


[Mathematics Achievement Level Descriptors](#)

## Overall Achievement


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	*	*	11	19	21	30	88	174
# of Students Tested ⓘ	*	*	11	18	19	27	79	159
# of Students With Scores ⓘ	*	*	11	18	19	27	79	159
Mean Scale Score	*	*	2461.5	2463.8	2455.4	2469.6	2466.2	N/A
Standard Exceeded: Level 4 ⓘ	*	*	0.00 %	5.56 %	5.26 %	3.70 %	0.00 %	1.89 %
Standard Met: Level 3 ⓘ	*	*	18.18 %	11.11 %	0.00 %	7.41 %	2.53 %	5.03 %
Standard Nearly Met: Level 2 ⓘ	*	*	45.45 %	33.33 %	36.84 %	25.93 %	17.72 %	26.42 %
Standard Not Met: Level 1 ⓘ	*	*	36.36 %	50.00 %	57.89 %	62.96 %	79.75 %	66.67 %

[Mathematics Scale Score Ranges](#)

## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


## CONCEPTS &amp; PROCEDURES: How well do students use mathematical rules and ideas?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	18.18 %	11.11 %	5.26 %	3.70 %	1.27 %	4.40 %
	Near Standard ⓘ								




		*	*	36.36 %	27.78 %	26.32 %	14.81 %	11.39 %	17.61 %
	Below Standard ⓘ	*	*	45.45 %	61.11 %	68.42 %	81.48 %	87.34 %	77.99 %

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	0.00 %	0.00 %	5.26 %	7.41 %	0.00 %	1.89 %
	Near Standard ⓘ	*	*	63.64 %	38.89 %	42.11 %	40.74 %	31.65 %	37.74 %
	Below Standard ⓘ	*	*	36.36 %	61.11 %	52.63 %	51.85 %	68.35 %	60.38 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	0.00 %	11.11 %	0.00 %	3.70 %	3.80 %	3.77 %
	Near Standard ⓘ	*	*	54.55 %	38.89 %	52.63 %	48.15 %	41.77 %	44.65 %
	Below Standard ⓘ	*	*	45.45 %	50.00 %	47.37 %	48.15 %	54.43 %	51.57 %

[Mathematics Area Achievement Level Descriptors](#)

**Not economically disadvantaged**

Smarter Balanced Assessment Test Results for:

School: Vista High

CDS Code: 37-68452-3738705

District: Vista Unified

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2015

Select Student Group:

All Students (Default)

Apply Selections

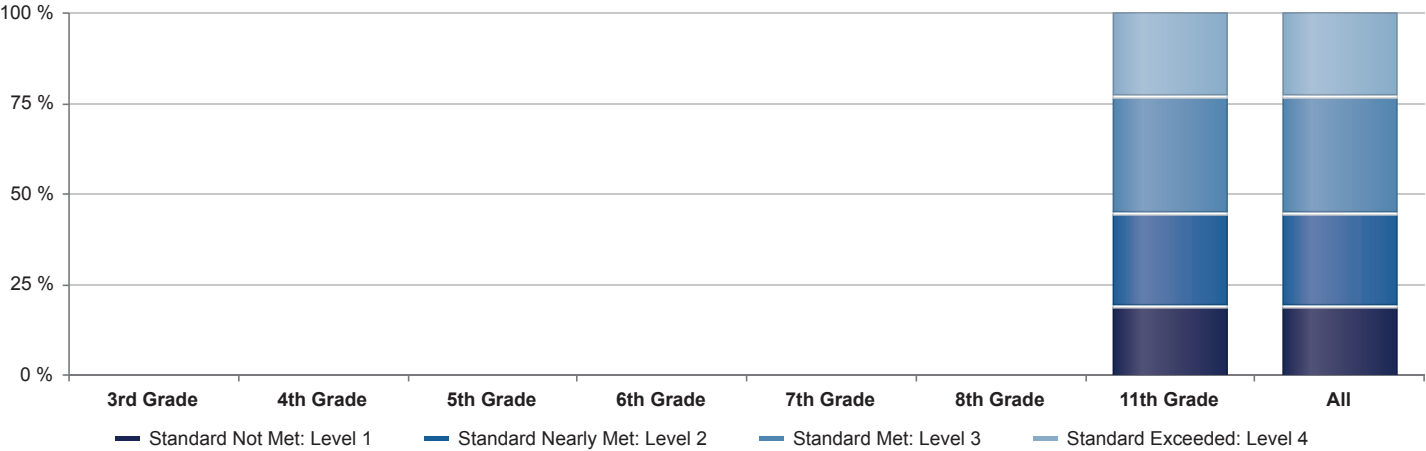
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	596	596
Number of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	556	556
Number of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	536	536


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2590.6	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	25 %	25 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	19 %	19 %

[English Language Arts/Literacy Scale Score Ranges](#)


## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


### Reading: Demonstrating understanding of literary and non-fictional texts

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	30 %	30 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	49 %	49 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	21 %	21 %


### Writing: Producing clear and purposeful writing

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	34 %	34 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	47 %	47 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	19 %	19 %

### Listening: Demonstrating effective communication skills

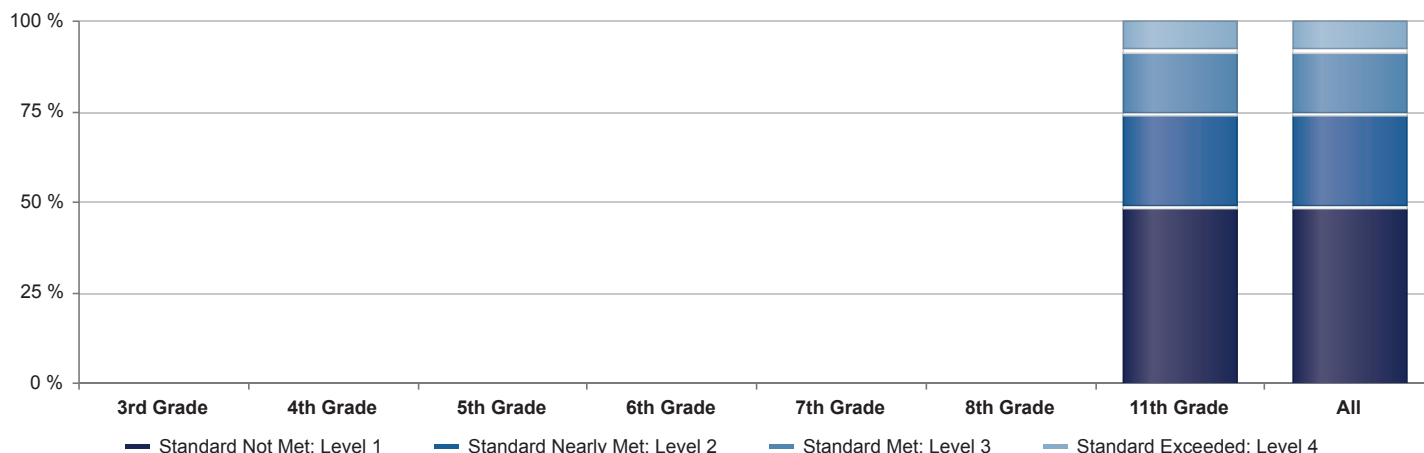
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	18 %	18 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	61 %	61 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	21 %	21 %

### Research/Inquiry: Investigating, analyzing, and presenting information

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	55 %	55 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	12 %	12 %

## MATHEMATICS

## Achievement Level Distribution


[Mathematics Achievement Level Descriptors](#)

## Data Detail - All Students (accessible data)

## Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	596	596
Number of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	544	544
Number of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	533	533
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2545.7	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	8 %	8 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	17 %	17 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	26 %	26 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	50 %	50 %

[Mathematics Scale Score Ranges](#)

## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

## CONCEPTS &amp; PROCEDURES: Applying mathematical concepts and procedures

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	14 %	14 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %

	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	54 %	54 %
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### PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	53 %	53 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	36 %	36 %

### COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	8 %	8 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	63 %	63 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	29 %	29 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Vista High

CDS Code: 37-68452-3738705

District: Vista Unified

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2016

Select Student Group:

All Students (Default)

Apply Selections

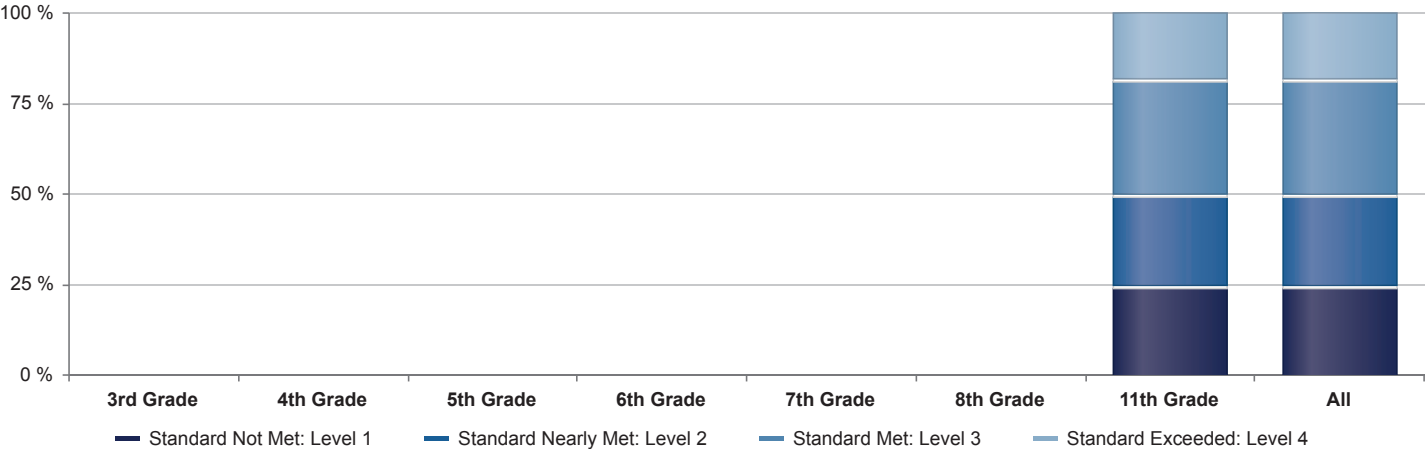
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Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	629	629
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	593	593
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	582	582


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2575.9	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	19 %	19 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	25 %	25 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	25 %	25 %

[English Language Arts/Literacy Scale Score Ranges](#)


## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	50 %	50 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	27 %	27 %


### WRITING: How well do students communicate in writing?

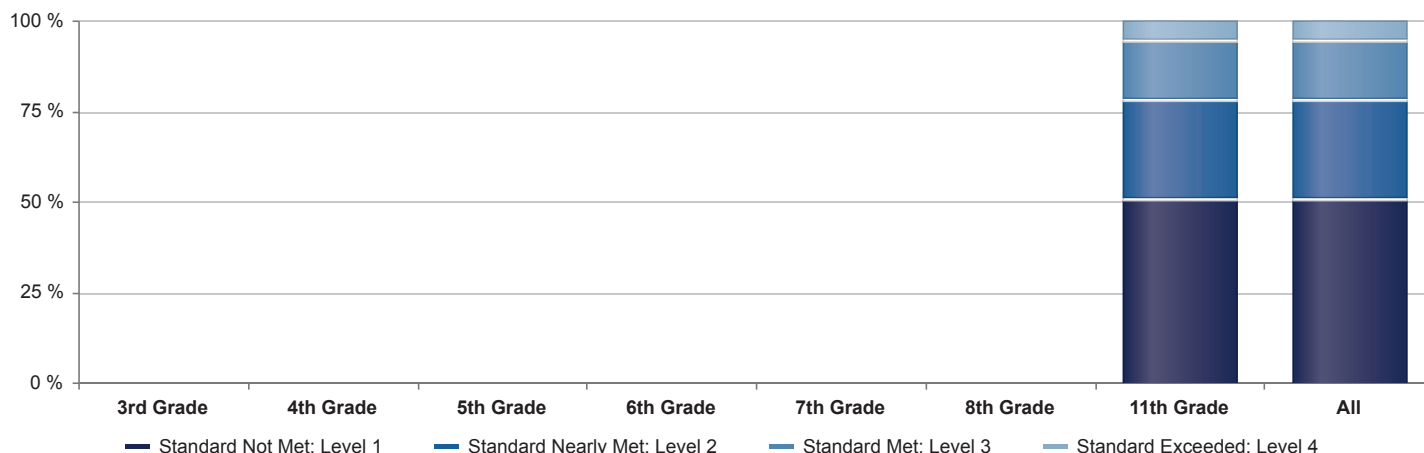
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	28 %	28 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	46 %	46 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	27 %	27 %

### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	14 %	14 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	65 %	65 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	21 %	21 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	51 %	51 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %

**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	629	629
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	599	599
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	588	588
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2537.6	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	5 %	5 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	27 %	27 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	52 %	52 %

[Mathematics Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	28 %	28 %







	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	62 %	62 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	51 %	51 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	40 %	40 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	7 %	7 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	54 %	54 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	39 %	39 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Vista High

CDS Code: 37-68452-3738705

District: Vista Unified

County: San Diego

SUMMARY REPORTCHANGE OVER TIME

Report Options

Select Year:

2017

Select Student Group:

All Students (Default)

Apply Selections

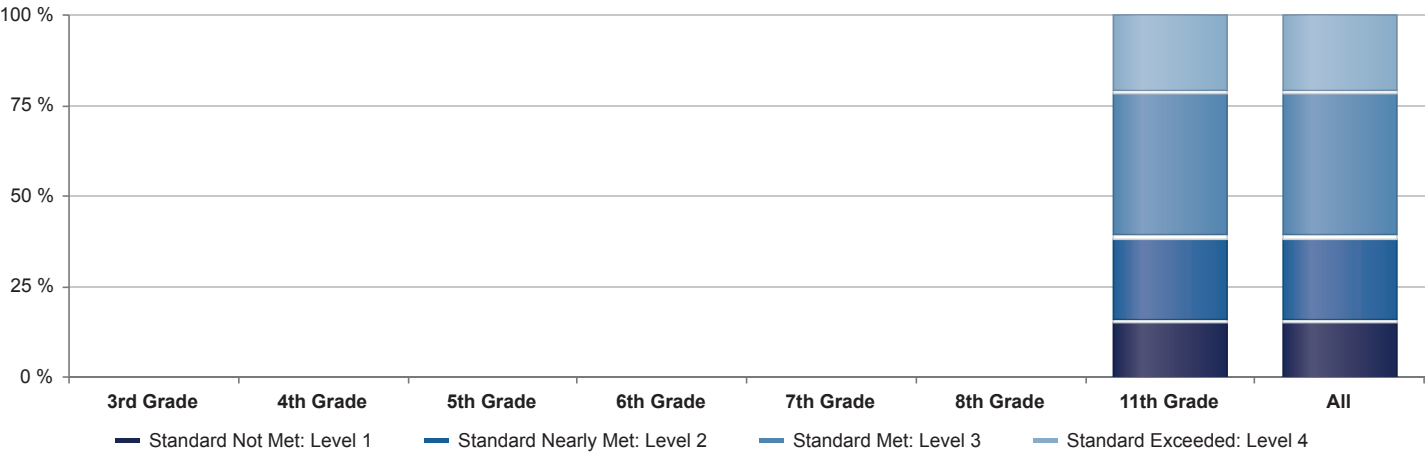
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Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	563	563
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	534	534
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	534	534





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2603.2	N/A
Standard Exceeded: Level 4 	N/A	N/A	N/A	N/A	N/A	N/A	21.35 %	21.35 %
Standard Met: Level 3 	N/A	N/A	N/A	N/A	N/A	N/A	40.26 %	40.26 %
Standard Nearly Met: Level 2 	N/A	N/A	N/A	N/A	N/A	N/A	23.03 %	23.03 %
Standard Not Met: Level 1 	N/A	N/A	N/A	N/A	N/A	N/A	15.36 %	15.36 %

[English Language Arts/Literacy Scale Score Ranges](#)





## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	29.27 %	29.27 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	51.22 %	51.22 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	19.51 %	19.51 %





### WRITING: How well do students communicate in writing?

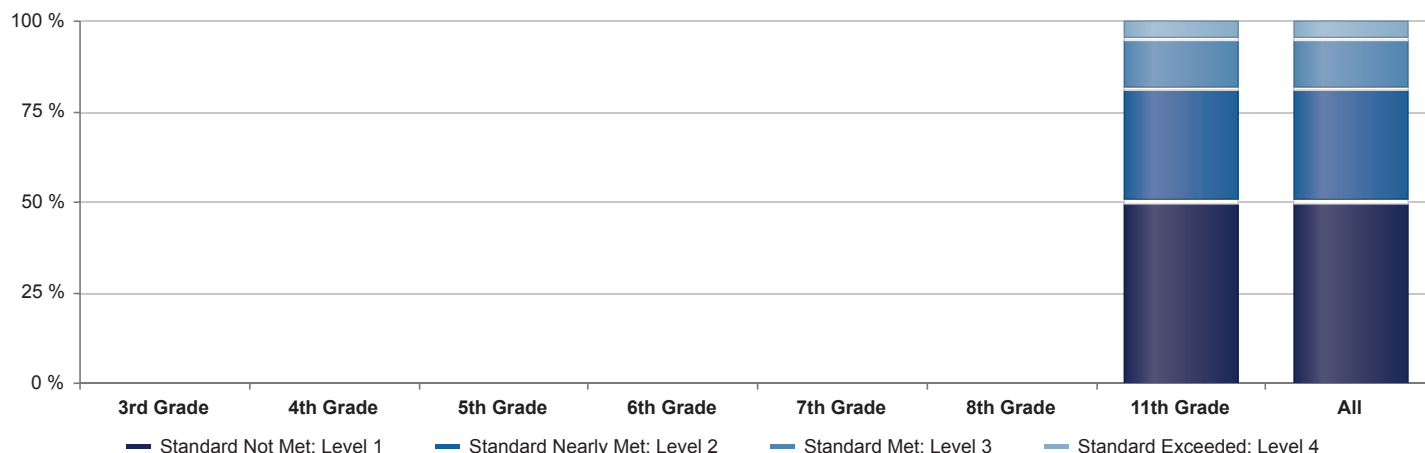
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	32.58 %	32.58 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	51.12 %	51.12 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	16.29 %	16.29 %

### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	22.66 %	22.66 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	61.99 %	61.99 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	15.36 %	15.36 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	38.09 %	38.09 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	48.59 %	48.59 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	13.32 %	13.32 %

**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	562	562
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	533	533
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	533	533
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2538.7	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	4.50 %	4.50 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	13.32 %	13.32 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	30.96 %	30.96 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	51.22 %	51.22 %

[Mathematics Scale Score Ranges](#)**Areas**




Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**





	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	8.63 %	8.63 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	29.46 %	29.46 %

	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	61.91 %	61.91 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	9.76 %	9.76 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	46.53 %	46.53 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	43.71 %	43.71 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	7.50 %	7.50 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	58.35 %	58.35 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	34.15 %	34.15 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Vista High

CDS Code: 37-68452-3738705

District: Vista Unified

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2018

Select Student Group:

All Students (Default)

Apply Selections

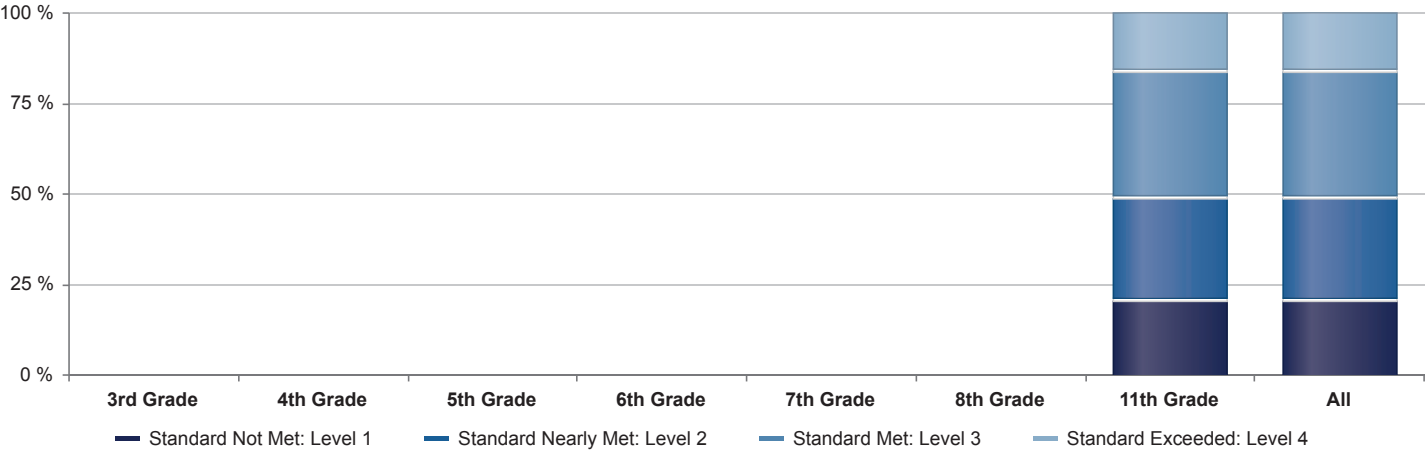
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution






[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	565	565
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	547	547
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	547	547





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2578.1	N/A
Standard Exceeded: Level 4 	N/A	N/A	N/A	N/A	N/A	N/A	16.09 %	16.09 %
Standard Met: Level 3 	N/A	N/A	N/A	N/A	N/A	N/A	34.92 %	34.92 %
Standard Nearly Met: Level 2 	N/A	N/A	N/A	N/A	N/A	N/A	27.97 %	27.97 %
Standard Not Met: Level 1 	N/A	N/A	N/A	N/A	N/A	N/A	21.02 %	21.02 %

[English Language Arts/Literacy Scale Score Ranges](#)





## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	23.12 %	23.12 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	53.94 %	53.94 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	22.94 %	22.94 %





### WRITING: How well do students communicate in writing?

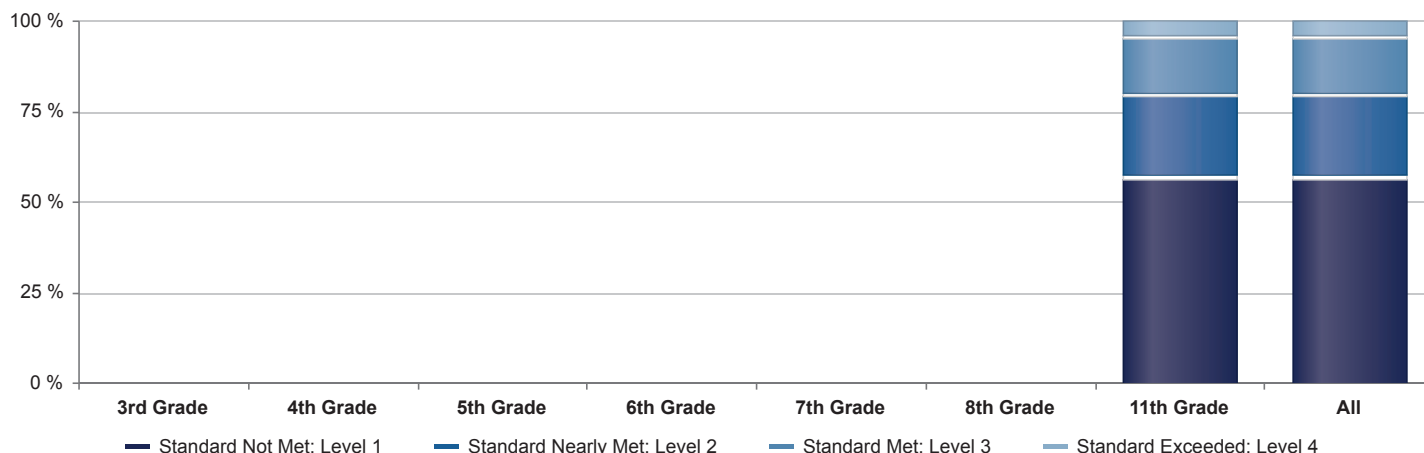
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	23.90 %	23.90 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	50.37 %	50.37 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	25.74 %	25.74 %

### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	16.15 %	16.15 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	66.61 %	66.61 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	17.25 %	17.25 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	28.07 %	28.07 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	51.19 %	51.19 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	20.73 %	20.73 %

**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	564	564
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	536	536
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	536	536
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2530.0	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	4.10 %	4.10 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	15.49 %	15.49 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	22.39 %	22.39 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	58.02 %	58.02 %

[Mathematics Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	8.21 %	8.21 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	23.88 %	23.88 %




	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	67.91 %	67.91 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	8.21 %	8.21 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	42.16 %	42.16 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	49.63 %	49.63 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	8.58 %	8.58 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	52.99 %	52.99 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	38.43 %	38.43 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: El Camino High

CDS Code: 37-73569-3739018

District: Oceanside Unified

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2015

Select Student Group:

All Students (Default)

Apply Selections

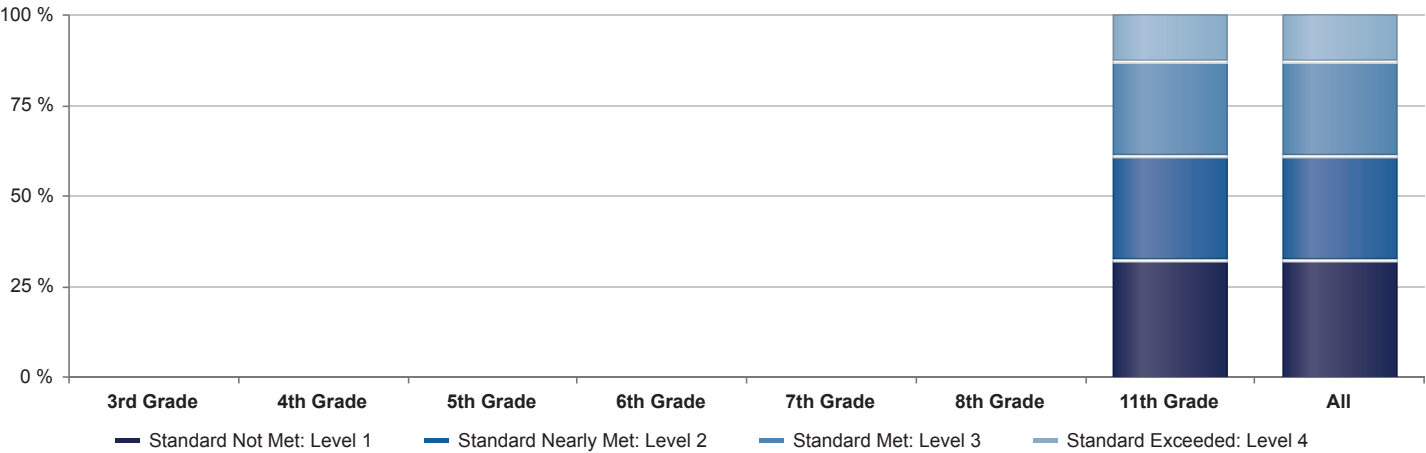
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Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution







[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	747	747
Number of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	693	693
Number of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	631	631





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2548.5	N/A
Standard Exceeded: Level 4 	N/A	N/A	N/A	N/A	N/A	N/A	13 %	13 %
Standard Met: Level 3 	N/A	N/A	N/A	N/A	N/A	N/A	26 %	26 %
Standard Nearly Met: Level 2 	N/A	N/A	N/A	N/A	N/A	N/A	29 %	29 %
Standard Not Met: Level 1 	N/A	N/A	N/A	N/A	N/A	N/A	33 %	33 %

[English Language Arts/Literacy Scale Score Ranges](#)





## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





### Reading: Demonstrating understanding of literary and non-fictional texts

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	21 %	21 %
	At or Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	45 %	45 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	34 %	34 %





### Writing: Producing clear and purposeful writing

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %
	At or Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	51 %	51 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	27 %	27 %

### Listening: Demonstrating effective communication skills

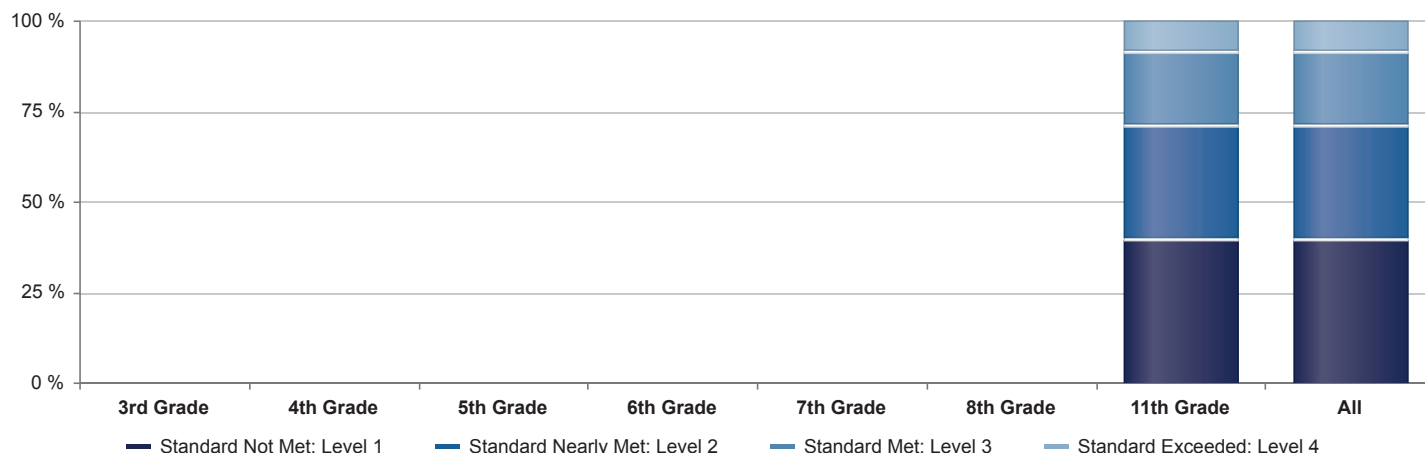
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %
	At or Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	54 %	54 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	36 %	36 %

### Research/Inquiry: Investigating, analyzing, and presenting information

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	25 %	25 %
	At or Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	59 %	59 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	17 %	17 %

## MATHEMATICS

## Achievement Level Distribution


[Mathematics Achievement Level Descriptors](#)

## Data Detail - All Students (accessible data)

## Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	747	747
Number of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	686	686
Number of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	634	634
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2566.2	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	8 %	8 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	20 %	20 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	31 %	31 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	40 %	40 %

[Mathematics Scale Score Ranges](#)

## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

## CONCEPTS &amp; PROCEDURES: Applying mathematical concepts and procedures


	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	45 %	45 %

	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	39 %	39 %
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### PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	59 %	59 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	31 %	31 %

### COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	62 %	62 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	27 %	27 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: El Camino High

CDS Code: 37-73569-3739018

District: Oceanside Unified School District

County: San Diego

SUMMARY REPORTCHANGE OVER TIME

Report Options

Select Year:

2016

Select Student Group:

All Students (Default)

Apply Selections

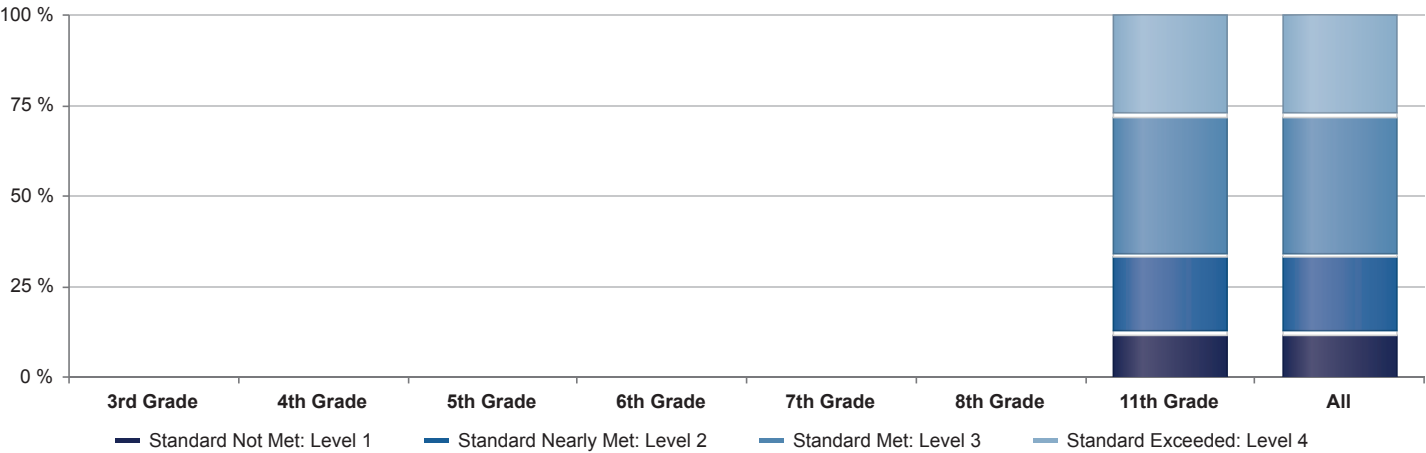
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	708	708
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	691	691
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	689	689





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2613.2	N/A
Standard Exceeded: Level 4 	N/A	N/A	N/A	N/A	N/A	N/A	28 %	28 %
Standard Met: Level 3 	N/A	N/A	N/A	N/A	N/A	N/A	39 %	39 %
Standard Nearly Met: Level 2 	N/A	N/A	N/A	N/A	N/A	N/A	21 %	21 %
Standard Not Met: Level 1 	N/A	N/A	N/A	N/A	N/A	N/A	12 %	12 %

[English Language Arts/Literacy Scale Score Ranges](#)





## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	31 %	31 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	53 %	53 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %





### WRITING: How well do students communicate in writing?

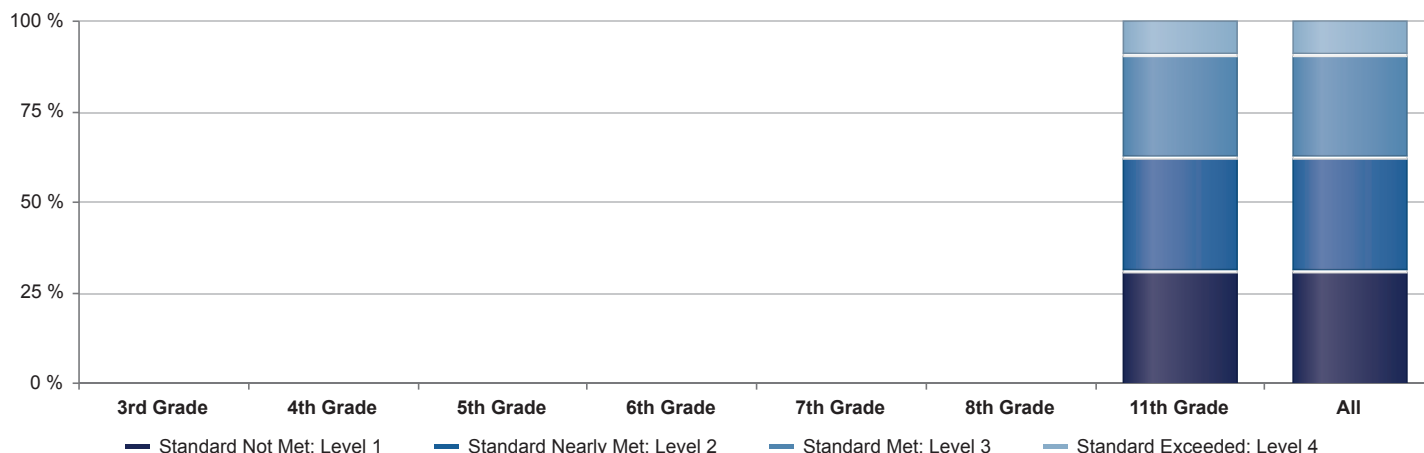
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	36 %	36 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	48 %	48 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %

### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	25 %	25 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	63 %	63 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	12 %	12 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	43 %	43 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	47 %	47 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %

**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	708	708
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	681	681
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	678	678
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2588.9	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	9 %	9 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	28 %	28 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	31 %	31 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	31 %	31 %

[Mathematics Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	42 %	42 %







	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	36 %	36 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	14 %	14 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	55 %	55 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	31 %	31 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	18 %	18 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	64 %	64 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	18 %	18 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: El Camino High

CDS Code: 37-73569-3739018

District: Oceanside Unified

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2017

Select Student Group:

All Students (Default)

Apply Selections

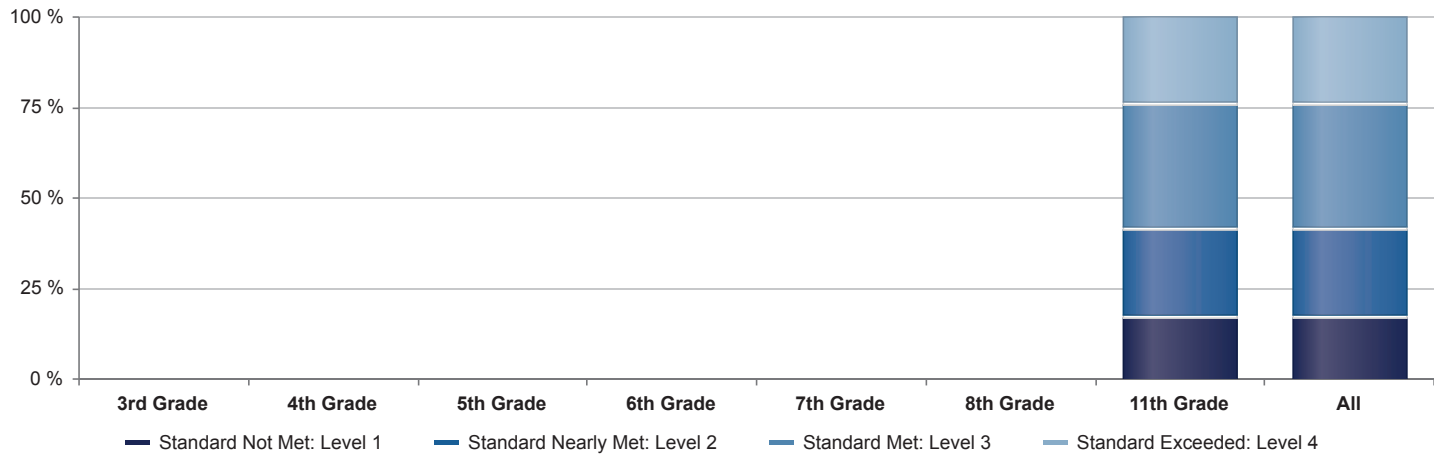
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	660	660
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	608	608
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	606	606


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2601.8	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	24.26 %	24.26 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	34.49 %	34.49 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	24.09 %	24.09 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	17.16 %	17.16 %

[English Language Arts/Literacy Scale Score Ranges](#)


## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	34.05 %	34.05 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	44.96 %	44.96 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	20.99 %	20.99 %


### WRITING: How well do students communicate in writing?

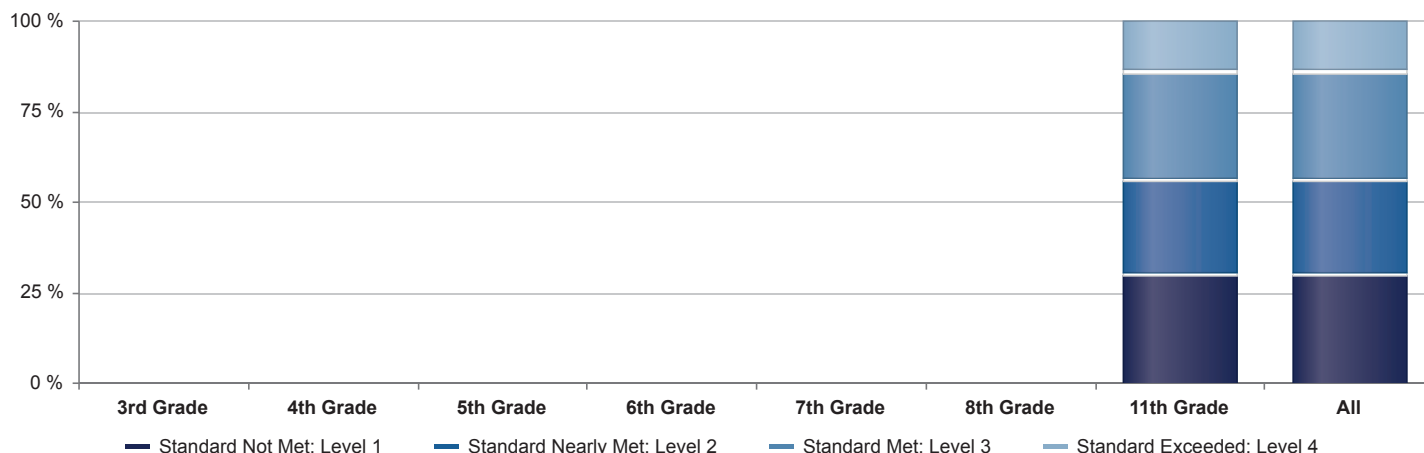
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	34.11 %	34.11 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	42.47 %	42.47 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	23.41 %	23.41 %

### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	25.91 %	25.91 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	58.91 %	58.91 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	15.18 %	15.18 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	35.87 %	35.87 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	46.94 %	46.94 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	17.19 %	17.19 %

**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	660	660
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	612	612
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	612	612
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2596.6	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	13.89 %	13.89 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	29.58 %	29.58 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	25.98 %	25.98 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	30.56 %	30.56 %

[Mathematics Scale Score Ranges](#)**Areas**


Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**


	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	29.62 %	29.62 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	32.73 %	32.73 %

	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	37.64 %	37.64 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	17.51 %	17.51 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	50.90 %	50.90 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	31.59 %	31.59 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	22.42 %	22.42 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	56.30 %	56.30 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	21.28 %	21.28 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: El Camino High

CDS Code: 37-73569-3739018

District: Oceanside Unified

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2018

Select Student Group:

All Students (Default)

Apply Selections

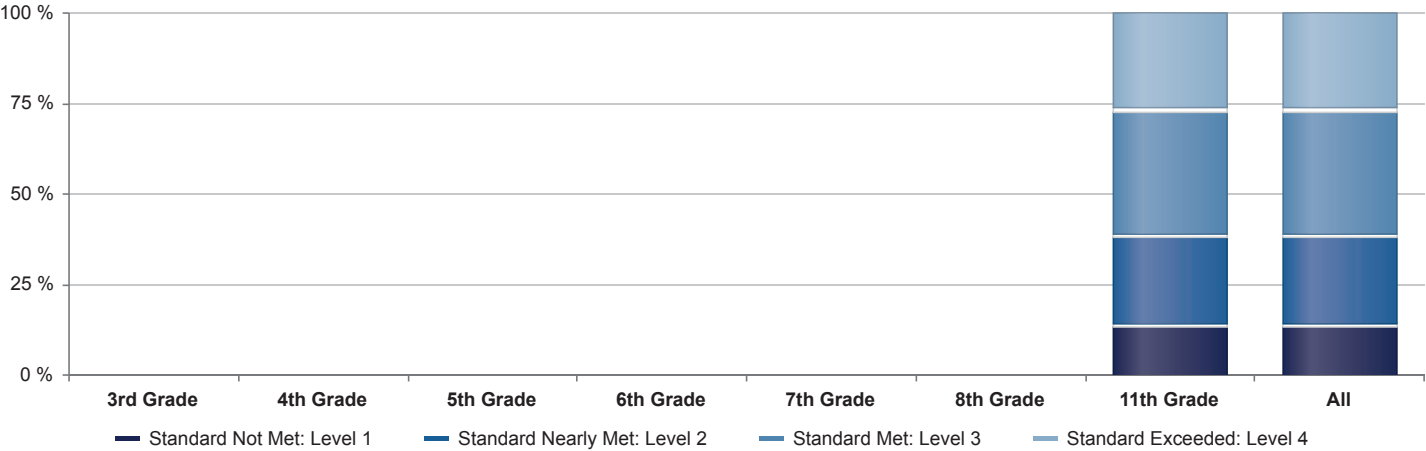
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution







[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	728	728
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	694	694
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	691	691





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2608.1	N/A
Standard Exceeded: Level 4 	N/A	N/A	N/A	N/A	N/A	N/A	27.06 %	27.06 %
Standard Met: Level 3 	N/A	N/A	N/A	N/A	N/A	N/A	34.73 %	34.73 %
Standard Nearly Met: Level 2 	N/A	N/A	N/A	N/A	N/A	N/A	24.60 %	24.60 %
Standard Not Met: Level 1 	N/A	N/A	N/A	N/A	N/A	N/A	13.60 %	13.60 %

[English Language Arts/Literacy Scale Score Ranges](#)





## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	31.98 %	31.98 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	50.36 %	50.36 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	17.66 %	17.66 %





### WRITING: How well do students communicate in writing?

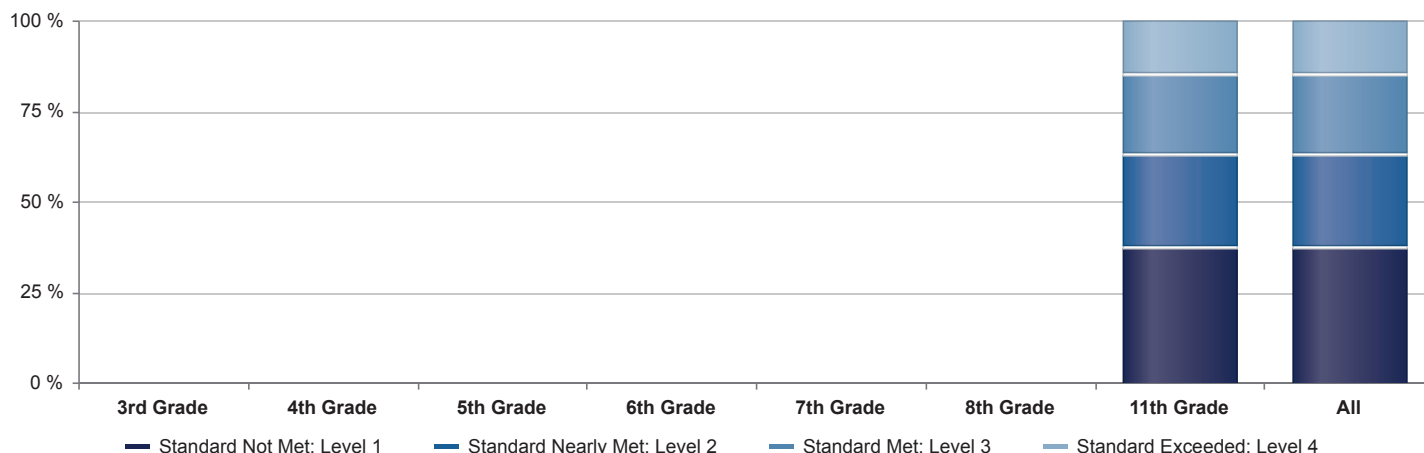
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	33.62 %	33.62 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	48.03 %	48.03 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	18.34 %	18.34 %

### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	24.89 %	24.89 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	60.78 %	60.78 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	14.33 %	14.33 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	38.35 %	38.35 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	47.18 %	47.18 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	14.47 %	14.47 %


**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	728	728
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	685	685
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	685	685
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2583.1	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	14.60 %	14.60 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	21.90 %	21.90 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	25.26 %	25.26 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	38.25 %	38.25 %

[Mathematics Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	24.45 %	24.45 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	28.55 %	28.55 %







	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	47.00 %	47.00 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	15.81 %	15.81 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	48.76 %	48.76 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	35.43 %	35.43 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	19.62 %	19.62 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	54.76 %	54.76 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	25.62 %	25.62 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Vista Del Lago High

CDS Code: 33-67124-3331071

District: Moreno Valley Unified

County: Riverside

SUMMARY REPORTCHANGE OVER TIME

Report Options

Select Year:

2015

Select Student Group:

All Students (Default)

Apply Selections

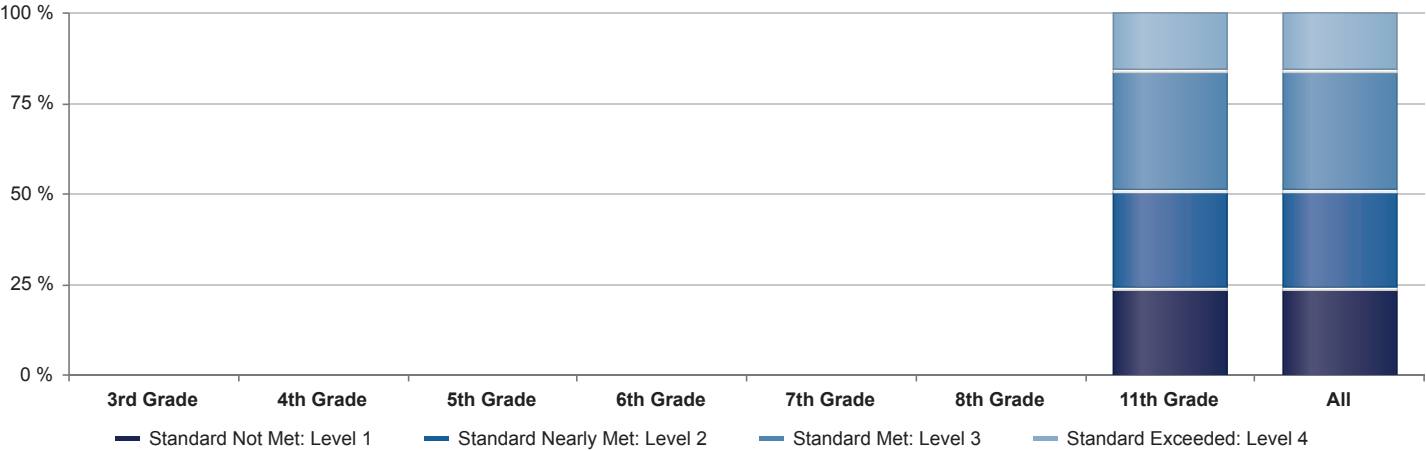
To learn more about the results displayed below, please visit [Understanding Results](#) page.

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Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	503	503
Number of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	479	479
Number of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	479	479


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2574.0	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	33 %	33 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	27 %	27 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	24 %	24 %

[English Language Arts/Literacy Scale Score Ranges](#)


## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


### Reading: Demonstrating understanding of literary and non-fictional texts

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	19 %	19 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	51 %	51 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	30 %	30 %


### Writing: Producing clear and purposeful writing

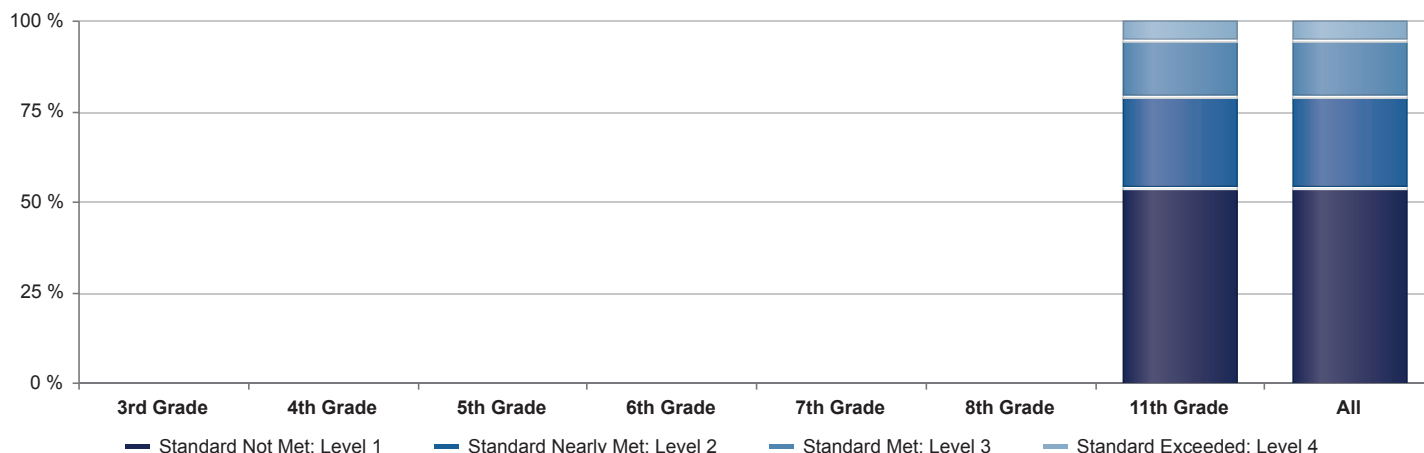
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	26 %	26 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	47 %	47 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	27 %	27 %

### Listening: Demonstrating effective communication skills

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	13 %	13 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	61 %	61 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	26 %	26 %

### Research/Inquiry: Investigating, analyzing, and presenting information

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	34 %	34 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	48 %	48 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	18 %	18 %

**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	503	503
Number of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	478	478
Number of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	478	478
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2535.0	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	5 %	5 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	15 %	15 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	25 %	25 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	55 %	55 %

[Mathematics Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %

	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	57 %	57 %
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### PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	9 %	9 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	51 %	51 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	40 %	40 %

### COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	7 %	7 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	58 %	58 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	35 %	35 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Vista Del Lago High

CDS Code: 33-67124-3331071

District: Moreno Valley Unified School District

County: Riverside

SUMMARY REPORTCHANGE OVER TIME

Report Options

Select Year:

2016

Select Student Group:

All Students (Default)

Apply Selections

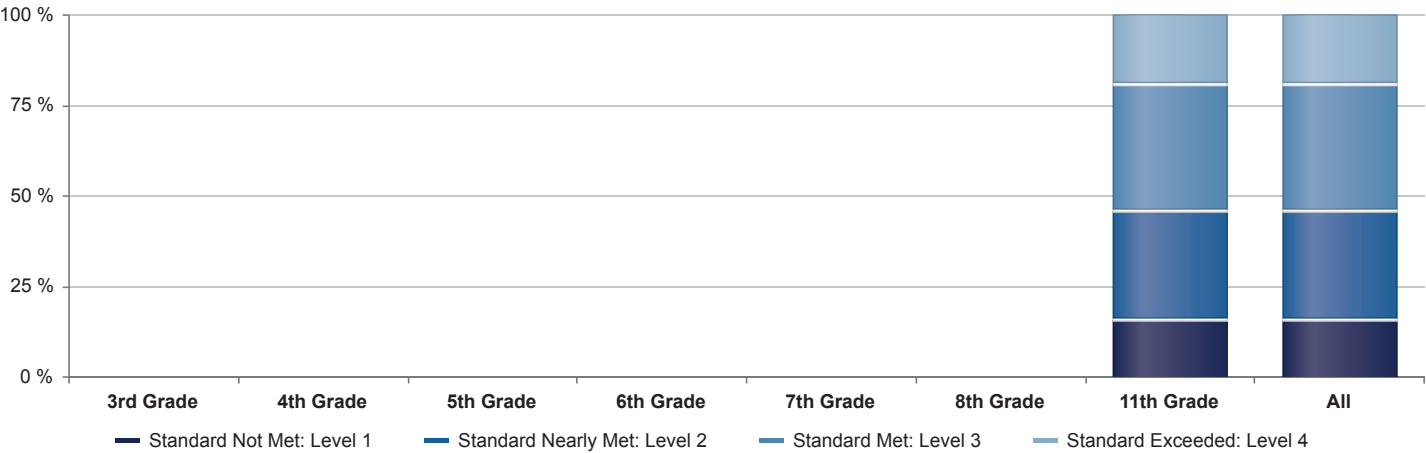
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	459	459
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	433	433
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	431	431


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2588.6	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	19 %	19 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	35 %	35 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	30 %	30 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %

[English Language Arts/Literacy Scale Score Ranges](#)


## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	58 %	58 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	20 %	20 %


### WRITING: How well do students communicate in writing?

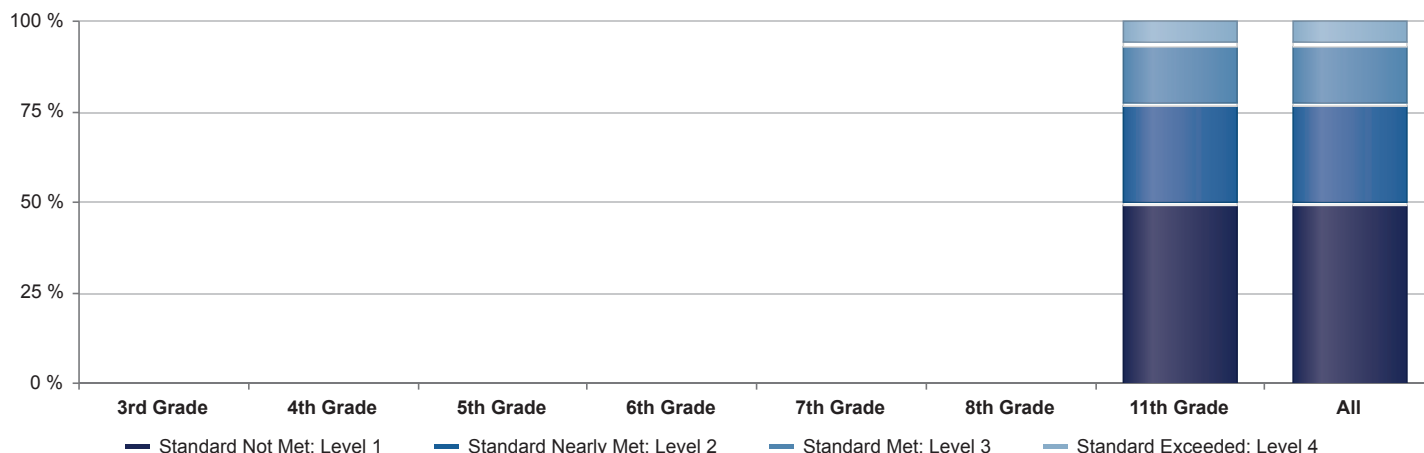
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	29 %	29 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	53 %	53 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	18 %	18 %

### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	15 %	15 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	68 %	68 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	17 %	17 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	29 %	29 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	56 %	56 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	15 %	15 %

**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	461	461
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	435	435
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	433	433
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2544.4	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	6 %	6 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	27 %	27 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	50 %	50 %

[Mathematics Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	30 %	30 %







	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	59 %	59 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	12 %	12 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	47 %	47 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	41 %	41 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	7 %	7 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	57 %	57 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	36 %	36 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Vista Del Lago High

CDS Code: 33-67124-3331071

District: Moreno Valley Unified

County: Riverside

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2017

Select Student Group:

All Students (Default)

Apply Selections

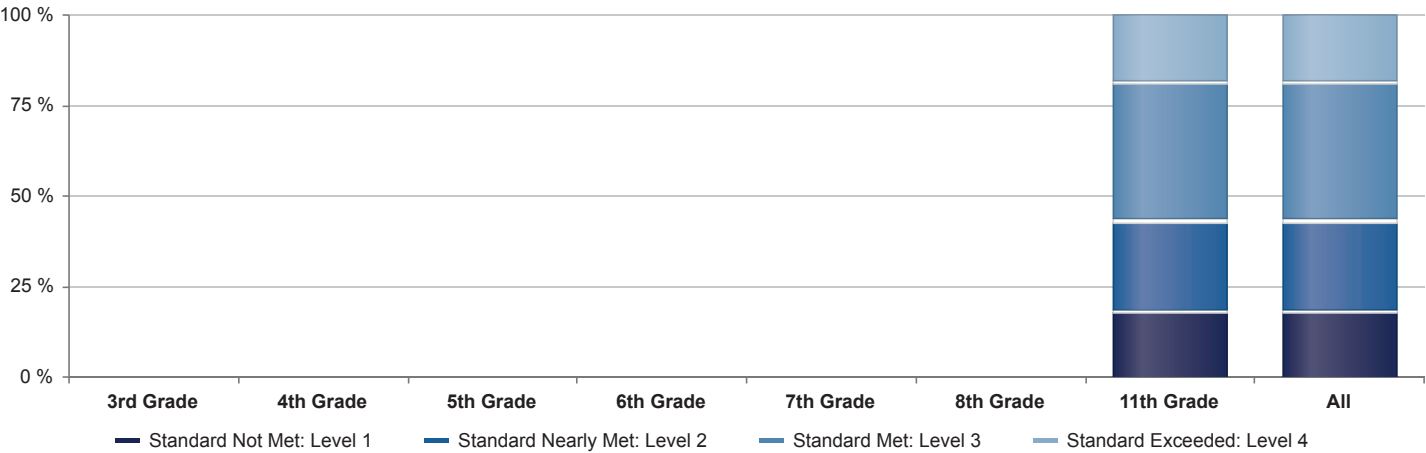
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	433	433
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	425	425
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	424	424


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2590.4	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	18.63 %	18.63 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	38.44 %	38.44 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	24.76 %	24.76 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	18.16 %	18.16 %

[English Language Arts/Literacy Scale Score Ranges](#)


## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	28.07 %	28.07 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	48.58 %	48.58 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	23.35 %	23.35 %


### WRITING: How well do students communicate in writing?

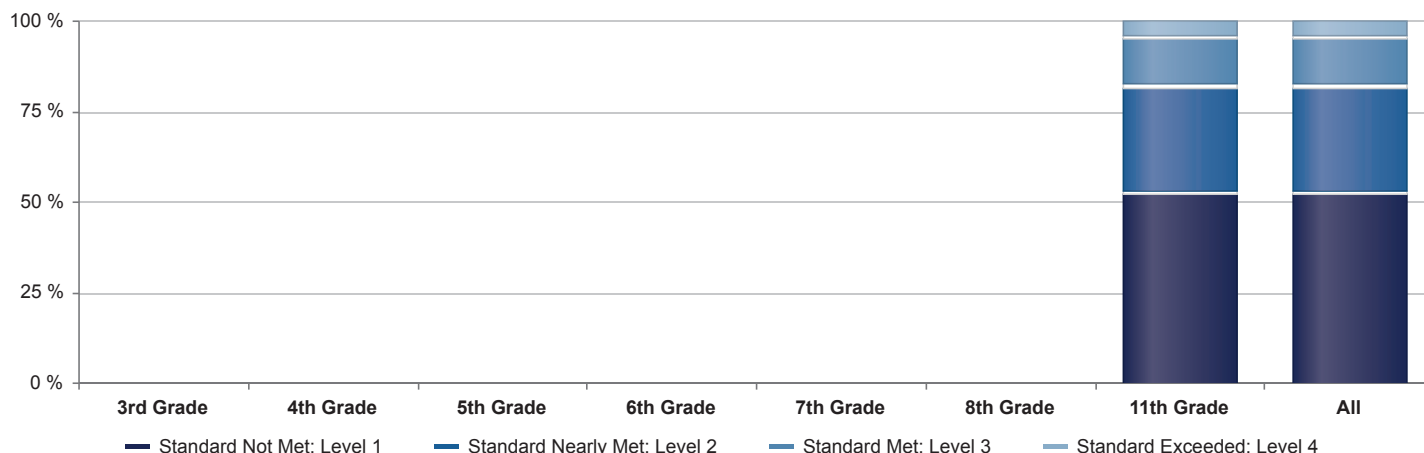
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	33.10 %	33.10 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	44.68 %	44.68 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	22.22 %	22.22 %

### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	19.34 %	19.34 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	63.44 %	63.44 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	17.22 %	17.22 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	32.78 %	32.78 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	48.35 %	48.35 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	18.87 %	18.87 %

**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	433	433
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	425	425
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	425	425
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2527.0	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	4.00 %	4.00 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	12.94 %	12.94 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	29.41 %	29.41 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	53.65 %	53.65 %

[Mathematics Scale Score Ranges](#)**Areas**




Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**





	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	7.53 %	7.53 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	29.65 %	29.65 %

	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	62.82 %	62.82 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	7.53 %	7.53 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	38.35 %	38.35 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	54.12 %	54.12 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	6.59 %	6.59 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	54.12 %	54.12 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	39.29 %	39.29 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Vista Del Lago High

CDS Code: 33-67124-3331071

District: Moreno Valley Unified

County: Riverside

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2018

Select Student Group:

All Students (Default)

Apply Selections

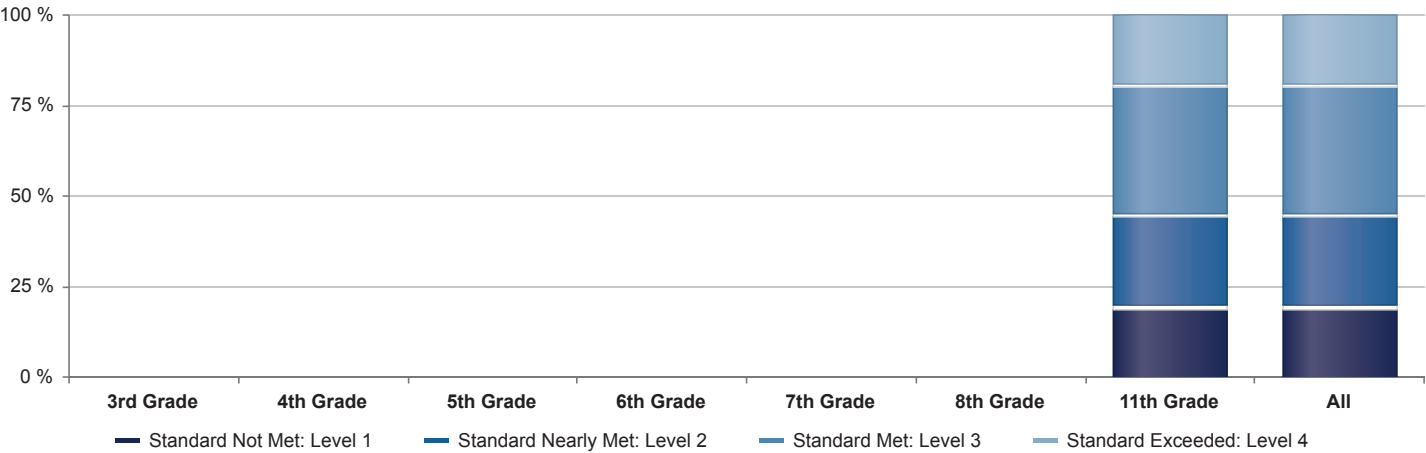
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Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution







[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	443	443
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	434	434
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	434	434





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2584.8	N/A
Standard Exceeded: Level 4 	N/A	N/A	N/A	N/A	N/A	N/A	19.59 %	19.59 %
Standard Met: Level 3 	N/A	N/A	N/A	N/A	N/A	N/A	35.71 %	35.71 %
Standard Nearly Met: Level 2 	N/A	N/A	N/A	N/A	N/A	N/A	25.35 %	25.35 %
Standard Not Met: Level 1 	N/A	N/A	N/A	N/A	N/A	N/A	19.35 %	19.35 %

[English Language Arts/Literacy Scale Score Ranges](#)





## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	21.43 %	21.43 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	55.30 %	55.30 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	23.27 %	23.27 %





### WRITING: How well do students communicate in writing?

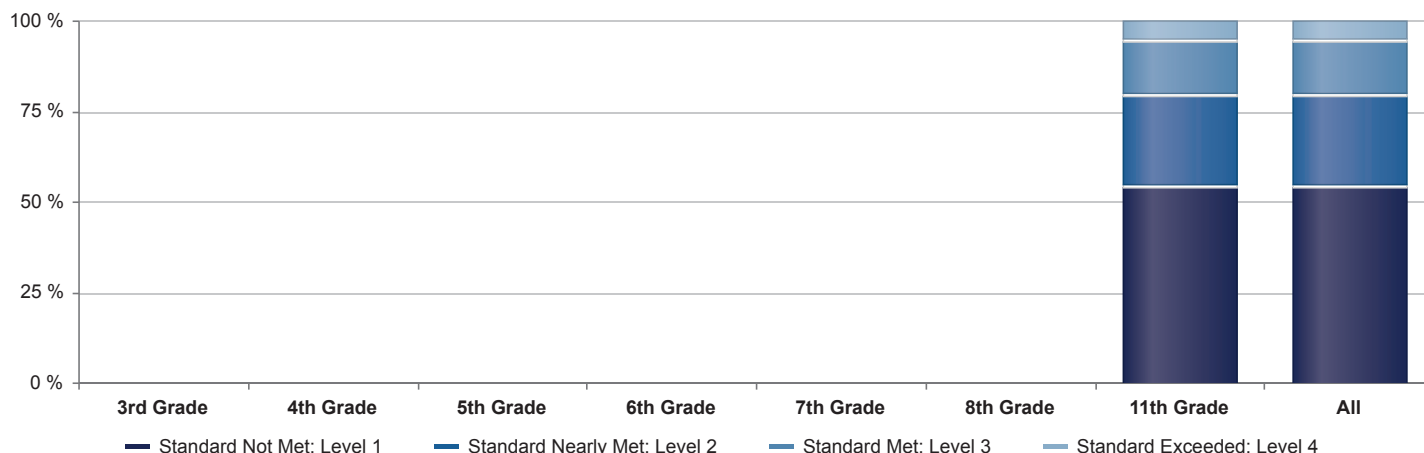
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	31.11 %	31.11 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	41.24 %	41.24 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	27.65 %	27.65 %

### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	14.98 %	14.98 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	71.43 %	71.43 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	13.59 %	13.59 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	31.80 %	31.80 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	48.85 %	48.85 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	19.35 %	19.35 %


**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	444	444
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	435	435
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	435	435
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2527.2	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	5.06 %	5.06 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	14.48 %	14.48 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	25.06 %	25.06 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	55.40 %	55.40 %

[Mathematics Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	11.03 %	11.03 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	21.61 %	21.61 %







	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	67.36 %	67.36 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	8.74 %	8.74 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	40.23 %	40.23 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	51.03 %	51.03 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	10.11 %	10.11 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	51.95 %	51.95 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	37.93 %	37.93 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Alta Vista High (Continuation)

CDS Code: 37-68452-3732039

District: Vista Unified

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2015

Select Student Group:

All Students (Default)

Apply Selections

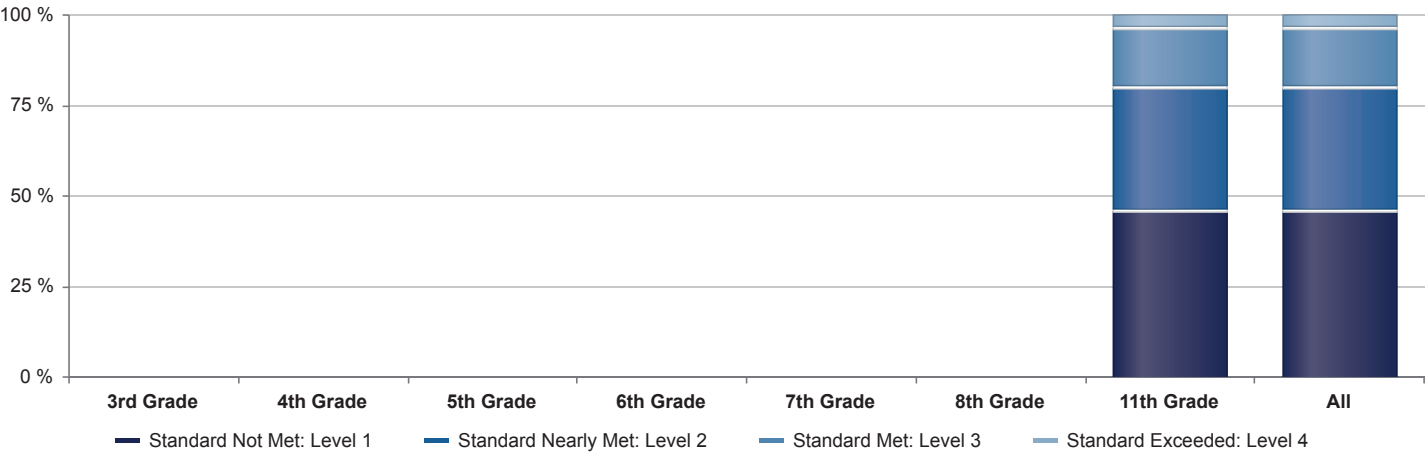
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In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	62	62
Number of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	47	47
Number of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	38	38


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2506.8	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	3 %	3 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	34 %	34 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	47 %	47 %

[English Language Arts/Literacy Scale Score Ranges](#)


## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


### Reading: Demonstrating understanding of literary and non-fictional texts

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	9 %	9 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	57 %	57 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	34 %	34 %


### Writing: Producing clear and purposeful writing

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	3 %	3 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	46 %	46 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	51 %	51 %

### Listening: Demonstrating effective communication skills

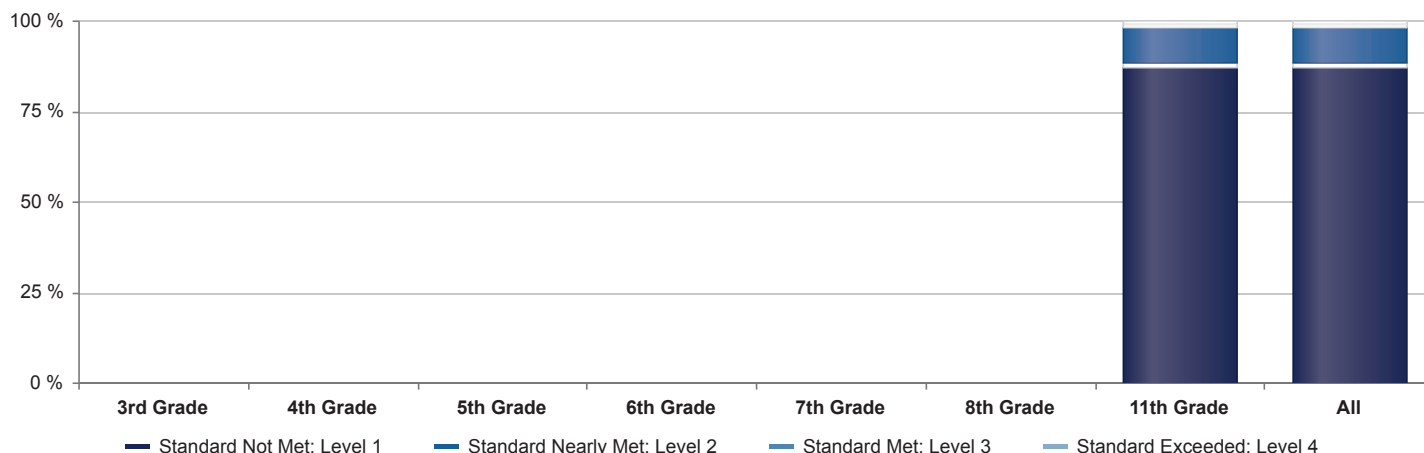
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	3 %	3 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	66 %	66 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	31 %	31 %

### Research/Inquiry: Investigating, analyzing, and presenting information

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	6 %	6 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	54 %	54 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	40 %	40 %

## MATHEMATICS

## Achievement Level Distribution


[Mathematics Achievement Level Descriptors](#)

## Data Detail - All Students (accessible data)

## Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	62	62
Number of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	47	47
Number of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	40	40
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2455.0	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	90 %	90 %

[Mathematics Scale Score Ranges](#)

## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

## CONCEPTS &amp; PROCEDURES: Applying mathematical concepts and procedures


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	8 %	8 %

	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	92 %	92 %
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### PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	37 %	37 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	63 %	63 %

### COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	31 %	31 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	69 %	69 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Alta Vista High (Continuation)

CDS Code: 37-68452-3732039

District: Vista Unified

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2016

Select Student Group:

All Students (Default)

Apply Selections

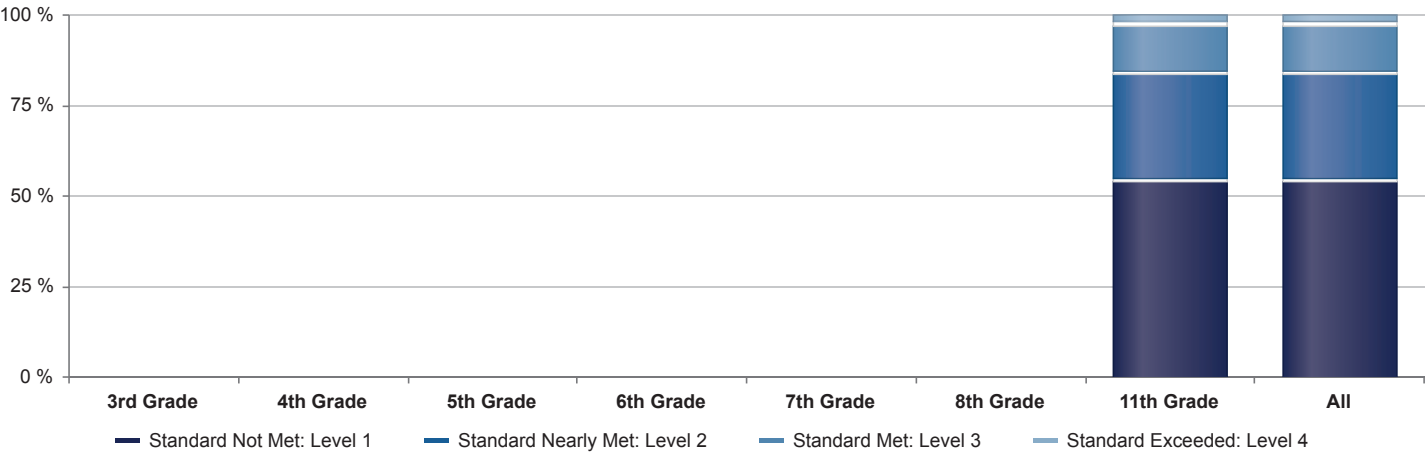
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Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	69	69
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	62	62
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	61	61





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2490.3	N/A
Standard Exceeded: Level 4 	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %
Standard Met: Level 3 	N/A	N/A	N/A	N/A	N/A	N/A	13 %	13 %
Standard Nearly Met: Level 2 	N/A	N/A	N/A	N/A	N/A	N/A	30 %	30 %
Standard Not Met: Level 1 	N/A	N/A	N/A	N/A	N/A	N/A	56 %	56 %

[English Language Arts/Literacy Scale Score Ranges](#)





## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	7 %	7 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	49 %	49 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	44 %	44 %





### WRITING: How well do students communicate in writing?

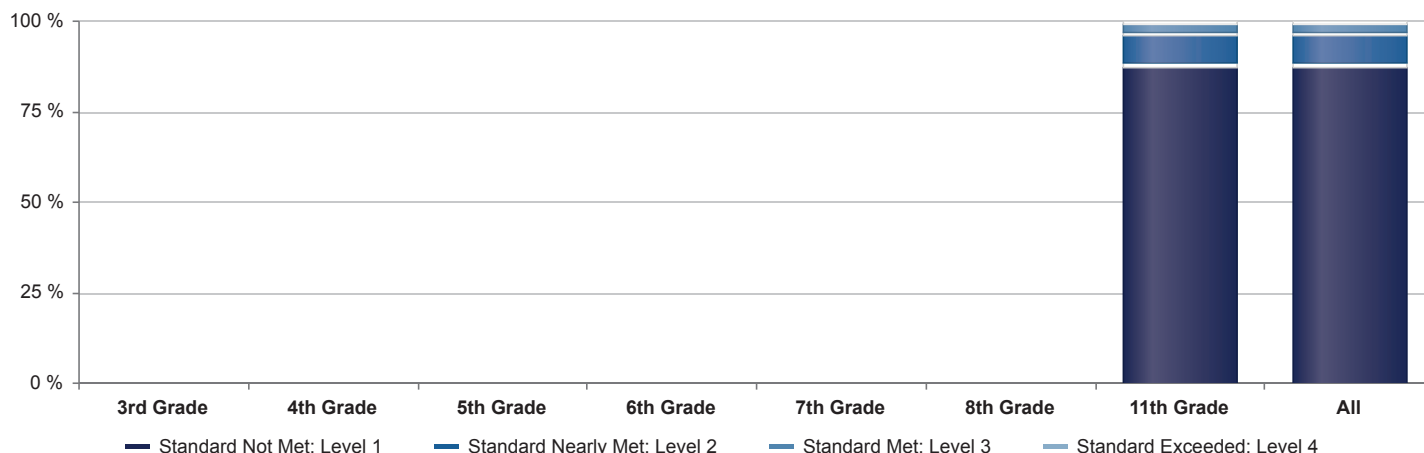
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	3 %	3 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	28 %	28 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	68 %	68 %

### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	7 %	7 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	54 %	54 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	39 %	39 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	8 %	8 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	57 %	57 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	34 %	34 %


**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	69	69
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	62	62
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	61	61
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2444.1	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	8 %	8 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	90 %	90 %

[Mathematics Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %







	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	90 %	90 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	25 %	25 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	75 %	75 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	43 %	43 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	57 %	57 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Alta Vista High (Continuation)

CDS Code: 37-68452-3732039

District: Vista Unified

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2017

Select Student Group:

All Students (Default)

Apply Selections

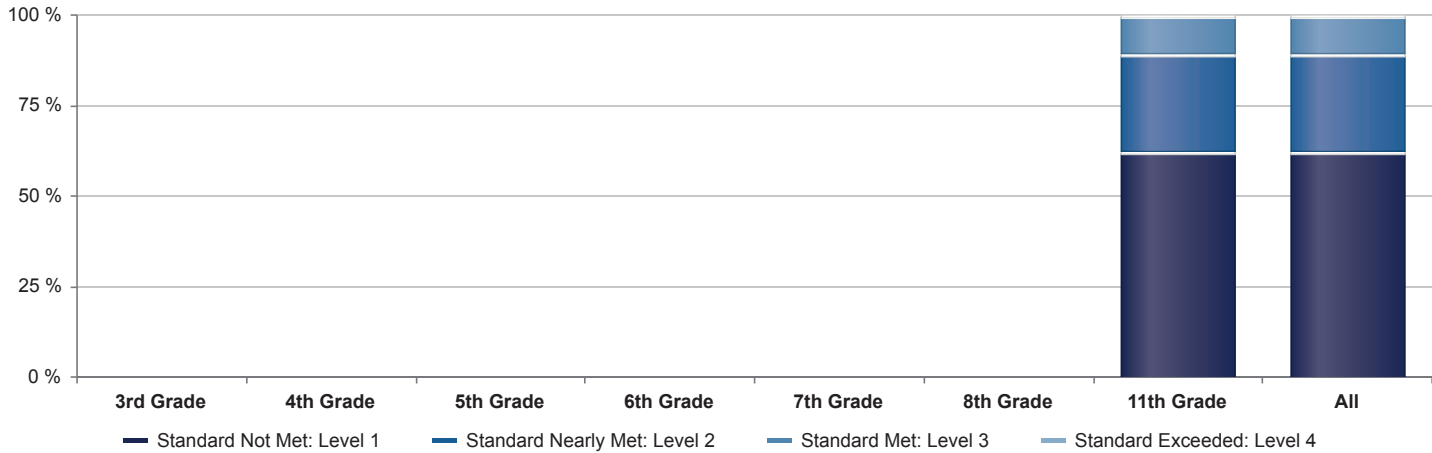
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Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution







[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	62	62
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	59	59
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	41	41





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2462.0	N/A
Standard Exceeded: Level 4 	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Met: Level 3 	N/A	N/A	N/A	N/A	N/A	N/A	9.76 %	9.76 %
Standard Nearly Met: Level 2 	N/A	N/A	N/A	N/A	N/A	N/A	26.83 %	26.83 %
Standard Not Met: Level 1 	N/A	N/A	N/A	N/A	N/A	N/A	63.41 %	63.41 %

[English Language Arts/Literacy Scale Score Ranges](#)





## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	2.44 %	2.44 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	39.02 %	39.02 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	58.54 %	58.54 %





### WRITING: How well do students communicate in writing?

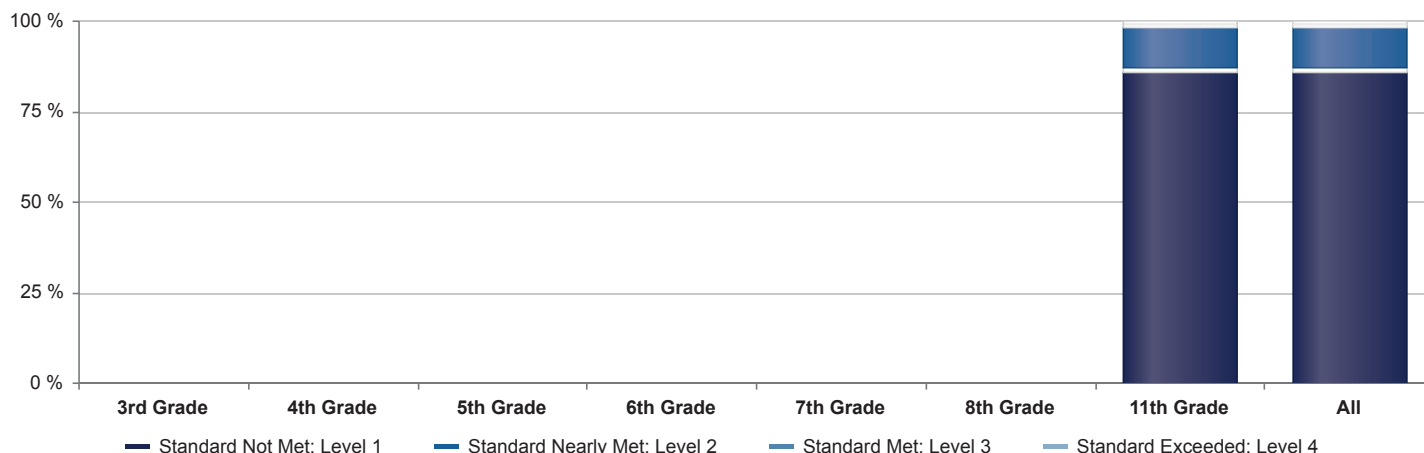
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	31.71 %	31.71 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	68.29 %	68.29 %

### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	63.41 %	63.41 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	36.59 %	36.59 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	31.71 %	31.71 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	68.29 %	68.29 %

**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	62	62
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	60	60
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	44	44
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2426.0	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	11.36 %	11.36 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	88.64 %	88.64 %

[Mathematics Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**


	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	4.55 %	4.55 %

	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	95.45 %	95.45 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	25.00 %	25.00 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	75.00 %	75.00 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	40.91 %	40.91 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	59.09 %	59.09 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Alta Vista High (Continuation)

CDS Code: 37-68452-3732039

District: Vista Unified

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2018

Select Student Group:

All Students (Default)

Apply Selections

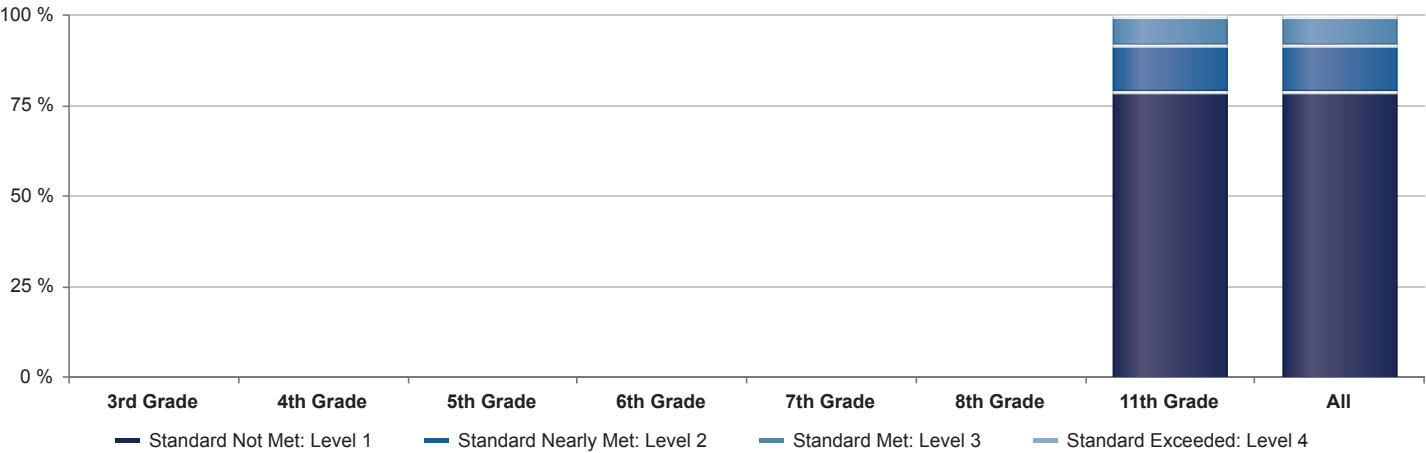
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Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	43	43
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	41	41
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	41	41





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2430.9	N/A
Standard Exceeded: Level 4 	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Met: Level 3 	N/A	N/A	N/A	N/A	N/A	N/A	7.32 %	7.32 %
Standard Nearly Met: Level 2 	N/A	N/A	N/A	N/A	N/A	N/A	12.20 %	12.20 %
Standard Not Met: Level 1 	N/A	N/A	N/A	N/A	N/A	N/A	80.49 %	80.49 %

[English Language Arts/Literacy Scale Score Ranges](#)





## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	29.27 %	29.27 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	70.73 %	70.73 %





### WRITING: How well do students communicate in writing?

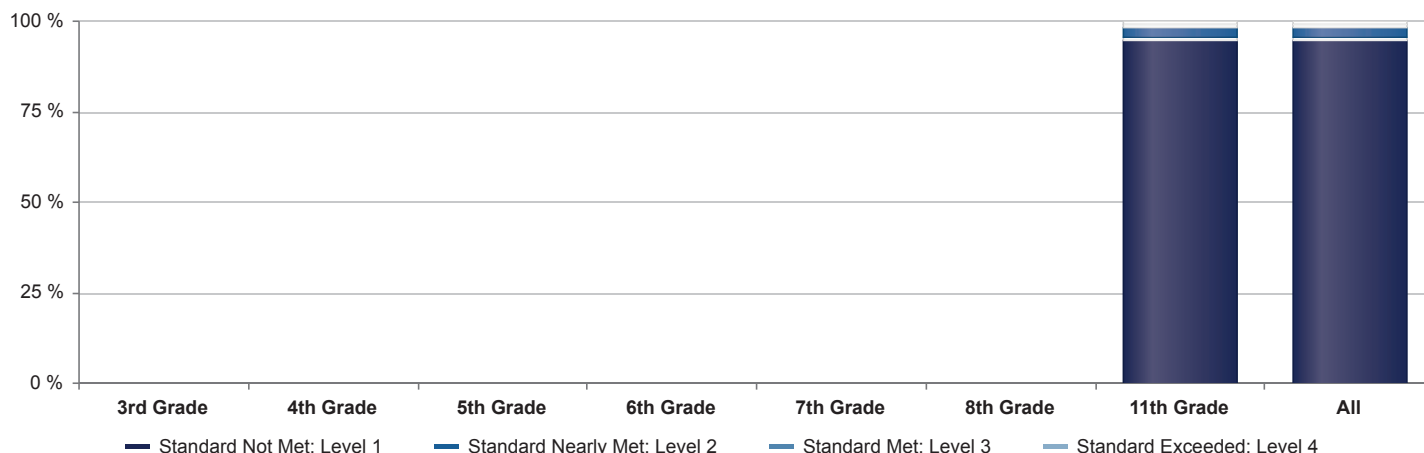
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	19.51 %	19.51 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	80.49 %	80.49 %

### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	2.44 %	2.44 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	34.15 %	34.15 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	63.41 %	63.41 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	34.15 %	34.15 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	65.85 %	65.85 %

**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	43	43
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	41	41
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	41	41
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2386.4	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	2.44 %	2.44 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	97.56 %	97.56 %

[Mathematics Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	2.44 %	2.44 %







	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	97.56 %	97.56 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	7.32 %	7.32 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	92.68 %	92.68 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	31.71 %	31.71 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	68.29 %	68.29 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Major General Raymond Murray High

CDS Code: 37-68452-0115451

District: Vista Unified

County: San Diego

SUMMARY REPORTCHANGE OVER TIME

Report Options

Select Year:

2015

Select Student Group:

All Students (Default)

Apply Selections

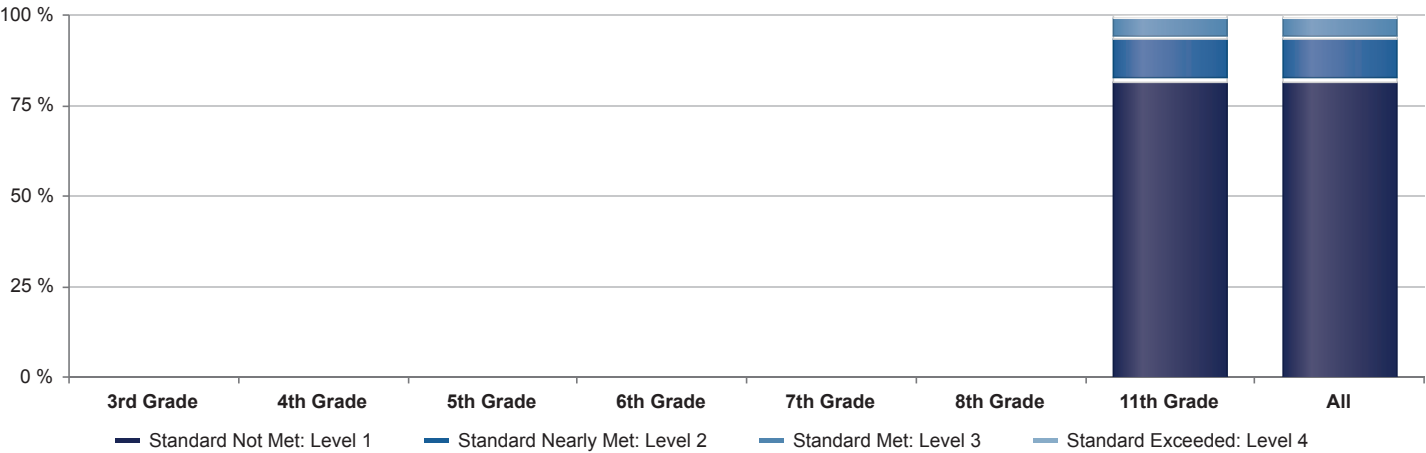
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	97	97
Number of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	79	79
Number of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	63	63


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2430.0	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	5 %	5 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	84 %	84 %

[English Language Arts/Literacy Scale Score Ranges](#)


## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


### Reading: Demonstrating understanding of literary and non-fictional texts

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	3 %	3 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	24 %	24 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	73 %	73 %


### Writing: Producing clear and purposeful writing

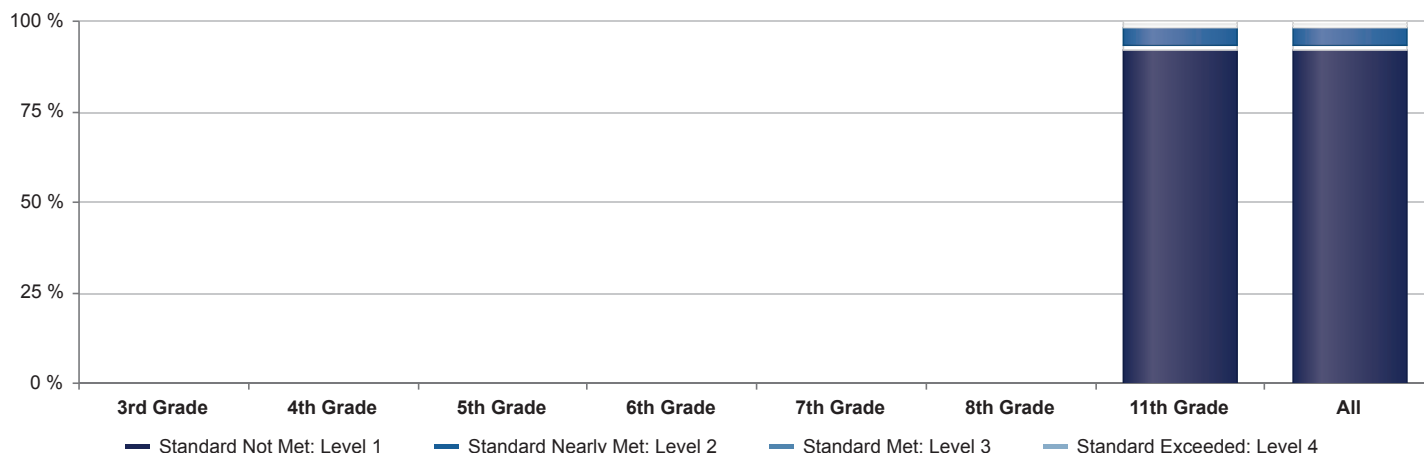
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	17 %	17 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	81 %	81 %

### Listening: Demonstrating effective communication skills

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	30 %	30 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	70 %	70 %

### Research/Inquiry: Investigating, analyzing, and presenting information

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	40 %	40 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	59 %	59 %

**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	97	97
Number of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	81	81
Number of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	64	64
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2393.7	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	5 %	5 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	95 %	95 %

[Mathematics Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures**


	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	3 %	3 %

	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	97 %	97 %
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### PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	20 %	20 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	78 %	78 %

### COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	31 %	31 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	69 %	69 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Major General Raymond Murray High

CDS Code: 37-68452-0115451

District: Vista Unified

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2016

Select Student Group:

All Students (Default)

Apply Selections

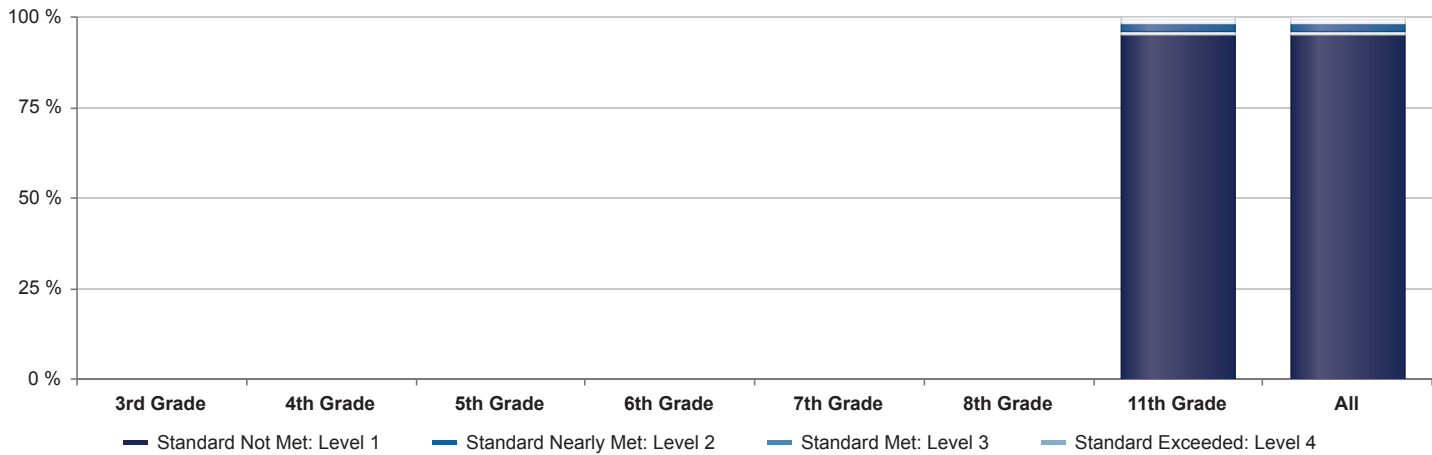
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Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	116	116
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	103	103
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	102	102





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2389.7	N/A
Standard Exceeded: Level 4 	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Met: Level 3 	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Nearly Met: Level 2 	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %
Standard Not Met: Level 1 	N/A	N/A	N/A	N/A	N/A	N/A	98 %	98 %

[English Language Arts/Literacy Scale Score Ranges](#)





## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	17 %	17 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	83 %	83 %





### WRITING: How well do students communicate in writing?

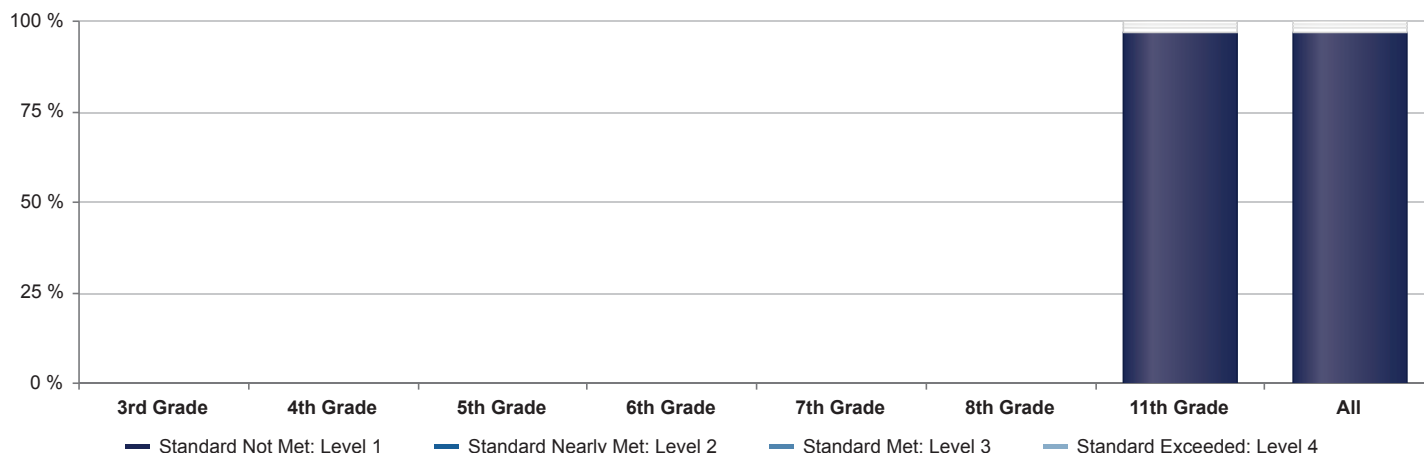
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	3 %	3 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	97 %	97 %

### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	17 %	17 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	83 %	83 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	36 %	36 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	64 %	64 %

**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	116	116
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	103	103
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	102	102
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2413.0	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	100 %	100 %

[Mathematics Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %




	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	98 %	98 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	78 %	78 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	34 %	34 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	66 %	66 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Major General Raymond Murray High

CDS Code: 37-68452-0115451

District: Vista Unified

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2017

Select Student Group:

All Students (Default)

Apply Selections

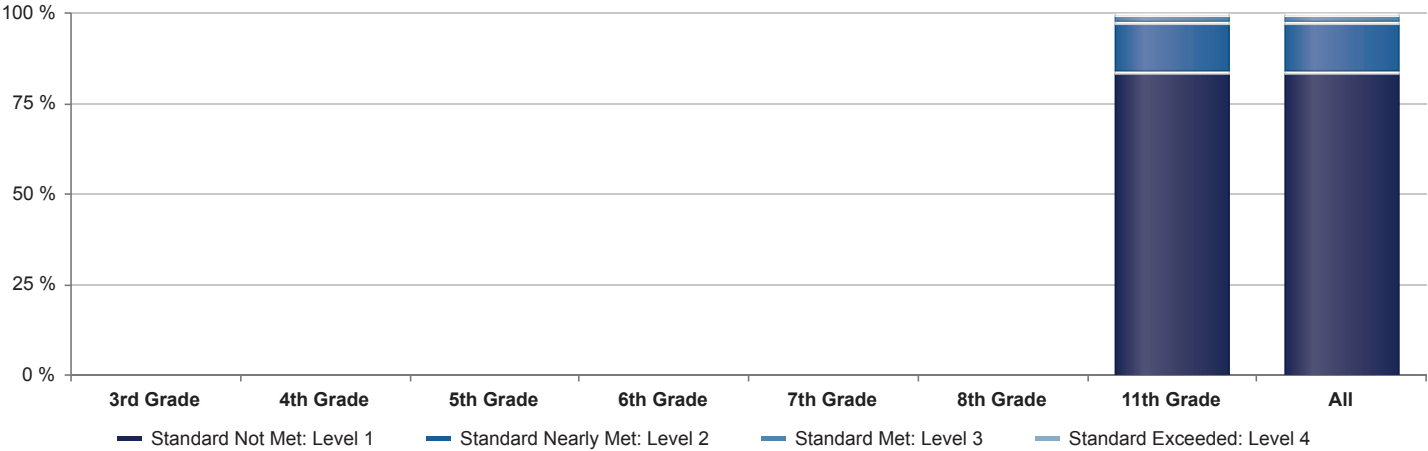
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Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	90	90
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	85	85
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	84	84





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2416.4	N/A
Standard Exceeded: Level 4 	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Met: Level 3 	N/A	N/A	N/A	N/A	N/A	N/A	1.19 %	1.19 %
Standard Nearly Met: Level 2 	N/A	N/A	N/A	N/A	N/A	N/A	13.10 %	13.10 %
Standard Not Met: Level 1 	N/A	N/A	N/A	N/A	N/A	N/A	85.71 %	85.71 %

[English Language Arts/Literacy Scale Score Ranges](#)





## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	1.19 %	1.19 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	16.67 %	16.67 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	82.14 %	82.14 %





### WRITING: How well do students communicate in writing?

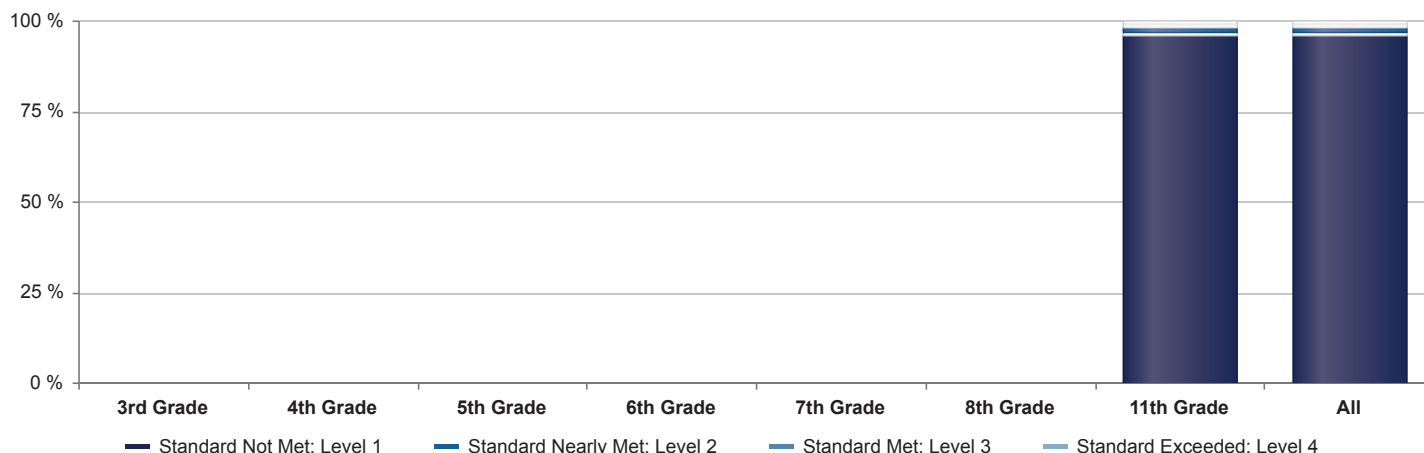
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	7.14 %	7.14 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	92.86 %	92.86 %

### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	1.19 %	1.19 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	33.33 %	33.33 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	65.48 %	65.48 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	28.57 %	28.57 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	71.43 %	71.43 %

**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	90	90
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	86	86
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	86	86
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2422.3	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	1.16 %	1.16 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	98.84 %	98.84 %

[Mathematics Scale Score Ranges](#)**Areas**


Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**





	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	1.16 %	1.16 %

	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	98.84 %	98.84 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	11.63 %	11.63 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	88.37 %	88.37 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	37.21 %	37.21 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	62.79 %	62.79 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Major General Raymond Murray High

CDS Code: 37-68452-0115451

District: Vista Unified

County: San Diego

SUMMARY REPORTCHANGE OVER TIME

Report Options

Select Year:

2018

Select Student Group:

All Students (Default)

Apply Selections

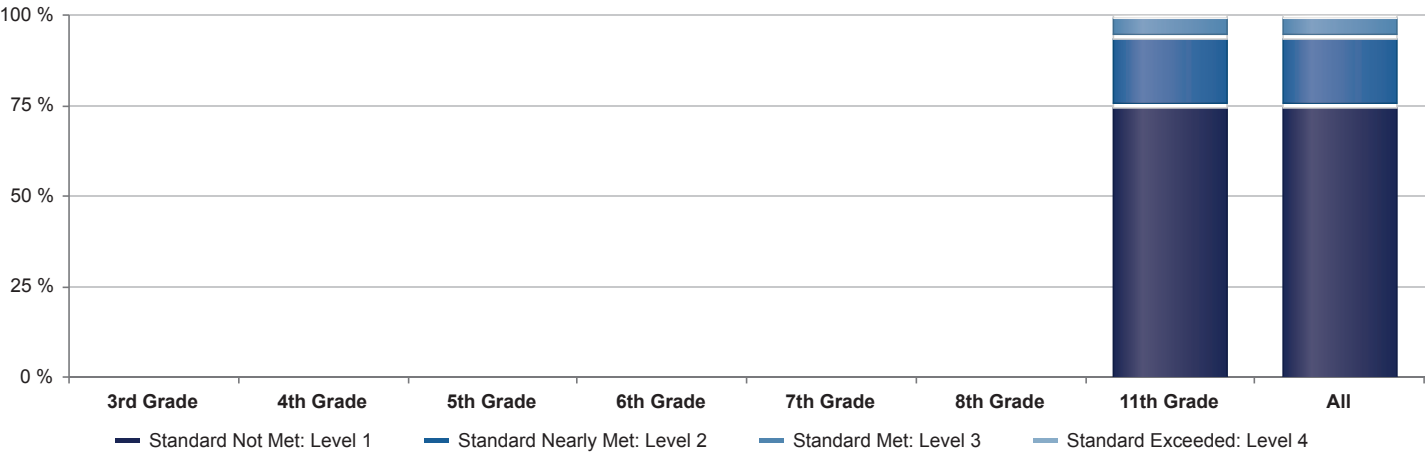
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	87	87
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	86	86
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	86	86


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2447.2	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	4.65 %	4.65 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	18.60 %	18.60 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	76.74 %	76.74 %

[English Language Arts/Literacy Scale Score Ranges](#)


## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	3.49 %	3.49 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	41.86 %	41.86 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	54.65 %	54.65 %


### WRITING: How well do students communicate in writing?

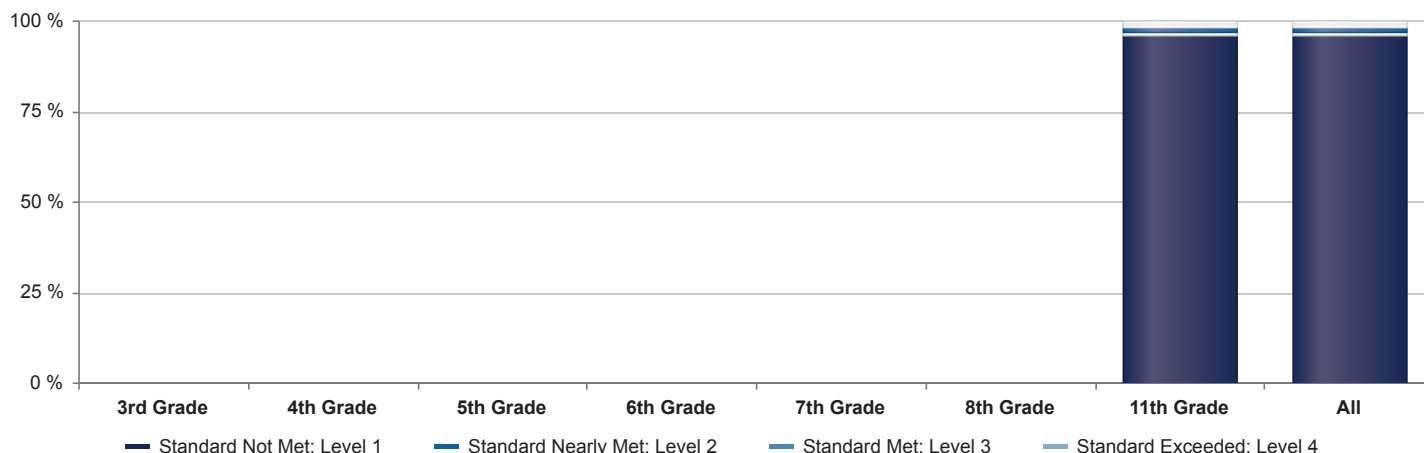
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	11.63 %	11.63 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	88.37 %	88.37 %

### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	2.33 %	2.33 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	63.95 %	63.95 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	33.72 %	33.72 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	1.16 %	1.16 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	27.91 %	27.91 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	70.93 %	70.93 %


**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	88	88
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	87	87
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	87	87
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2391.9	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	1.15 %	1.15 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	98.85 %	98.85 %

[Mathematics Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	1.15 %	1.15 %







	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	98.85 %	98.85 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	6.90 %	6.90 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	93.10 %	93.10 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	25.29 %	25.29 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	74.71 %	74.71 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Ocean Shores High (Continuation)

CDS Code: 37-73569-3739026

District: Oceanside Unified

County: San Diego

SUMMARY REPORTCHANGE OVER TIME

Report Options

Select Year:

2015

Select Student Group:

All Students (Default)

Apply Selections

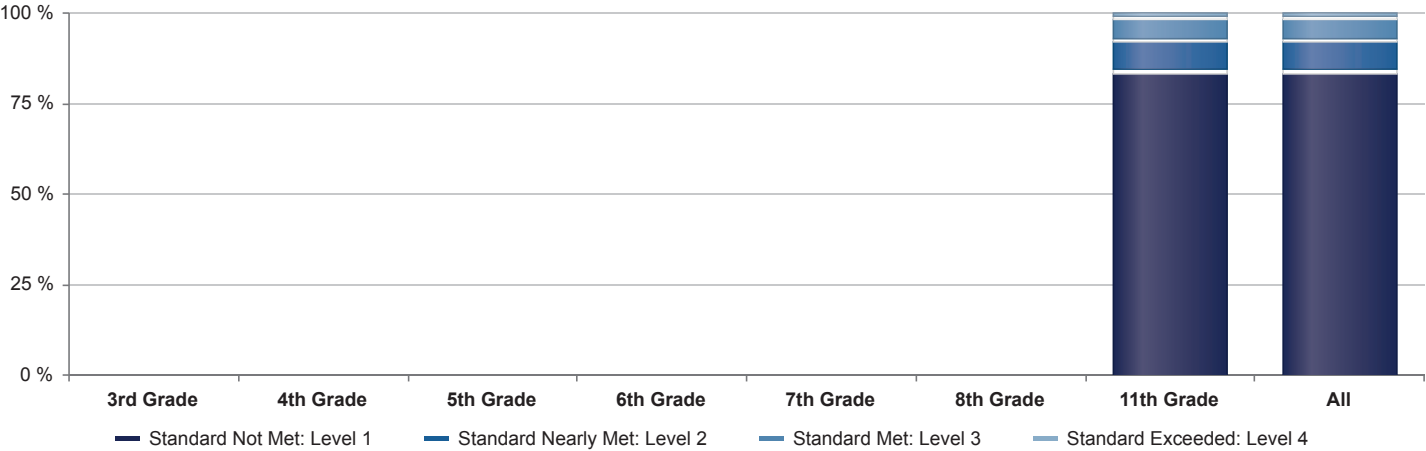
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	96	96
Number of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	75	75
Number of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	74	74


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2438.9	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	1 %	1 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	5 %	5 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	8 %	8 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	85 %	85 %

### [English Language Arts/Literacy Scale Score Ranges](#)


#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


#### Reading: Demonstrating understanding of literary and non-fictional texts

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	4 %	4 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	31 %	31 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	65 %	65 %


#### Writing: Producing clear and purposeful writing

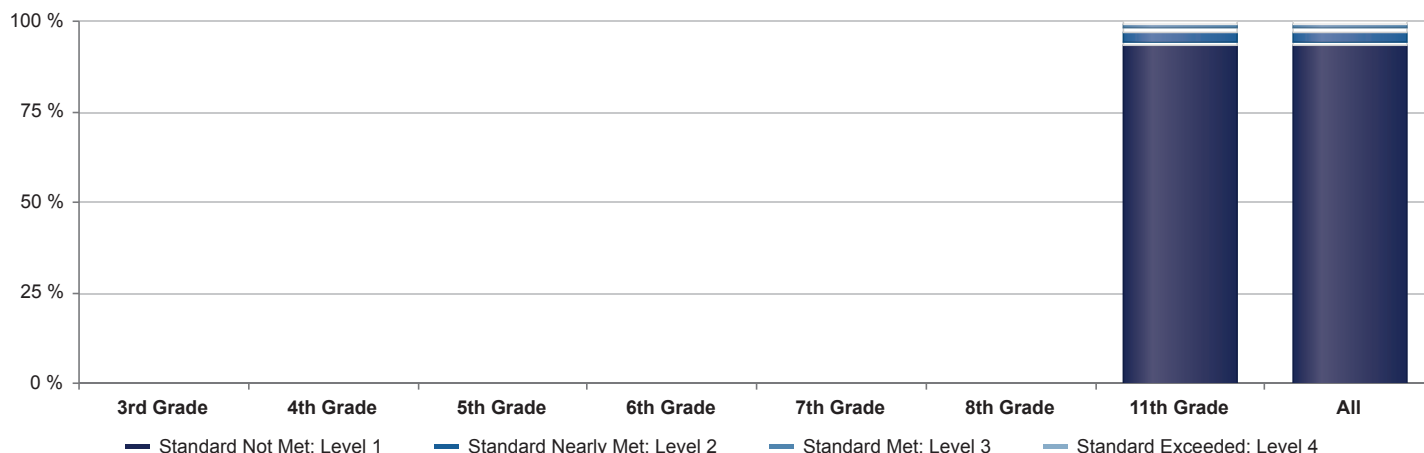
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	1 %	1 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	12 %	12 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	86 %	86 %

#### Listening: Demonstrating effective communication skills

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	1 %	1 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	66 %	66 %

#### Research/Inquiry: Investigating, analyzing, and presenting information

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	3 %	3 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	28 %	28 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	69 %	69 %

**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	96	96
Number of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	76	76
Number of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	71	71
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2407.1	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	1 %	1 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	3 %	3 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	96 %	96 %

[Mathematics Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	1 %	1 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	3 %	3 %

	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	96 %	96 %
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### PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	34 %	34 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	66 %	66 %

### COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	1 %	1 %
	At or Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	20 %	20 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	79 %	79 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Ocean Shores High (Continuation)

CDS Code: 37-73569-3739026

District: Oceanside Unified School District

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2016

Select Student Group:

All Students (Default)

Apply Selections

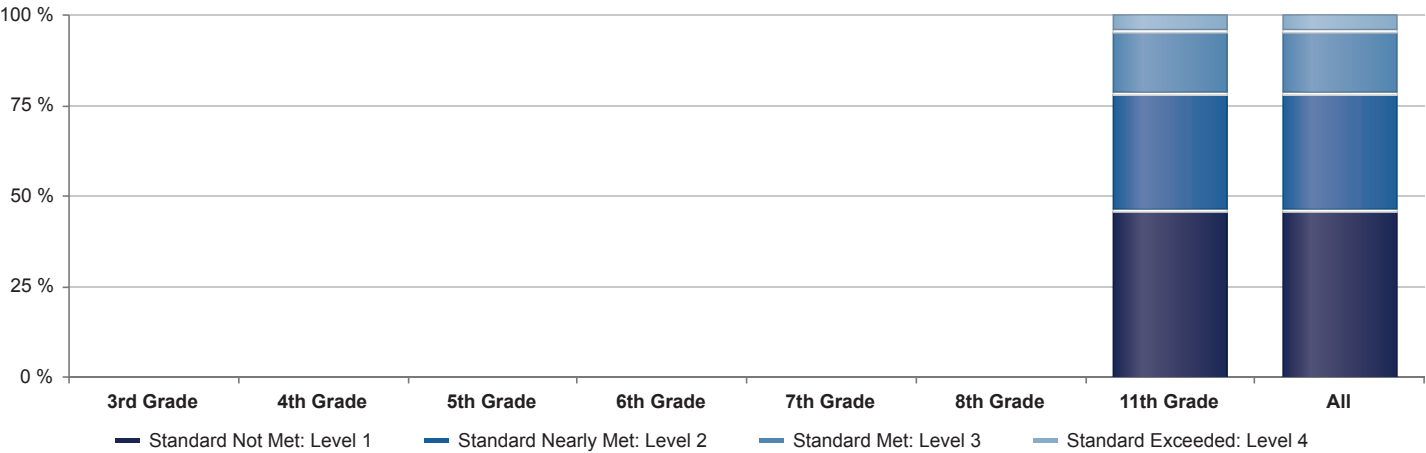
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	64	64
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	55	55
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	53	53





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2501.6	N/A
Standard Exceeded: Level 4 	N/A	N/A	N/A	N/A	N/A	N/A	4 %	4 %
Standard Met: Level 3 	N/A	N/A	N/A	N/A	N/A	N/A	17 %	17 %
Standard Nearly Met: Level 2 	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %
Standard Not Met: Level 1 	N/A	N/A	N/A	N/A	N/A	N/A	47 %	47 %

[English Language Arts/Literacy Scale Score Ranges](#)





## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	8 %	8 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	43 %	43 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	49 %	49 %





### WRITING: How well do students communicate in writing?

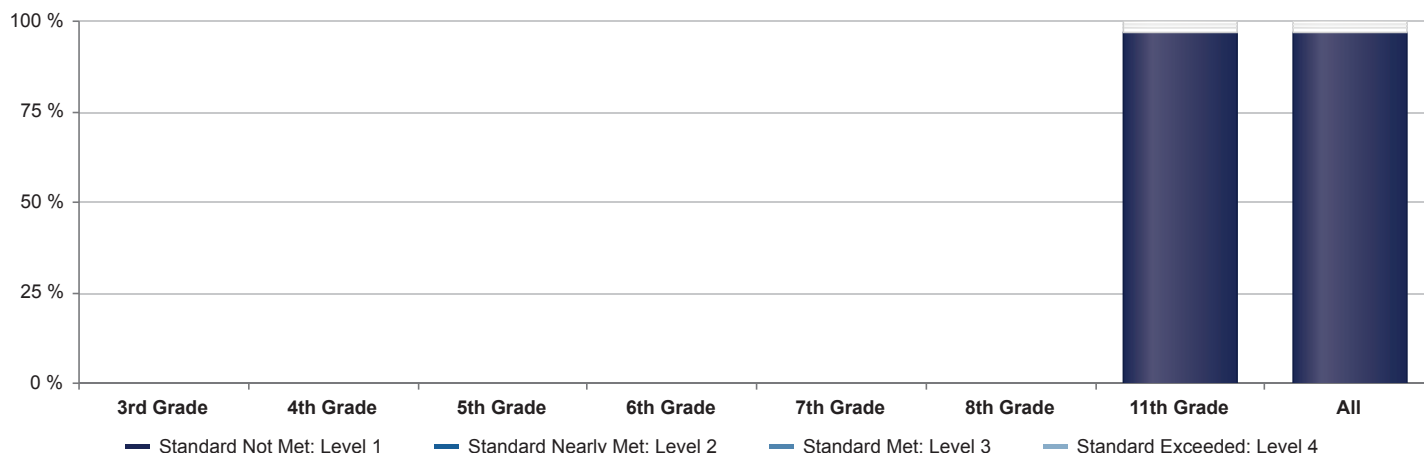
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	6 %	6 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	36 %	36 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	58 %	58 %

### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	60 %	60 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	38 %	38 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	8 %	8 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	60 %	60 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %


**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	64	64
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	51	51
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	51	51
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2423.9	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	100 %	100 %

[Mathematics Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %







	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	100 %	100 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	20 %	20 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	80 %	80 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	31 %	31 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	69 %	69 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Ocean Shores High (Continuation)

CDS Code: 37-73569-3739026

District: Oceanside Unified

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2017

Select Student Group:

All Students (Default)

Apply Selections

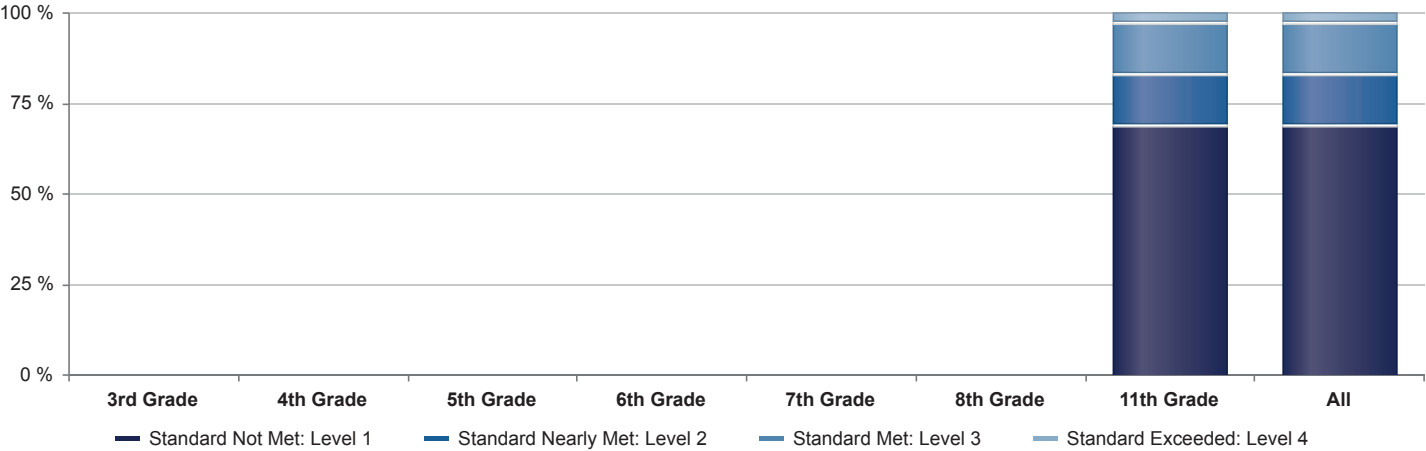
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	56	56
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	44	44
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	44	44


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2460.0	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	2.27 %	2.27 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	13.64 %	13.64 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	13.64 %	13.64 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	70.45 %	70.45 %

[English Language Arts/Literacy Scale Score Ranges](#)


## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	9.09 %	9.09 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	31.82 %	31.82 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	59.09 %	59.09 %


### WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	2.27 %	2.27 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	18.18 %	18.18 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	79.55 %	79.55 %

### LISTENING: How well do students understand spoken information?

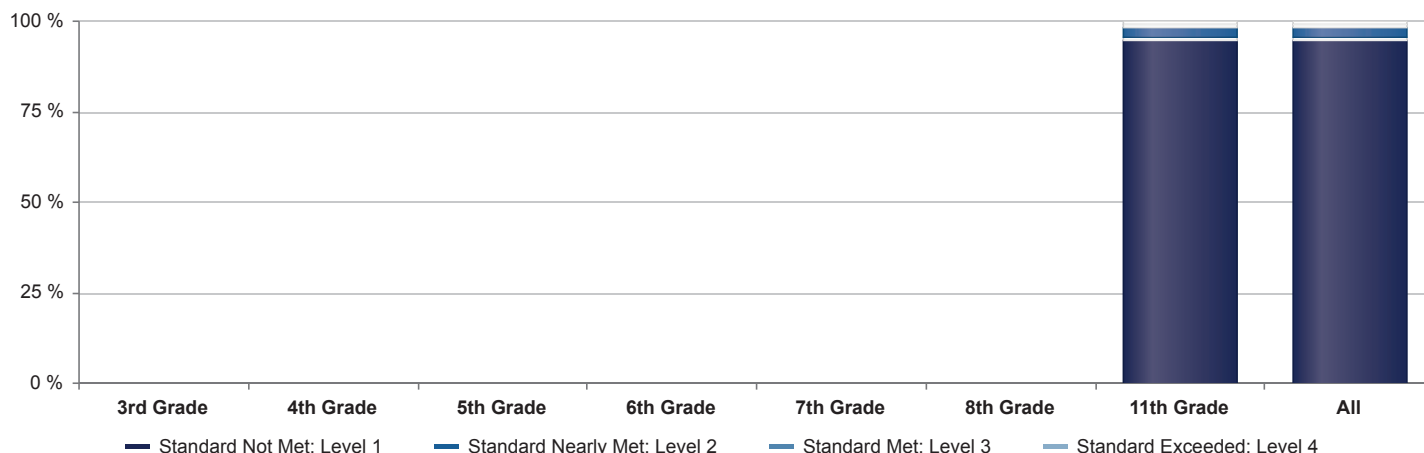
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	4.55 %	4.55 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	52.27 %	52.27 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	43.18 %	43.18 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	6.82 %	6.82 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	29.55 %	29.55 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	63.64 %	63.64 %

## MATHEMATICS

## Achievement Level Distribution

[Mathematics Achievement Level Descriptors](#)Data Detail - All Students (accessible data)

## Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	56	56
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	43	43
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	43	43
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2401.6	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	2.33 %	2.33 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	97.67 %	97.67 %

[Mathematics Scale Score Ranges](#)

## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

## CONCEPTS &amp; PROCEDURES: How well do students use mathematical rules and ideas?


	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	2.33 %	2.33 %

	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	97.67 %	97.67 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	9.30 %	9.30 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	90.70 %	90.70 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	27.91 %	27.91 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	72.09 %	72.09 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: Ocean Shores High (Continuation)

CDS Code: 37-73569-3739026

District: Oceanside Unified

County: San Diego

SUMMARY REPORTCHANGE OVER TIME

Report Options

Select Year:

2018

Select Student Group:

All Students (Default)

Apply Selections

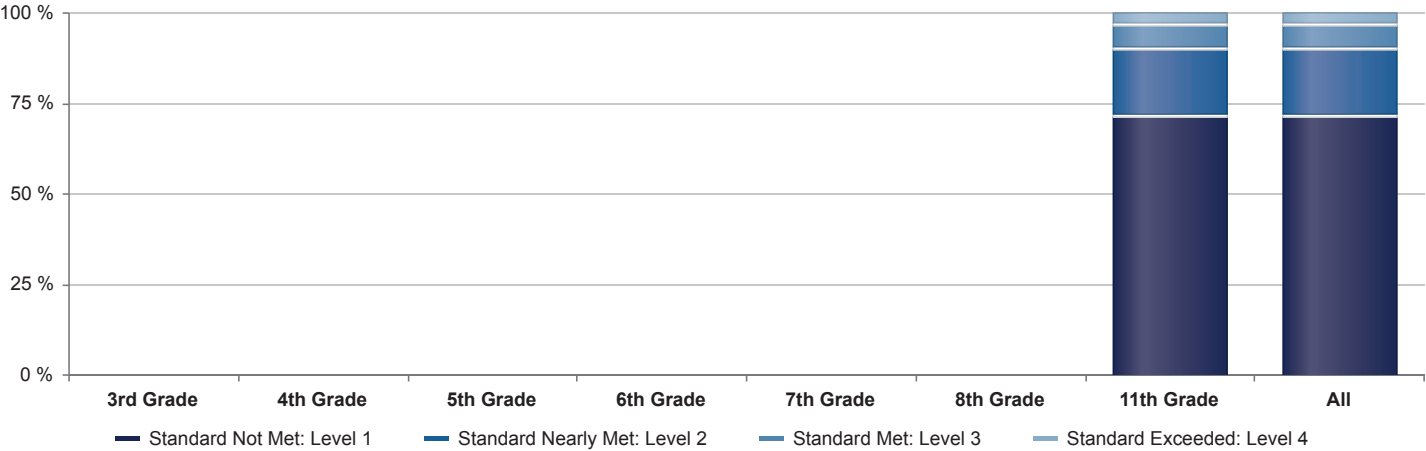
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution







[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	82	82
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	71	71
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	71	71





Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2447.8	N/A
Standard Exceeded: Level 4 	N/A	N/A	N/A	N/A	N/A	N/A	2.82 %	2.82 %
Standard Met: Level 3 	N/A	N/A	N/A	N/A	N/A	N/A	5.63 %	5.63 %
Standard Nearly Met: Level 2 	N/A	N/A	N/A	N/A	N/A	N/A	18.31 %	18.31 %
Standard Not Met: Level 1 	N/A	N/A	N/A	N/A	N/A	N/A	73.24 %	73.24 %

[English Language Arts/Literacy Scale Score Ranges](#)





## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	2.82 %	2.82 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	26.76 %	26.76 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	70.42 %	70.42 %





### WRITING: How well do students communicate in writing?

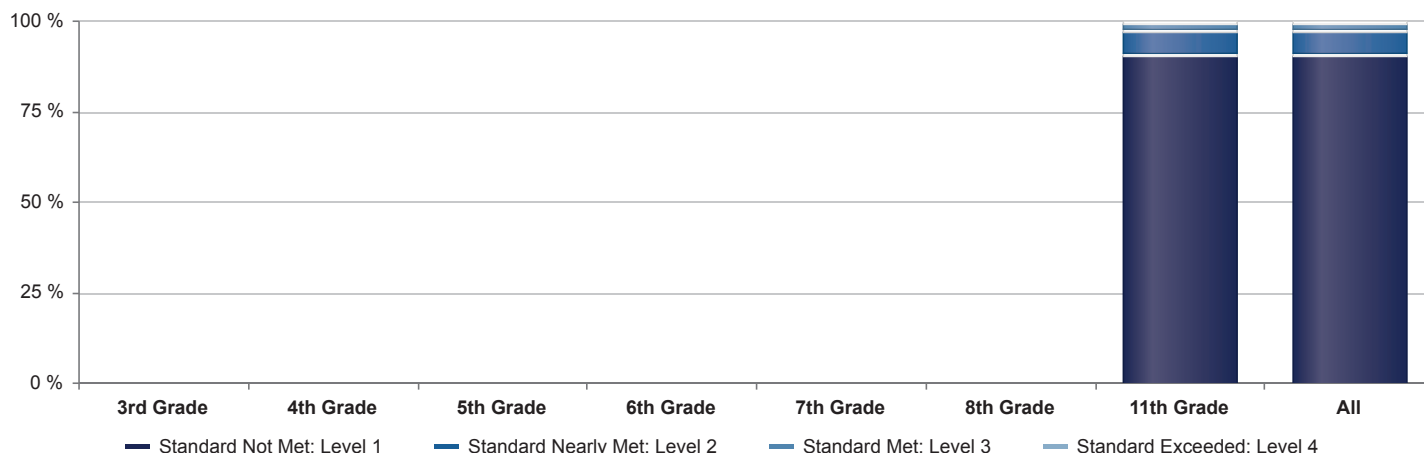
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	2.82 %	2.82 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	21.13 %	21.13 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	76.06 %	76.06 %

### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	4.23 %	4.23 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	50.70 %	50.70 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	45.07 %	45.07 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	4.23 %	4.23 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	29.58 %	29.58 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	66.20 %	66.20 %


**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	82	82
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	71	71
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	71	71
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2405.8	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	1.41 %	1.41 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	5.63 %	5.63 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	92.96 %	92.96 %

[Mathematics Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	N/A	N/A	4.23 %	4.23 %







	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	95.77 %	95.77 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	1.41 %	1.41 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	12.68 %	12.68 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	85.92 %	85.92 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard 	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
	Near Standard 	N/A	N/A	N/A	N/A	N/A	N/A	35.21 %	35.21 %
	Below Standard 	N/A	N/A	N/A	N/A	N/A	N/A	64.79 %	64.79 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: San Diego County Court

CDS Code: 37-10371-0128538

District: San Diego County Office Of Education

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2015

Select Student Group:

All Students (Default)

Apply Selections

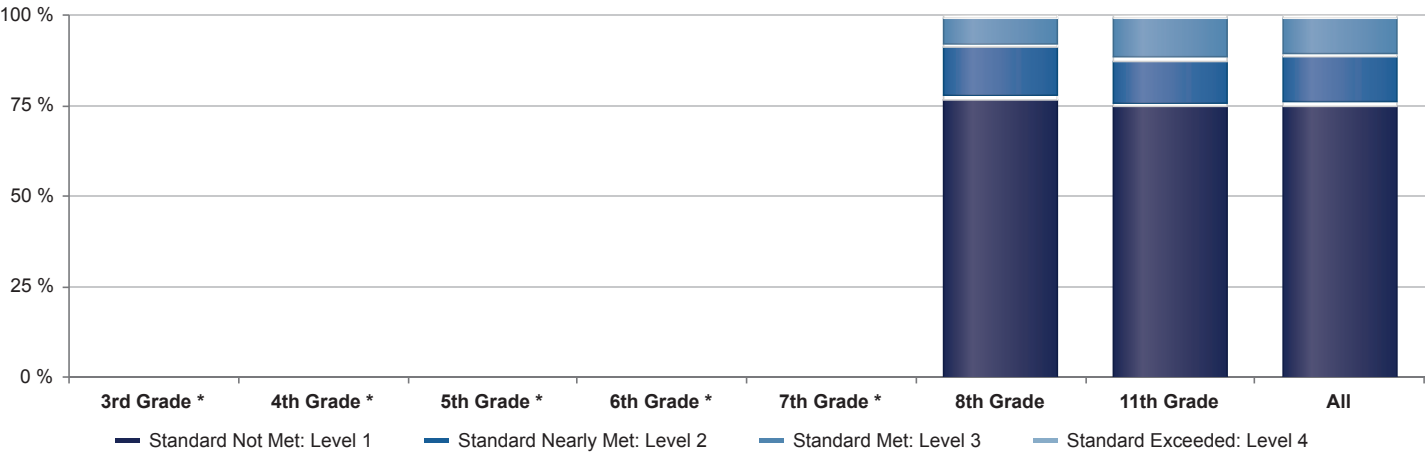
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⓘ	7	5	3	12	26	43	298	394
Number of Students Tested ⓘ	0	0	0	1	10	21	146	178
Number of Students With Scores ⓘ	0	0	0	1	6	14	83	104


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	*	*	*	2427.4	2438.7	N/A
Standard Exceeded: Level 4 ⓘ	*	*	*	*	*	0 %	0 %	0 %
Standard Met: Level 3 ⓘ	*	*	*	*	*	7 %	11 %	10 %
Standard Nearly Met: Level 2 ⓘ	*	*	*	*	*	14 %	12 %	13 %
Standard Not Met: Level 1 ⓘ	*	*	*	*	*	79 %	77 %	78 %

[English Language Arts/Literacy Scale Score Ranges](#)


## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


### Reading: Demonstrating understanding of literary and non-fictional texts

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	*	0 %	6 %	5 %
	At or Near Standard ⓘ	*	*	*	*	*	21 %	32 %	30 %
	Below Standard ⓘ	*	*	*	*	*	79 %	62 %	65 %


### Writing: Producing clear and purposeful writing

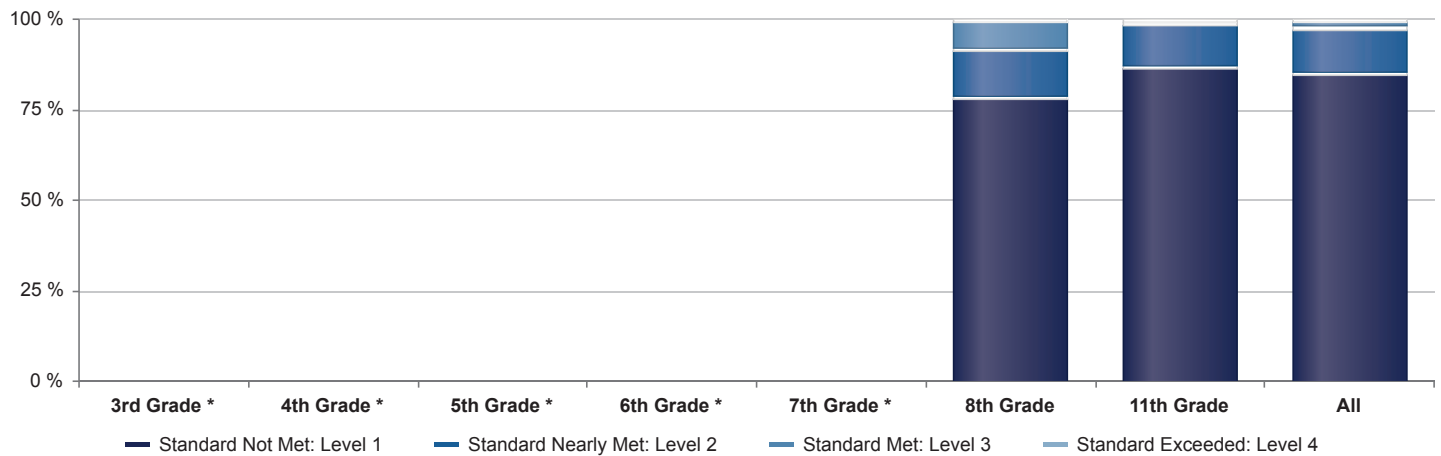
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	*	0 %	1 %	1 %
	At or Near Standard ⓘ	*	*	*	*	*	21 %	17 %	17 %
	Below Standard ⓘ	*	*	*	*	*	79 %	82 %	82 %

### Listening: Demonstrating effective communication skills

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	*	0 %	2 %	2 %
	At or Near Standard ⓘ	*	*	*	*	*	29 %	29 %	29 %
	Below Standard ⓘ	*	*	*	*	*	71 %	68 %	69 %

### Research/Inquiry: Investigating, analyzing, and presenting information

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	*	0 %	5 %	4 %
	At or Near Standard ⓘ	*	*	*	*	*	43 %	51 %	49 %
	Below Standard ⓘ	*	*	*	*	*	57 %	44 %	47 %


[English Language Arts/Literacy Area Achievement Level Descriptors](#)**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled ⓘ	7	5	3	12	26	43	298	394
Number of Students Tested ⓘ	1	1	0	1	9	24	152	188
Number of Students With Scores ⓘ	0	0	0	0	6	15	85	106
Mean Scale Score	*	*	*	*	*	2390.6	2408.2	N/A
Standard Exceeded: Level 4 ⓘ	*	*	*	*	*	0 %	0 %	0 %
Standard Met: Level 3 ⓘ	*	*	*	*	*	7 %	0 %	1 %
Standard Nearly Met: Level 2 ⓘ	*	*	*	*	*	13 %	11 %	12 %
Standard Not Met: Level 1 ⓘ	*	*	*	*	*	80 %	89 %	87 %

[Mathematics Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	*	0 %	0 %	0 %
	At or Near Standard ⓘ	*	*	*	*	*	20 %	7 %	11 %

Below Standard ⓘ	*	*	*	*	*	80 %	93 %	89 %
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### PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	*	0 %	0 %	0 %
	At or Near Standard ⓘ	*	*	*	*	*	33 %	35 %	36 %
	Below Standard ⓘ	*	*	*	*	*	67 %	65 %	64 %

### COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	*	0 %	0 %	0 %
	At or Near Standard ⓘ	*	*	*	*	*	27 %	30 %	31 %
	Below Standard ⓘ	*	*	*	*	*	73 %	70 %	69 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: San Diego County Court

CDS Code: 37-10371-0128538

District: San Diego County Office Of Education Sch

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2016

Select Student Group:

All Students (Default)

Apply Selections

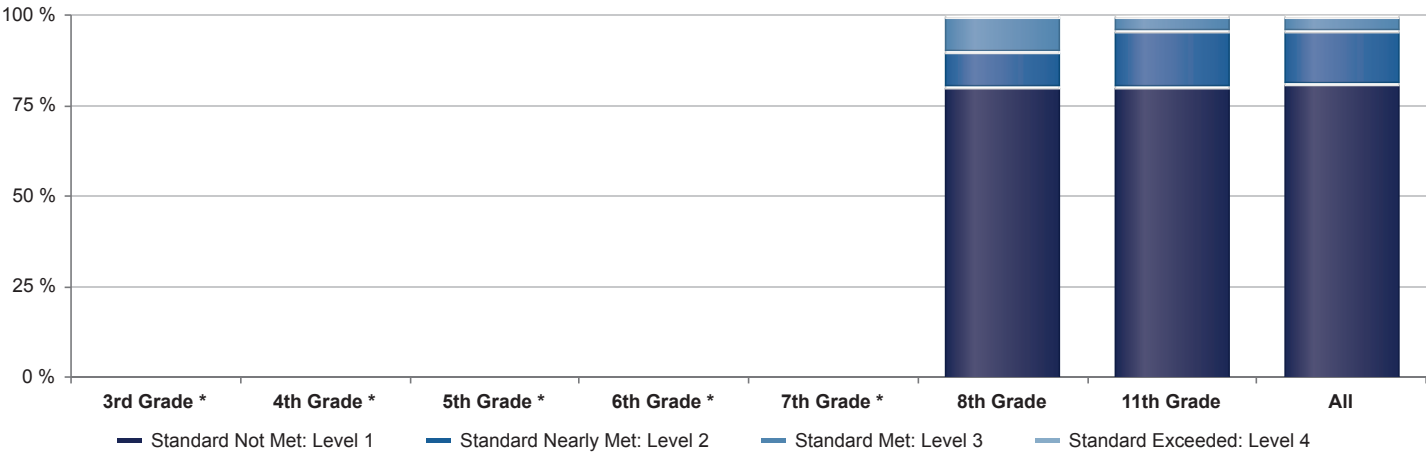
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	1	2	6	7	26	32	324	398
# of Students Tested ⓘ	0	0	0	1	9	14	162	186
# of Students With Scores ⓘ	0	0	0	1	9	11	155	176


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	*	*	*	2429.5	2429.4	N/A
Standard Exceeded: Level 4 ⓘ	*	*	*	*	*	0 %	0 %	0 %
Standard Met: Level 3 ⓘ	*	*	*	*	*	9 %	3 %	3 %
Standard Nearly Met: Level 2 ⓘ	*	*	*	*	*	9 %	15 %	14 %
Standard Not Met: Level 1 ⓘ	*	*	*	*	*	82 %	82 %	82 %

[English Language Arts/Literacy Scale Score Ranges](#)


## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	*	0 %	2 %	2 %
	Near Standard ⓘ	*	*	*	*	*	27 %	27 %	26 %
	Below Standard ⓘ	*	*	*	*	*	73 %	71 %	72 %


### WRITING: How well do students communicate in writing?

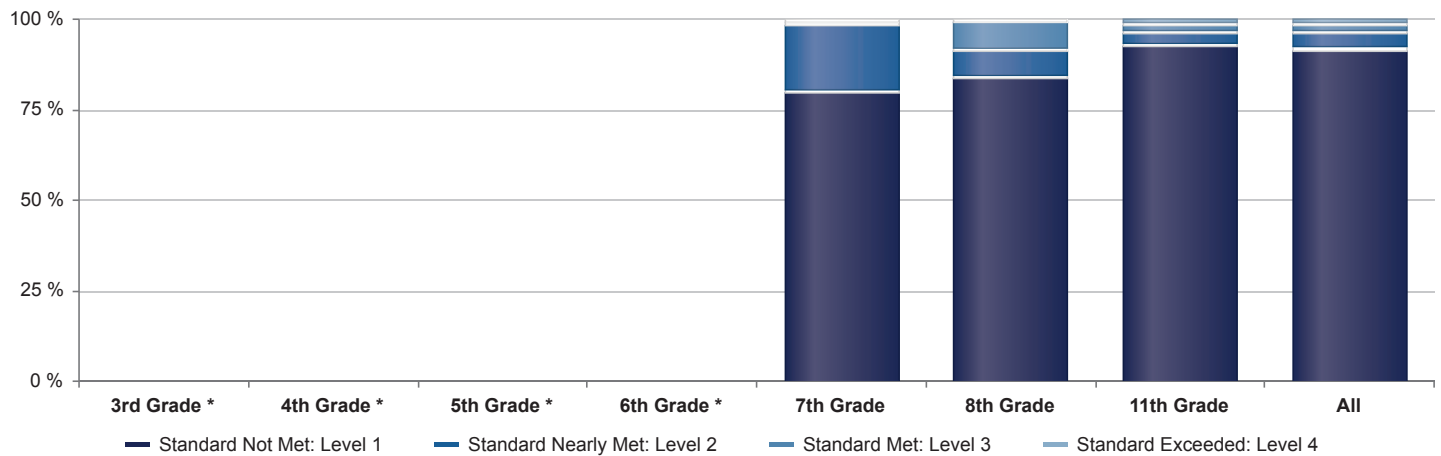
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	*	0 %	0 %	0 %
	Near Standard ⓘ	*	*	*	*	*	9 %	18 %	17 %
	Below Standard ⓘ	*	*	*	*	*	91 %	82 %	83 %

### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	*	0 %	1 %	2 %
	Near Standard ⓘ	*	*	*	*	*	27 %	36 %	35 %
	Below Standard ⓘ	*	*	*	*	*	73 %	63 %	64 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	*	0 %	1 %	1 %
	Near Standard ⓘ	*	*	*	*	*	36 %	35 %	34 %
	Below Standard ⓘ	*	*	*	*	*	64 %	64 %	65 %

**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	1	2	6	7	26	33	325	400
# of Students Tested ⓘ	0	0	1	2	14	18	187	222
# of Students With Scores ⓘ	0	0	1	2	11	14	172	200
Mean Scale Score	*	*	*	*	2384.6	2407.8	2404.8	N/A
Standard Exceeded: Level 4 ⓘ	*	*	*	*	0 %	0 %	1 %	1 %
Standard Met: Level 3 ⓘ	*	*	*	*	0 %	7 %	1 %	1 %
Standard Nearly Met: Level 2 ⓘ	*	*	*	*	18 %	7 %	3 %	4 %
Standard Not Met: Level 1 ⓘ	*	*	*	*	82 %	86 %	96 %	95 %

[Mathematics Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	0 %	0 %	1 %	1 %
	Near Standard ⓘ	*	*	*	*	9 %	14 %	3 %	5 %




Below Standard ⓘ	*	*	*	*	91 %	86 %	96 %	95 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	0 %	0 %	1 %	1 %
	Near Standard ⓘ	*	*	*	*	27 %	36 %	21 %	22 %
	Below Standard ⓘ	*	*	*	*	73 %	64 %	78 %	78 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	*	*	*	*	0 %	0 %	1 %	1 %
	Near Standard ⓘ	*	*	*	*	36 %	21 %	38 %	37 %
	Below Standard ⓘ	*	*	*	*	64 %	79 %	61 %	63 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: San Diego County Court

CDS Code: 37-10371-0128538

District: San Diego County Office Of Education

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2017

Select Student Group:

All Students (Default)

Apply Selections

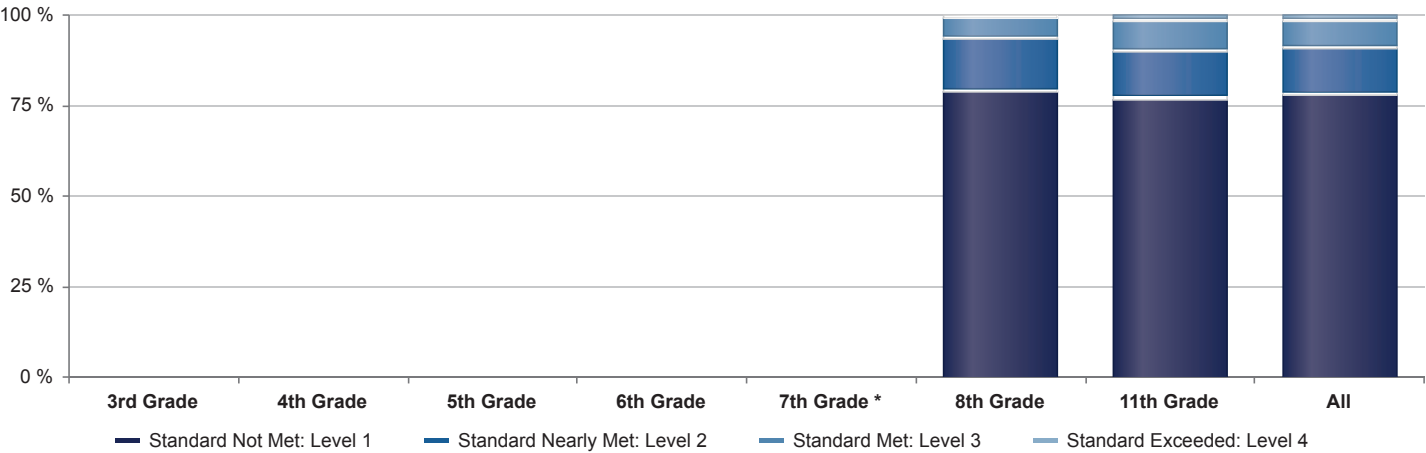
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	*	36	152	197
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	*	21	106	131
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	*	21	105	130


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	*	2396.0	2437.9	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	*	0.00 %	0.95 %	0.77 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	*	4.76 %	7.62 %	6.92 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	*	14.29 %	12.38 %	12.31 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	*	80.95 %	79.05 %	80.00 %

[English Language Arts/Literacy Scale Score Ranges](#)


## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	*	4.76 %	5.71 %	5.43 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	*	14.29 %	24.76 %	22.48 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	*	80.95 %	69.52 %	72.09 %


### WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	*	0.00 %	0.96 %	0.78 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	*	9.52 %	18.27 %	16.41 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	*	90.48 %	80.77 %	82.81 %

### LISTENING: How well do students understand spoken information?

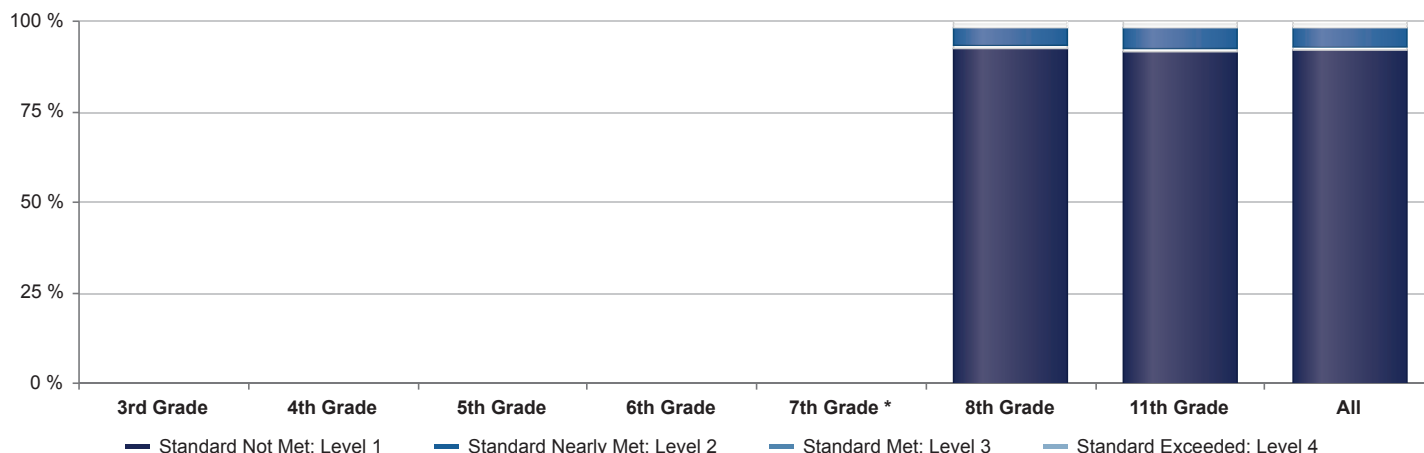
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	*	0.00 %	3.81 %	3.10 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	*	23.81 %	41.90 %	37.98 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	*	76.19 %	54.29 %	58.91 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	*	0.00 %	3.81 %	3.10 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	*	19.05 %	29.52 %	27.13 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	*	80.95 %	66.67 %	69.77 %

## MATHEMATICS

## Achievement Level Distribution


[Mathematics Achievement Level Descriptors](#)

## Data Detail - All Students (accessible data)

## Overall Achievement


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	N/A	*	36	159	205
# of Students Tested ⓘ	N/A	N/A	N/A	N/A	*	21	108	133
# of Students With Scores ⓘ	N/A	N/A	N/A	N/A	*	21	107	132
Mean Scale Score	N/A	N/A	N/A	N/A	*	2366.2	2379.2	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	N/A	*	0.00 %	0.00 %	0.00 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	N/A	*	0.00 %	0.00 %	0.00 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	N/A	*	4.76 %	5.61 %	5.30 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	N/A	*	95.24 %	94.39 %	94.70 %

[Mathematics Scale Score Ranges](#)

## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

## CONCEPTS &amp; PROCEDURES: How well do students use mathematical rules and ideas?


	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	*	0.00 %	0.00 %	0.00 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	*	4.76 %	2.80 %	3.03 %

	Below Standard ⓘ	N/A	N/A	N/A	N/A	*	95.24 %	97.20 %	96.97 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	*	0.00 %	0.00 %	0.00 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	*	4.76 %	15.89 %	15.15 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	*	95.24 %	84.11 %	84.85 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	N/A	*	0.00 %	0.00 %	0.00 %
	Near Standard ⓘ	N/A	N/A	N/A	N/A	*	19.05 %	27.10 %	25.00 %
	Below Standard ⓘ	N/A	N/A	N/A	N/A	*	80.95 %	72.90 %	75.00 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

School: San Diego County Court

CDS Code: 37-10371-0128538

District: San Diego County Office Of Education

County: San Diego

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2018

Select Student Group:

All Students (Default)

Apply Selections

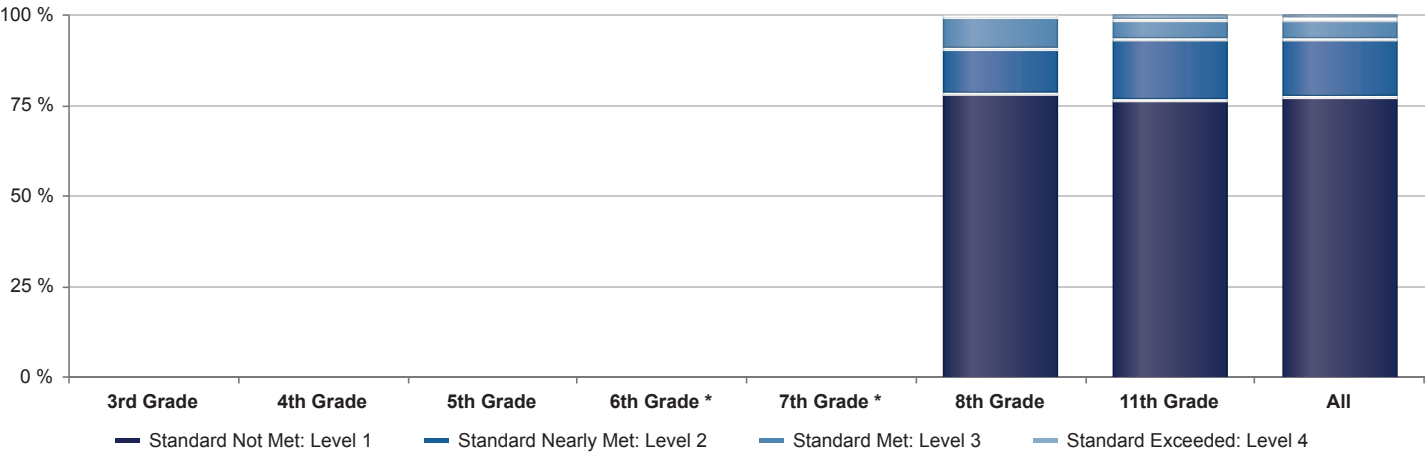
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Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	*	*	26	152	191
# of Students Tested ⓘ	N/A	N/A	N/A	*	*	25	130	166
# of Students With Scores ⓘ	N/A	N/A	N/A	*	*	25	129	165


Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	*	*	2420.4	2432.9	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	*	*	0.00 %	0.78 %	0.61 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	*	*	8.00 %	4.65 %	4.85 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	*	*	12.00 %	16.28 %	15.15 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	*	*	80.00 %	78.29 %	79.39 %

[English Language Arts/Literacy Scale Score Ranges](#)


## Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


### READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	*	*	0.00 %	0.78 %	0.61 %
	Near Standard ⓘ	N/A	N/A	N/A	*	*	20.00 %	24.03 %	22.42 %
	Below Standard ⓘ	N/A	N/A	N/A	*	*	80.00 %	75.19 %	76.97 %


### WRITING: How well do students communicate in writing?

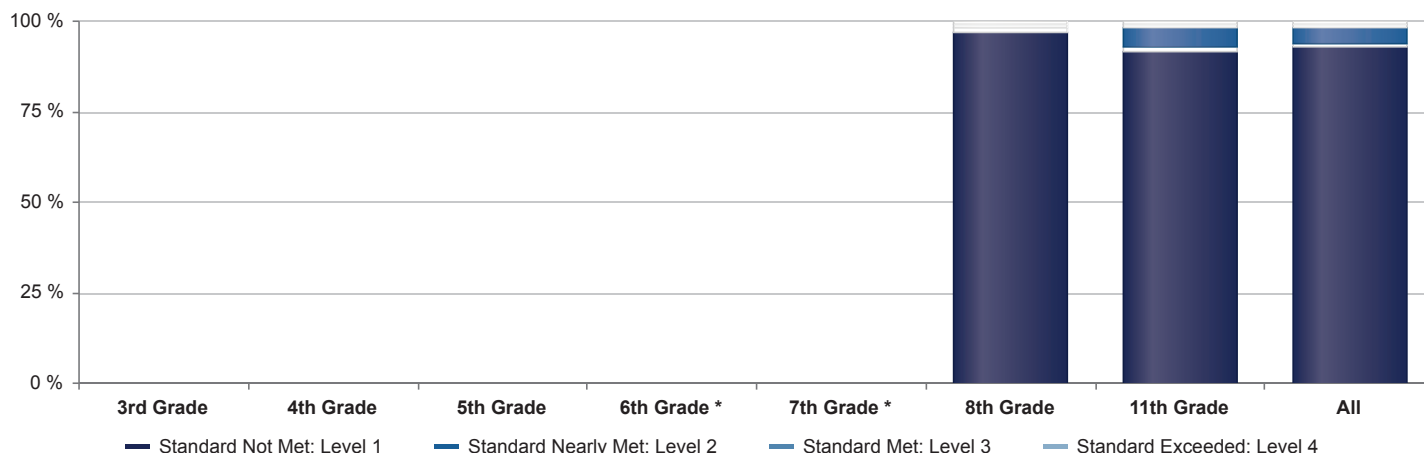
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	*	*	0.00 %	0.78 %	0.61 %
	Near Standard ⓘ	N/A	N/A	N/A	*	*	32.00 %	13.95 %	16.97 %
	Below Standard ⓘ	N/A	N/A	N/A	*	*	68.00 %	85.27 %	82.42 %

### LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	*	*	4.00 %	4.65 %	4.24 %
	Near Standard ⓘ	N/A	N/A	N/A	*	*	28.00 %	39.53 %	36.97 %
	Below Standard ⓘ	N/A	N/A	N/A	*	*	68.00 %	55.81 %	58.79 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	*	*	0.00 %	2.33 %	1.82 %
	Near Standard ⓘ	N/A	N/A	N/A	*	*	40.00 %	25.58 %	28.48 %
	Below Standard ⓘ	N/A	N/A	N/A	*	*	60.00 %	72.09 %	69.70 %

**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	N/A	N/A	N/A	*	*	24	154	193
# of Students Tested ⓘ	N/A	N/A	N/A	*	*	20	127	159
# of Students With Scores ⓘ	N/A	N/A	N/A	*	*	20	127	159
Mean Scale Score	N/A	N/A	N/A	*	*	2348.2	2397.4	N/A
Standard Exceeded: Level 4 ⓘ	N/A	N/A	N/A	*	*	0.00 %	0.00 %	0.00 %
Standard Met: Level 3 ⓘ	N/A	N/A	N/A	*	*	0.00 %	0.00 %	0.00 %
Standard Nearly Met: Level 2 ⓘ	N/A	N/A	N/A	*	*	0.00 %	5.51 %	4.40 %
Standard Not Met: Level 1 ⓘ	N/A	N/A	N/A	*	*	100.00 %	94.49 %	95.60 %

[Mathematics Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	*	*	0.00 %	0.00 %	0.00 %
	Near Standard ⓘ	N/A	N/A	N/A	*	*	0.00 %	4.72 %	3.77 %




Below Standard ⓘ	N/A	N/A	N/A	*	*	100.00 %	95.28 %	96.23 %
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**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	*	*	0.00 %	0.00 %	0.00 %
	Near Standard ⓘ	N/A	N/A	N/A	*	*	5.00 %	10.24 %	10.06 %
	Below Standard ⓘ	N/A	N/A	N/A	*	*	95.00 %	89.76 %	89.94 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard ⓘ	N/A	N/A	N/A	*	*	0.00 %	0.00 %	0.00 %
	Near Standard ⓘ	N/A	N/A	N/A	*	*	5.00 %	25.20 %	22.01 %
	Below Standard ⓘ	N/A	N/A	N/A	*	*	95.00 %	74.80 %	77.99 %

[Mathematics Area Achievement Level Descriptors](#)

Attachment B:  
LCAP 2018-2019

# LCAP GOALS AND PLANNED ACTIONS 2018-2019

## PACIFIC VIEW CHARTER SCHOOL

**GOAL 1: CONTINUE TO EXPAND AND IMPROVE RESOURCES AND SERVICES TO STUDENTS AND PARENTS TO PROVIDE A SENSE OF SAFETY, SCHOOL CONNECTEDNESS, AND INCREASED STUDENT MOTIVATION.**



### PLANNED ACTIONS:

1. Develop plan for teaching students in grades K8 about post-secondary options.
2. Develop and host resume building and interview skills workshops for students.
3. Continue to host college and career presentations with expansion to 6-8 grades and increase the number offered in Moreno Valley.
4. Increase number of presentations on certificate programs offered by local organizations and explore possibility of offering credit for programs.
5. Expand the number of students participating in student clubs.
6. Expand middle school schedule in Moreno Valley to include Enrichment and Intervention.
7. Increase the number of visits to public and private colleges with an emphasis on particular program visits.
8. Increase frequency and effectiveness of lock down drills through annual staff training at beginning of each school year.
9. Research current trends in school safety and preparedness and continue to collaborate with law enforcement.
10. Research possibility of installing security cameras at Moreno Valley site.
11. Continue to have monthly detection dogs on campus to ensure student safety.
12. Embed growth mindset activities in intervention courses in grades 6-12.
13. Implement schoolwide instructional framework, system of teacher evaluation, and instructional focus to drive teaching and learning.



**GOAL 2: CONTINUE TO DEVELOP AND REFINE A PROFESSIONAL DEVELOPMENT PLAN THAT WILL SUPPORT COMMON CORE STATE STANDARDS AND RESEARCH-BASED PEDAGOGICAL STRATEGIES IN ORDER TO ENSURE THE DIVERSE LEARNING NEEDS OF ALL STUDENTS ARE MET WITH A FOCUS ON SUPPORTING STRUGGLING READERS.**

### PLANNED ACTIONS:

1. Implement instructional focus schoolwide and provide staff training in reading strategies and vocabulary development.
2. Provide schoolwide training from San Diego County Office of Education in ELA strategies.
3. Send teachers to training on math talk.
4. Research other schools to send math teachers for observation of math instruction.
5. Train teachers in schoolwide instructional framework.
6. Train teachers in restorative practices through San Diego County Office of Education.
7. Train teachers to use Star Enterprise instructional planning reports to target gaps in learning and provide intervention in classes and meetings.
8. In-house review of student mental health needs to ensure students are receiving appropriate support.
9. Develop and implement an alternative to suspension program for students violating code of conduct.



**GOAL 3: CONTINUE TO DEVELOP AN INFRASTRUCTURE FOR ONGOING ANALYSIS OF STUDENT PERFORMANCE AND PROGRESS BY PROVIDING STAFF DEVELOPMENT & COLLABORATIVE LEARNING TIME.**



### PLANNED ACTIONS:

1. Provide staff training in new History/SS curriculum.
2. Monitor implementation of World History course and make appropriate modifications as needed.
3. Implement new Student Information System for better data collection and reports.
4. Develop progress monitoring and exit criteria for middle school intervention courses.
5. Provide targeted intervention in math and language arts intervention periods in the middle school.
6. Continue to analyze end of semester grades in subject and cross curricular PLCs.
7. Continue to train teachers in appropriate placement in curriculum and use of course modifications.
8. Continue to monitor progress and adjust instruction in math and reading based on STAR Enterprise assessments.
9. Track passing rates for students in all courses.
10. Revise disenrollment process.
11. Develop and implement an internal Special Education department to appropriately service students with special needs.

**GOAL 4: STUDENTS WILL HAVE EQUITABLE ACCESS TO RIGOROUS, WELL-ROUNDED, COMMON CORE ALIGNED CURRICULA IN A SAFE FACILITY, TAUGHT BY CALIFORNIA CREDENTIALLED TEACHERS, THAT ASSURES READINESS FOR A FULL RANGE OF POST-GRADUATION OPTIONS.**

### PLANNED ACTIONS:

1. Hire only California credentialed teachers for all core subjects.
2. Send school counselor to training on college admissions and financial aid for students.
3. Continue to conduct financial aid workshops for families and hold individual counseling by appointment.
4. Conduct resume writing and interview workshops for students.
5. Increase the number of Math 3 courses offered each year.
6. Change reading intervention programs for students grades 6-12 to personalize learning.
7. Increasing math intervention services through additional tutoring.



# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Pacific View Charter School	Gina Campbell Founding Executive Director	gcampbell1@pacificview.org 760-757-0161

## 2018-19 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Pacific View Charter School is a direct-funded K-12 WASC-accredited charter school situated in Oceanside serving approximately 500 students each year. It provides a combination/hybrid of classroom and non-classroom-based instruction through a Personalized Learning Model. In August 2015, PVCS opened an additional site in Moreno Valley, which currently serves 130 students in grades K-12, through a non-classroom based Learning Center.

Pacific View Charter School (PVCS) opened its doors to the community in August 1999 serving grades K-12 and is authorized through Oceanside Unified School District (OUSD). In 2008 PVCS moved to its current facility, which was then purchased in 2010 and is situated in Oceanside, California. The students who come to Pacific View are those seeking an alternative to the traditional school

setting. High school students choose PVCS predominantly in their 11th or 12th grade year and are credit deficient and in need of a more personalized approach and attention to their learning needs. PVCS serves the community by giving at-risk students an educational program that meets their social, emotional and academic needs and allows them to remain in school until graduation, which may go beyond four years. Families in the K8 program choose PVCS for the smaller school environment and the flexibility provided by the program.

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

Pacific View Charter School provides every student with a rigorous Common Core and NGSS aligned academic curriculum and provides numerous academic interventions to address the learning gaps of its students. PVCS provides students with a small, safe environment in which all students are nurtured and encouraged to thrive.

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Pacific View Charter School has identified four areas in which to concentrate efforts and school resources in order to maximize student learning and growth in the coming school year. They are as follows:

- To ensure that students have access to appropriate curriculum and instruction and are provided with a variety of options to prepare them for life beyond high school.
- To continue to build a strong school community that meets students' academic as well as social emotional needs and increases motivation.
- To continue to develop and refine a professional development plan that will guide teachers in providing appropriate instruction in the common core state standards in order to ensure the diverse learning needs of all students are met with a focus in reading.
- In order to make sure that all PVCS staff are working towards schoolwide goals and expectations, the school will provide staff development and collaborative learning time devoted to detailed analysis of student performance and progress and will make data driven changes as needed.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

\*Largest Graduating Class in school history

\*Continue to enroll students concurrently in community college: 28 in community college; 26 in adult education

\*68% of high school math students testing at urgent intervention progressed at least one proficiency band. 78% of high school math students testing at intervention moved by at least one proficiency band.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

-Better intervention for reading schoolwide to move students to grade level. Only 54% of high school students testing at urgent intervention progressed by at least one proficiency band.

-Need to implement a schoolwide instructional framework and focus to guide instruction.

-Need to better service special needs students by becoming own LEA for Special Education.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

n/a

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## Increased or Improved services

The following services are provided to all students including low-income, EL and foster youth. Both foster youth and EL students make up less than 10% of total school population. Low income student comprise \_\_\_\_% of the student population. Professional development in specific areas listed below are targeted with the focus on unduplicated count students.

- Access to college and career presentations, field trips, and college/career planning services
- Appropriate reading and math interventions provided to struggling students
- Access to onsite IMF Counselor and School Counselor
- Access to bilingual staff members for translation services
- Resources in Student Services for access to community resources
- Additional professional development training in ELD instructional strategies and Foster Children policies and regulations
- Additional professional development training in targeted intervention for struggling learners

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 6,600,743
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 5,965,571

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Prop 39 Clean Energy Jobs Act and Special Education expenditures are not included in LCAP budget. Marketing is not included in LCAP budget with the exception of field trip related expenditures listed under Marketing Budget category.

Pacific View Charter School considers the LCAP an overall budgeting plan to meet and exceed students needs. Expenditures included in LCAP in addition to LCFF generated revenue are Educator Effectiveness, Unrestricted Lottery, Restricted Lottery, Mandated Costs,

Interest & various Local Revenue. LCFF Revenue calculation below include EPA and property tax projections for 2018/19 of \$2,630,044.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 6,056,712



# Annual Update

**LCAP Year Reviewed: 2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, 3

Local Priorities: School climate

## Annual Measureable Outcomes

Expected

Actual

Students will increase knowledge of post secondary options and build relationships with local businesses.

1 staff member oversees work experience and work permits. 56 students were issued work permits to be employed in local businesses this year.

All graduating students met with school counselor to discuss post-secondary options

Increased the number of FAFSA workshops for families from 1/year to 5/year.

Expanded community relationships with Oceanside Police Dept. including students participating in Oceanside Youth Partnership.

All students have access and exposure to college and career presentations and field trips

Students visited UCSD, UCR, Palomar CC, MiraCosta CC and Moreno Valley College

Six presentations were held onsite

Students participated in field trips to JA Biztown, Oceanside City Hall, Palomar Planetarium, Youth in Court Day

Increase in number of students participating in student leadership and continuing to build positive relationships with staff, parents and other students to maintain low suspension rates and to continue to develop alternatives to suspension	Increased number of high school student clubs to six One middle school clubs established Program for peer mentoring through playground buddy program
More students and parents will receive assistance applying for colleges and financial aid and will have access to the experience of visiting colleges	Increased the number of FAFSA workshops for families from 1/year to 5/year Students visited UCSD, UCR, Palomar CC, MiraCosta CC and Moreno Valley College
Staff and students will be better prepared for a potential lockdown situation	Doubled the number of lockdowns on campus this year. Moreno Valley staff met with local law enforcement to provide as threat assessment of the facility
Decrease the number of unauthorized visitors and activity on campus	Researched possibility of installing gates around campus Researched possibility of parking permits for students on campus Implemented visitor passes for non-student visitors
Increase of growth mindset activities for students and instructional practices to increase motivation and decrease dropout rate.	All teachers began school year with growth mindset activities Visual reminders of growth mindset strategies present in classrooms Implemented new Study Skills course, which includes unit on growth mindset

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop partnerships with businesses to create internship and volunteer opportunities for students	Developed partnership with Oceanside police department for student participation in Oceanside Youth Partnership	11,490 Maintenance & Operations Budget Emergency Preparedness & Safety 62-00-0000-4300 & 5800	\$9,445 62-00-0000- 4300 & 5800

Continue to host college and career presentations and expand to K-4 and increase number in Moreno Valley.	<p>Moreno Valley students participated in field trips to UCR, Moreno Valley College and UCSD</p> <p>Doubled the number of presentations at Moreno Valley campus</p> <p>Expanded schoolwide presentations to include issues involving emotional health and safety so all students are prepared for life beyond high school</p>	<p>14,362</p> <p>Curriculum Budget Field Trips &amp; Student Participation &amp; Connectedness</p> <p>62-00-0000-4300 &amp; 5800</p>	<p>\$3,671</p> <p>Object codes</p> <p>62-00-0000-1110-1000-4300 &amp; 5800</p>
Expand the number of students participating in student clubs.	Increased the number of student clubs from 2 to 8 in the 2017-18 school year	<p>14,515</p> <p>Admin Budget Field Trips &amp; Emergency Preparedness &amp; Safety</p> <p>62-00-0000-4300 &amp; 5800</p>	<p>\$9,387</p> <p>62-00-0000-4300 &amp; 5800</p>
Increase the number of visits to public and private colleges.	Increased college visits from 3 to 5	<p>7,500</p> <p>Management Information System Budget Student Connectedness</p> <p>62-00-0000-4300</p>	<p>\$2,403</p> <p>62-00-0000- 4300</p>
Increase frequency and effectiveness of lock down drills	Doubled the number of lock down drills. Continued need to increase effectiveness in drills.	<p>10,705</p> <p>Marketing Student Connectedness/Field Trips</p> <p>62-00-0000-5800</p>	<p>\$9,509</p> <p>62-00-0000-5800</p>
Installation of security cameras and require visitor badges for all visitor to increase campus surveillance	<p>Security cameras installed on Oceanside campus.</p> <p>Visitor badges required for all visitors on both campuses.</p>	<p>93,699</p> <p>Personnel Budget Student, Parent &amp; Community Connectedness</p> <p>62-00-0000-1300, 2300 &amp; 2400</p>	<p>\$103,608</p> <p>62-00-0000-1300,2300,2400</p>

Implement growth mindset instructional practices schoolwide	Growth mindset strategies implemented in the first weeks of school. Study Skills course developed for high school students, which includes unit on growth mindset.		

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Resources and services involving college and career opportunities were expanded. Schoolwide presentations were provided to students which also included information about health and safety issues. School connectedness and student leadership opportunities were increased through the creation of additional student clubs including in the middle school and on Moreno Valley campus. A study skills course was developed and taught to help high school students develop resilience and perseverance in their coursework. Student engagement on campus was encouraged through adoption of performing arts unit and continued schoolwide events such as Field Day and Winterfest.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students engagement increased as measured by the number of students participating as well as the overall increase in number of clubs created. This has also led to an increase in student leadership as the creation of clubs requires student initiative and teacher willingness to volunteer as an advisor. Students showed resilience and perseverance resulting in an increase in the number of students graduating. school performances and presentations resulted in an increase of parents accessing the campus. Students also demonstrated connectedness to the school community by volunteering their time as playground buddies. College and career presentations were well attended, demonstrating interest in post-secondary planning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2017/18 LCAP budget was based upon 2017/18 Proposed/Adopted. Many changes have taken place throughout the ensuing school year. Estimated Actuals are the most accurate presentation of where expenditures are anticipated to be by June 30, 2018. Unaudited actuals will be completed upon final closing of 2017/18 in August 2018.

Following are explanations of some changes:

- Various Events had to be cancelled due to inadequate interest and participation
- Furniture purchases for classrooms were reduced until sufficient funds were available to create a more efficient 21st Century Learning Environment
- Parent volunteers transported students to several events
- Our partnership with MiraCosta College provides us with Ambassadors who come and meet with students
- There were also many enrichment offerings for students to participate in
- Salaries were increased due to across the board salary schedule increases for Classified and Certificated Staff
- Staff has ongoing training regarding Restorative Justice and Mindset

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In order to meet this goal in the 2018-19 school year, the following changes will be made in the actions/services for next year and can be found on pages 26-31 of the LCAP:

- Refine focus away from possible internships for students to providing more teaching of college/career skills and opportunities for students in grades K-8.
- Host resume and interview skills workshops for high school students.
- Increase the number of college and career workshops in Moreno Valley.
- Increase the number of certificate program presentations and explore possibilities for credit.
- Research current trends in school safety and collaborate with law enforcement to refine safety plans.

## Goal 2

Continue to develop and refine a professional development plan that will support common core state standards and research-based pedagogical strategies in order to ensure the diverse learning needs of all students are met.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Local Priorities:

### Annual Measureable Outcomes

Expected

Actual

Implementation of integrated eld strategies across the curriculum school-wide	ELD strategies have been implemented in science, reading and math intervention courses.
Implementation of common core teaching strategies in math class	Common core teaching strategies are implemented in math courses
Increases in student productivity and learning and reduction of discipline issues.	Increase in students on campus to access services. Maintained low suspension rate. ADA = 98%. 109 students graduated this year, an increase of 15%
Increase of growth mindset activities for students and instructional practices	Growth mindset activities implemented in courses at beginning of year in elementary/middle school and high school intervention courses. Study Skills course developed with growth mindset unit.
Staff is prepared to intervene and react appropriately to student mental health issues	All staff prepared through professional development
Maintain low suspension rate	Suspension rate maintained at 9.7%

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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ELA teachers will attend training in CCSS and ELD instructional strategies	All ELA teachers attended webinar in ELL Strategies 7 teachers attended professional development on math and ELA best practices for high school students 3 teachers attended training on teaching ELL students	144,362 Personnel Budget 10% Supervisory Participation in Professional Development 62-00-0000-1100, 1200, 1300, 2300, 2400 & 3000 benefits	\$145,076 62-00-0000-1100,1300,2400, 3000
Math teachers will attend training in implementing common core teaching strategies	2 math teachers attended professional development on mathematical mindset development 7 teachers attended professional development on math and ELA best practices for high school students	92,865 Curriculum Budget Professional Development & Supplies 62-00-0000-5200 & 62-00-6264-4300 & 5200	\$68,528 62-0000- 4300, 5200, 5800 & 62-00-6264-1110-1000-5200
All teachers will be trained in classroom management and lesson design	All teachers were observed and coached by administration in instructional practices and lesson design 3 teachers attended professional development on teaching resistant learners	5,539 Admin Budget Professional Development 62-00-0000-5200	\$7,307 62-00-0000-5200-060
All staff will continue training in growth mindset theory and instructional practices	2 teachers attended training on growth mindset and shared strategies with all instructional staff.		
All staff will be trained in student mental health awareness, suicide awareness and trauma informed care	All staff trained in student mental health awareness, suicide awareness and trauma informed care by Dr. Lisa Boesky		
Continue to implement research-based alternatives to suspension	staff continued to implement restorative practices strategies.		

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Teachers were trained in ELL and math teaching strategies and shared best practices with all staff. Staff worked to meet the learning needs of students through training in growth mindset and mental health issues as well as behavior challenges on campus. All staff continues to implement restorative practices as an alternative to traditional discipline and to maintain low suspension rate of 9.7%.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Although some teachers were trained in ELL and common core teaching strategies, students continue to perform below standards on state assessments. Students scoring at benchmark or above maintain that level throughout the school year, but students who enter the school performing below benchmark are not making significant gains. This indicates a need for improvement in professional development for all instructional staff in teaching targeted interventions for struggling learners. Mental health trainings provided staff with the tools to make appropriate referrals for students and families in need of additional supports.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2017/18 LCAP budget was based upon 2017/18 Proposed/Adopted. Many changes have taken place throughout the ensuing school year. Estimated Actuals are the most accurate presentation of where expenditures are anticipated to be by June 30, 2018. Unaudited actuals will be completed upon final closing of 2017/18 in August 2018.

Following are explanations of some changes:

- Middle School curriculum was placed on hold to research further options for the best student impact and results
  - Options for EL workshops were limited and certificated staff that attended EL workshops trained staff on site
  - Professional counseling services at the Moreno Valley site were difficult to locate and provide, staff continues to research viable options
- Research was conducted on PD opportunities for EL instruction but none were identified as appropriate.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In order to meet this goal for the 2018-19 school year, the following changes will be made to the actions/services for 2018-19 and can be found on pages 35-39 of the LCAP

- Implement instructional focus schoolwide and provide staff development in reading strategies and vocabulary development.



- Schoolwide training on teaching reading
- Math teacher training math talk and possible classroom observations at other school sites
- Train all staff on instructional framework
- Train teachers to use Star Enterprise instructional planning reports to target gaps in learning and provide intervention in classes and meetings.
- Development and implementation of alternative to suspension program

## Goal 3

Continue to develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities: Make informed decisions that are data driven

## Annual Measureable Outcomes

### Expected

### Actual

Develop a plan for monitoring and evaluating academic performance in science and social studies	Redirected focus to learning about new state history framework and aligning courses to meet new requirements.
Students will be appropriately placed and exited from interventions in order to reach English language proficiency and proficiency in math	Students are appropriately placed and exited from interventions in high school. Redesigned middle school schedules to allow for movement between intervention and extension as appropriate.
Curricular modifications will be made to best meet students needs based on input from all departments	Staff continues to create and modify curriculum to meet the needs of students.
Students will be appropriately placed in curriculum so more students have access to A-G approved courses	Below grade level students are placed in non-A-G intervention courses based on their incoming levels in math and reading. These intervention

	courses prepare students to access A- G courses. All grade level students have access to A-G courses.
Make modifications to instructional practices and curricular placement in math and English courses	Additional instruction was provided to below grade level students in math.
Improve retention rates for students	Began process to accurately track attrition.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Research ways to assess student ability to apply science and social science knowledge to specific content.	History department trained in new framework. Changed focus to aligning courses to new requirements.	276,852 Personnel Budget Personnel involvement for ongoing analysis of student performance & progress 62-00-0000-1100, 1200, 1300, 2100, 2300, 2400 & 3000 Benefits	\$271,939 62-00-0000-1100, 1200, 1300, 2100, 2400, & 3000
Develop entrance and exit criteria for middle school intervention courses.	Entrance criteria was developed, but space constraints resulted in no students being able to exit. New schedule developed for 18/19 school year to allow for movement as student skill levels grow.	95,865 Curriculum Budget Supplies, Professional Development & services for student performance & progress 62-00-0000-4300, 5200 & 5800	\$92,889 62-00-0000-3110-5800 & 4300-050
Continue analysis of end of semester grades in subject and cross curricular PLCs	Grades were analyzed in PLCs for both mid-year and end of year data.	5,484	\$1,859

		Admin Budget postal supplies to communicate student progress & performance 62-00-0000-5900	62-00-0000-5900-010
Continue to train teachers in appropriate placement in curriculum and use of course modifications.	Teachers continue to be trained in curriculum and course modifications.		
Continue to monitor progress in math and reading on STAR Enterprise assessments.	Progress continues to be monitored. Students are assessed multiple times throughout the school year.		
Track passing rates for students in math and ELA courses	Grades are examined each semester and teachers compare to state and local assessments.		
Track information on attrition	NEED DATA		

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Staff is provided weekly collaborative learning time through structured PLCs where semester grades, state assessment and local assessment data is analyzed. Hiring a school counselor has allowed additional analysis of student progress towards graduation. Contracting with Palomar Family Counseling has provided a system of addressing student behavior needs and mental health and tracking their progress.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, staff is effectively monitoring student grade data and making appropriate curricular modifications as needed. Evaluation of local assessment data in math and reading has presented a need for additional scrutiny of identified areas of growth and targeted

intervention. There is also an identified need for additional teacher training in the use of curricular modifications in the high school courses and differentiation strategies schoolwide.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2017/18 LCAP budget was based upon 2017/18 Proposed/Adopted. Many changes have taken place throughout the ensuing school year. Estimated Actuals are the most accurate presentation of where expenditures are anticipated to be by June 30, 2018. Unaudited actuals will be completed upon final closing of 2017/18 in August 2018.

Following are explanations of some changes:

- Communications with parents take place in person during teacher meetings and through the convenience of email and social media as well
- Counselor was not hired until late fall and the original budget reflects a full time equivalent for the entire school year
- Continuing efforts to find additional Counseling at Moreno Valley site for students with social emotional challenges

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In order to meet this goal for the 2018-19 school year, the following changes will be made to the actions/services for 2018-19 and can be found on pages 44-48 of the LCAP:

- Provide targeted intervention in math and language arts intervention periods middle school.
- Train teachers on new History/SS curriculum
- Monitor implementation of new World History course and modify as needed
- Purchase and deploy new SIS system
- Revise disenrollment process
- Create an internal special education department to service all students with special needs.

# Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2,7  
Local Priorities: access to curriculum

## Annual Measureable Outcomes

Expected	Actual
Students will be taught by qualified California credentialed teachers	All teachers are Ca. credentialed
Increase options for students taking math, including higher level math to improve math scores on statewide assessments	Math 3 and Statistics/Probability courses offered to high school students. 19/21 students in math 3 tested far above benchmark and continued to perform far above benchmark through the course. The two students scoring on watch, progressed to benchmark during the duration of the course.
Increase instructional support in math and reading for grades 5-8	Purchased curriculum for math grades 7 & 8. Added math intervention for grades 6-8. Math tutoring was offered in grades 5-8. English 3D, Corrective Reading interventions offered for students struggling in reading.
Maintain a clean and safe facility	Facility continues to be clean and safe.Safety plan is updated annually for both school sites.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
-----------------------------	----------------------------	--------------------------	----------------------------------

Hire only California credentialed teachers for core subject	Only Ca. credentialed teachers hired.	2,369,757 Personnel Budget Hire & retain certificated teachers, counselor, admin staff, instructional aides & office staff to provide Goal #4 actions & services 62-0000-1100, 1200,1300, 2100, 2300, 2400 & 3000 Benefits	\$2,722,551 62-00-0000-1100,1200,1300,2100, 2300,2400 &3000
Send school Counselor to training on college admissions and financial aid for students	School counselor attended the following counselor trainings: Cal. State High School counselor conference, UC Counselor conference, CSAC conference.	814,585 Personnel Budget EPA resource to Hire & retain certificated teachers 62-00-1400-1100 & 3000 Benefits	\$857,317 62-00-1400-1100 & 3000
Continue to conduct financial aid workshop for families and individual counseling by appointment	5 Financial Aid workshops held this year. All graduating students attended individual counseling sessions with school counselor.	684,324 Admin Budget Provide Workers Comp, Supplies, Professional Development, memberships, outside services & communication 62-00-0000-3501, 4300, 5200, 5300, 5800 & 5900	\$602,151 62-00-0000-4300, 5200, 5200-060 5300, 5800, 5800-002, 5800-010, 5900-010, 5900-020
Investigate opportunities for internships with local businesses	Staff attending training on developing CTE program of study and met with county coordinators to investigate internship opportunities and CTE courses.	127,313 Curriculum Budget Provide textbooks, other books, instructional	\$104,062 62-00-0000-000 1110-1000-4100, 4300, 5200, 5800

		supplies, professional development and curriculum necessary to achieve Goal #4 62-0000-4100, 4300, 5200 & 5800	
Add 3 additional high school math courses including higher level Statistics courses	Added Integrated Math 3A, 3B, Statistics A and Statistics B	70,891 Curriculum/Unrestricted Lottery Provide instructional supplies & curriculum 62-1100-4300 & 5800	\$55,200 62-00-0000-5800-085
Change reading intervention program for elementary students	Offered reading intervention through Corrective Reading and Journey's Intervention Solutions instead of ReadLive	22,154 Curriculum/Restricted Lottery Provide instructional supplies & curriculum 62-6300-4300 & 5800	\$30,514 62-00-0000- 5800
Expand math intervention for middle school students	A math intervention period was added to the school day for all middle school students.	14,055 Graduation 62-00-0000-4300 & 5800	\$9,792 62-00-0000-4300-090 & 5800-090
		173,875 62-00-0000-4300, 5200, 5800 & 5900 Management Information Services Provide supplies, professional development & communication	\$139,006 62-00-0000-4300, 5200, 5800, 1110-1000-4300 1110-1000-5800 1110-1000-5900-010

		342,375 62-00-0000-4300, 5500 & 5800 Maintenance & Operations Provide supplies, utilities, outside services for facilities & services	\$252,711 62-00-0000-4300, 5800, 5800-030

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

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

Purchased common core aligned curriculum for grades 7 and 8 in both math and language arts. Added 4 additional upper-level high school math courses and sent teachers to trainings on teaching the common core standards. Monthly Fire and periodic lock down drills were held at both facilities. An administrator attended options based response training for school safety. Hired five Ca. credentialed teachers. Hired a Ca. credentialed school counselor who met with all graduating students to discuss and plan post-secondary options.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

In high school, yearly learning planners are created by the school counselor and monitored by teachers to ensure that students are appropriately placed in curriculum to meet graduation requirements. Effectiveness is demonstrated by the number of graduates being the highest ever in the 17/18 school year. 19/21 students in math 3 tested far above benchmark and continued to perform far above benchmark through the course. The two students scoring on watch, progressed to benchmark during the duration of the course.



Although new curriculum was implemented, passing rates in middle school math and language arts is an area of growth for the school. Preliminary training in option-based response indicates a need for further research and training in order to be implemented at the school. Teachers were hired in response to school growth. 85 graduating students left high school with a plan to attend community college or university, while 20 planned to join the workforce and 4 planned to join the military.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2017/18 LCAP budget was based upon 2017/18 Proposed/Adopted. Many changes have taken place throughout the ensuing school year. Estimated Actuals are the most accurate presentation of where expenditures are anticipated to be by June 30, 2018. Unaudited actuals will be completed upon final closing of 2017/18 in August 2018.

Following are explanations of some changes

- Salaries were increased due to across the board salary schedule increases
- Facility painting was not completed this year due to inability to schedule around students time on campus
- Hiring Architect for future build out of Oceanside site was delayed until 2018/19
- Counseling for Moreno Valley site was not secured and is still being actively researched for the best option to provide students the assist they require
- Certificated staff did not attend CAWEE Conference, will be scheduled for participants next year
- HVAC maintenance expenditures were lower than projected in the Working Adopted Budget
- Janitorial expenditures were lower than projected in the Working Adopted Budget
- New phone equipment was not installed during this school year due to other pressing issues the Management Information Systems personnel had to address

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In order to meet this goal for the 2018-19 school year, the following changes will be made to the actions/services for 2018-19 and can be found on pages 51-53 of the LCAP:

- Increase the number of Math 3 courses offered each year
- Change the reading intervention program for grades 6-12
- Increase math intervention services grades 6-12

# Stakeholder Engagement

LCAP Year: 2018/19

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Involvement in the annual update and developing the new 2018-19 goals has been an ongoing collaborative effort with stakeholders. Collaboration occurs through the following methods:

Discussions in weekly meetings between teachers, parents and students, surveys were administered in both English and Spanish, eblasts, announcements on the school's website and on Schoology, parent meetings (including translation services), and visits to group home site for foster youth. In addition, regular ongoing conversations have taken place with probation officers. Consulting with students took place at all grade levels.

Grades K-8: bimonthly meetings between teachers, parents, and students

Grades 9-12: weekly meetings between teachers parents and students.

The results of the parent, student and staff surveys are:

**Parent Survey:** Survey results indicated that parents of PVCS students continue to be satisfied with the education that their child is receiving. 85% of parents rated themselves as satisfied and very satisfied with the school in general and 95% rated their child's experience with their Supervisory Teacher as Good or Great, which is higher than the previous year's results. 92% believe that their students are receiving appropriate instructional support at PVCS. Conversely, only 75% of families believe that PVCS is preparing their students for life beyond high school, a 14 point drop from the previous year, indicating that PVCS needs to sustain and grow efforts to implement a college and career going culture on campus. The survey also indicates interest by the majority of parents in finding more opportunities to be involved at PVCS, specifically in parent events and workshops (31%), in volunteer opportunities during the school day (28%). This year, there was a dramatic increase in parents who feel they can access their student information digitally (69% up from 42% in the previous year, indicating that efforts to train parents in the digital tools available to them have been successful.

**Staff Survey:** 93% of staff at PVCS feel they have the necessary tools to be successful at their jobs. 94% of staff stated that they feel that the professional development offered provided useful information that helped them perform better at their jobs, a 27 point increase from the previous year, indicating that efforts to prioritize professional developments has been noticed and well received. 100% of staff members stated that they were satisfied with their positions at PVCS, a dramatic increase from last year's 67%.

**Student Survey:** 94% of responding students rated their overall satisfaction with the school as good to great, consistent with the previous year's results. 94% of students feel supported by their teachers and that they received sufficient help with their school work. 75% of students said they felt that PVCS was preparing them well for life beyond high school, which is a 15 point drop from last year, indicating that PVCS needs to concentrate more efforts on creating a college and career going culture on campus. 90% of students feel supported in overcoming difficulties, a 10% increase over last year. Less than half of the students attend presentations and events at PVCS, indicating a need for the school to find more opportunities for all student to connect to and build school culture and connectedness. Students would like to have more clubs, sports and field trips, including college trips.

### Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Based on both parent and student desire for more preparation for college and career, PVCS is taking the following actions:

- Increase frequency of college visits and presentations on both campuses
- Develop plan for teaching students in grades K-8 about post-secondary options
- Develop and host resume building and interview skills workshops for students
- Increase number of 1:1 meetings with student, families and counselor in grades 9-11
- Increase number of presentations on certificate programs offered by local organizations and explore possibility of offering credit for programs

In order to increase student connectedness to school, PVCS plans to:

- Increase number of student clubs on both campuses
- Add Enrichment and Intervention to middle school schedule in Moreno Valley
- Embed growth mindset activities in intervention courses in grades 6-12
- Develop alternative to suspension program
- Increase opportunities for peer mentoring

# Goals, Actions, & Services

Strategic Planning Details and Accountability  
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 1

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

### State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, 3  
Local Priorities: [List Local Priorities here]

### Identified Need:

Increase services at Moreno Valley campus

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students will increase knowledge of post secondary options and build relationships with	zero students participate in school internships.	1 staff member oversees work experience and work permits. __ students were issued work permits to be	Students will increase knowledge of post-secondary options.	[Add outcome here]

local businesses.		<p>employed in local businesses this year.</p> <p>All graduating students met with school counselor to discuss post-secondary options</p> <p>Increased the number of FAFSA workshops for families from 1/year to 5/year.</p> <p>Expanded community relationships with Oceanside Police Dept. including students participating in Oceanside Youth Partnership.</p>		
All students have access and exposure to college and career presentations and field trips	grades 7-12 have access to college and career presentations field trips	<p>Students visited UCSD, UCR, Palomar CC, MiraCosta CC and Moreno Valley College</p> <p>Six presentations were held onsite</p> <p>Students participated in field trips to JA Biztown, Oceanside City Hall, Palomar Planetarium, Youth in Court Day</p>	All students have access and exposure to college and career presentations and field trips	[Add outcome here]
Increase in number of students participating in student leadership and continuing to build positive relationships with staff, parents and other students to	25 students participated in 3 clubs	<p>Increased number of high school student clubs to six</p> <p>One middle school clubs established</p> <p>Program for peer mentoring through playground buddy program</p>	Students will continue to build positive relationships through a peer mentoring program.	[Add outcome here]

maintain low suspension rates and to continue to develop alternatives to suspension				
			Students will be recognized for positive relationship building and following school code of conduct	
			Students will have an alternative to suspension	
More students and parents will receive assistance applying for colleges and financial aid and will have access to the experience of visiting colleges	high school students went to 4 schools	Increased the number of FAFSA workshops for families from 1/year to 5/year Students visited UCSD, UCR, Palomar CC, MiraCosta CC and Moreno Valley College	More students and parents will receive assistance applying for colleges and financial aid and will have access to the experience of visiting colleges	
Staff and students will be better prepared for a potential lockdown situation	1 lockdown drill conducted	Doubled the number of lockdowns on campus this year. Moreno Valley staff met with local law enforcement to provide a threat assessment of the facility	Staff and students will be better prepared for a potential lockdown situation	
Decrease the number of unauthorized visitors and activity on campus	unauthorized visitors have been on campus	Researched possibility of installing gates around campus Researched possibility of parking permits for students on campus Implemented visitor passes for non-student visitors	Decrease the number of unauthorized visitors and activity on campus	

Increase of growth mindset activities for students and instructional practices to increase motivation and decrease dropout rate.	Awareness of growth mindset by staff	All teachers began school year with growth mindset activities Visual reminders of growth mindset strategies present in classrooms Implemented new Study Skills course, which includes unit on growth mindset	Increase of growth mindset activities for students and instructional practices to increase motivation and decrease dropout rate.	
			Increase student motivation and success through implementation of instructional framework and instructional focus.	

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[All Students]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[All Schools]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Low income and foster youth

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools, emphasis on Moreno Valley Campus

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

	New	[Add 2019-20 selection here]
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#### 2017-18 Actions/Services

Develop partnerships with businesses to create internship and volunteer opportunities for students

#### 2018-19 Actions/Services

Develop plan for teaching students in grades K8 about post-secondary options.

#### 2019-20 Actions/Services

[Describe the 2019-20 action/service here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

	New	[Add 2019-20 selection here]
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#### 2017-18 Actions/Services

Develop partnerships with businesses to create internship and volunteer opportunities for students

#### 2018-19 Actions/Services

Develop and host resume building and interview skills workshops for students

#### 2019-20 Actions/Services

[Describe the 2019-20 action/service here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

	Modified	[Add 2019-20 selection here]
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#### 2017-18 Actions/Services

Continue to host college and career presentations and expand to K-4 and increase number in Moreno Valley.

#### 2018-19 Actions/Services

Continue to host college and career presentations and expand to 6-8 and increase number in Moreno Valley.

#### 2019-20 Actions/Services

[Describe the 2019-20 action/service here]



**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Increase number of presentations on certificate programs offered by local organizations and explore possibility of offering credit for programs.

[Describe the 2019-20 action/service here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Expand the number of students participating in student clubs.

Expand the number of students participating in student clubs.

[Describe the 2019-20 action/service here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Expand middle school schedule in Moreno Valley to include Enrichment and Intervention

[Describe the 2019-20 action/service here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

	Modified	[Add 2019-20 selection here]
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase the number of visits to public and private colleges.	Increase the number of visits to public and private colleges with an emphasis on particular program visits.	[Describe the 2019-20 action/service here]

### **Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase frequency and effectiveness of lock down drills	Increase frequency and effectiveness of lock down drills through annual staff training at beginning of each school year	[Describe the 2019-20 action/service here]

### **Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase frequency and effectiveness of lock down drills	Research current trends in school safety and preparedness and continue to collaborate with law enforcement	[Describe the 2019-20 action/service here]

### **Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
installation of security cameras and require visitor badges for all visitor to increase campus surveillance	Research possibility of installing security cameras at Moreno Valley site.	[Describe the 2019-20 action/service here]

### **Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
I	Continue to have monthly detection dogs on campus to ensure student safety	[Describe the 2019-20 action/service here]

### **Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement growth mindset instructional practices schoolwide	Embed growth mindset activities in intervention courses in grades 6-12	[Describe the 2019-20 action/service here]

### **Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Implement schoolwide instructional framework, system of teacher evaluation, and instructional focus to drive teaching and learning.	[Describe the 2019-20 action/service here]

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	14,515	15,819	[Add amount here]
Source	Administration Budget	Administration Budget	[Add source here]
Budget Reference	62-00-0000-4300/5800	62-00-0000-4300/5200/5800	[Add budget reference here]

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	14,362	19,135	[Add amount here]
Source	Curriculum Budget	Curriculum Budget	[Add source here]
Budget Reference	62-00-0000-4300/5800	62-00-0000-4300/5800	[Add budget reference here]

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7,500	8,310	[Add amount here]
Source	Management Information Systems Budget	Management Information Systems Budget	[Add source here]
Budget Reference	62-00-0000-4300	62-00-0000-4300	[Add budget reference here]

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	11,490	32,472	[Add amount here]
Source	Maintenance & Operations Budget	Maintenance & Operations Budget	[Add source here]

Budget Reference	62-00-0000-4300/5800	62-00-0000-4300/5800	[Add budget reference here]
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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	93,699	91,805	[Add amount here]
Source	Personnel Budget	Personnel Budget	[Add source here]
Budget Reference	62-00-0000/1300/2300/2400& 3000's	62-00-0000 & 1400/1100/1200/1300/2100/2300/2400 & 3000's	[Add budget reference here]

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,705	11.006	[Add amount here]
Source	Marketing Budget	Marketing Budget	[Add source here]
Budget Reference	62-00-0000-5800	62-00-0000-5800	[Add budget reference here]

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 783,128

14.85 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Supplemental and Concentration Grant Funds are based on the LCFF calculated percentage of 14.85% schoolwide. Increase in actions and services benefit the entire student population. Following are the areas that unduplicated students are anticipated to improve significantly for 2018/19.

Implementation of schoolwide focus will support ELL students in developing vocabulary and reading skills.

Increase in number of FAFSA workshop will support low income and foster students

Resume and interview skill workshops will support low income students in developing workability skills

Peer mentoring programs will target ELL and Foster youth students in particular

Embedded growth mindset practices in intervention course will benefit ELL students in improving math and reading scores

All staff will continue to be trained in student mental health awareness, suicide awareness and trauma informed care which will support the needs of foster and low income students.

Continue to implement research-based alternatives to suspension to support foster and low income students.

Training for teachers in common core strategies and instructional practices will assist low income and foster students in meeting their educational goals.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Continue to host college and career presentations and expand to 6-8 and increase number in Moreno Valley. Embed growth mindset activities in intervention courses in grades 6-12. Implement schoolwide instructional framework, system of teacher evaluation, and instructional focus to drive teaching and learning. Develop and host resume building and interview skills workshops for students.

# Goals, Actions, & Services

Strategic Planning Details and Accountability  
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

## Goal 2

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

### State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7  
Local Priorities:

### Identified Need:

Instructional focus/framework to guide professional development

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of integrated eld strategies across the curriculum school-wide	ELD was taught in intervention courses	ELD strategies have been implemented in science, reading and math intervention courses.	Implementation of targeted reading strategies and vocabulary development for below grade level readers.	[Add outcome here]

implementation of common core teaching strategies in math class	limited implementation of common core teaching strategies	Common core teaching strategies are implemented in math courses	Increase in student participation and engagement in math courses to improve performance	[Add outcome here]
Increases in student productivity and learning and reduction of discipline issues.	Some teachers struggle with classroom management	Increase in students on campus to access services. Maintained low suspension rate. ADA = 98%. 109 students graduated this year, an increase of 13 students.	Increases in student productivity and learning and improvement in student behavior through restorative strategies.	[Add outcome here]
Increase of growth mindset activities for students and instructional practices	Awareness of growth mindset by staff	Growth mindset activities implemented in courses at beginning of year in elementary/middle school and high school intervention courses. Study Skills course developed with growth mindset unit.	Improvement in performance for most struggling students including passing rates in courses and gains in math and reading intervention	
Staff is prepared to intervene and react appropriately to student mental health issues	Staff is somewhat prepared to intervene and react appropriately to student mental health issues	All staff prepared through professional development	Staff is prepared to intervene and react appropriately to student mental health issues	
Maintain low suspension rate	Suspension rate is less than 5%	Suspension rate maintained at 9.7%	Maintain low suspension rate	

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:



**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

Schoolwide

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

[Add 2019-20 selection here]

2017-18 Actions/Services

ELA teachers will attend training in CCSS and ELD instructional strategies

2018-19 Actions/Services

Implement instructional focus schoolwide and provide staff development in reading strategies and vocabulary development.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

[Add 2019-20 selection here]

2017-18 Actions/Services

ELA teachers will attend training in CCSS and ELD instructional strategies

2018-19 Actions/Services

Provide schoolwide training from SDCOE in ELA strategies.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Math teachers will attend training in implementing common core teaching strategies	Send teachers to training on math talk	[Describe the 2019-20 action/service here]

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Math teachers will attend training in implementing common core teaching strategies	Research other schools to send math teachers for observation of math instruction.	[Describe the 2019-20 action/service here]

### **Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All teachers will be trained in classroom management and lesson design	Train teachers in schoolwide instructional framework.	[Describe the 2019-20 action/service here]

### **Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All teachers will be trained in classroom management and lesson design	Train teachers restorative practices through SDCOE	[Describe the 2019-20 action/service here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All staff will continue training in growth mindset theory and instructional practices	Train teachers to use Star Enterprise instructional planning reports to target gaps in learning and provide intervention in classes and meetings.	[Describe the 2019-20 action/service here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All staff will be trained in student mental health awareness, suicide awareness and trauma informed care	In house review of student mental health needs to ensure students are receiving appropriate support.	[Describe the 2019-20 action/service here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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Continue to implement research-based alternatives to suspension	Develop and implement an alternative to suspension program for students violating code of conduct.	[Describe the 2019-20 action/service here]
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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,539	8,092	[Add amount here]
Source	Administration Budget	Administration Budget	[Add source here]
Budget Reference	62-00-0000-5200	62-00-0000-5200	[Add budget reference here]

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	95,864	81,823	[Add amount here]
Source	Curriculum Budget	Curriculum Budget	[Add source here]
Budget Reference	62-00-0000/4300/5200	62-00-0000-4300/5200/5800	[Add budget reference here]

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	144.362	429,834	[Add amount here]
Source	Personnel Budget	Personnel Budget	[Add source here]
Budget Reference	62-00-0000 & 1400-1100/1200/1300/2300/2400/3000's	62-00-0000 & 1400-1100/1200/1300/3000's	[Add budget reference here]

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 783,128

14.85%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Supplemental and Concentration Grant Funds are based on the LCFF calculated percentage of 14.85% schoolwide. Increase in actions and services benefit the entire student population. Following are the areas that unduplicated students are anticipated to improve significantly for 2018/19. Implementation of targeted reading strategies and vocabulary development for below grade level readers will focus on ELL student learning. Alternatives to suspension will assist low income families by reducing costs of childcare. Training in ELA teaching strategies will focus on ELL students and SDAIE strategies. Training in mental health issues will include information on the special needs of Foster, EL and low income students.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Train teachers to use Star Enterprise instructional planning reports to target gaps in learning and provide intervention in classes and meetings. Implement instructional focus schoolwide and provide staff development in reading strategies and vocabulary development. Provide schoolwide training from SDCOE in ELA strategies. In house review of student mental health needs to ensure students are receiving appropriate support. Develop and implement an alternative to suspension program for students violating code of conduct.

## Goal 3

Continue to develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time

## Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities:

### Identified Need:

Need for deeper analysis for intervention/sped students and further training of staff in MV

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Develop a plan for monitoring and evaluating academic performance in science and social studies	do not have a plan for monitoring science and social studies performance	Redirected focus to learning about new state history framework and aligning courses to meet new requirements.	Full implementation of new history framework in middle school and high school world history course.	[Add outcome here]

Students will be appropriately placed and exited from interventions in order to reach English language proficiency and proficiency in math	Exit criteria does not exist	Students are appropriately placed and exited from interventions in high school. Redesigned middle school schedules to allow for movement between intervention and extension as appropriate.	Students will be appropriately placed, monitored throughout the school year and will be reviewed for exit from interventions in order to reach English language proficiency and proficiency in math	[Add outcome here]
Curricular modifications will be made to best meet students needs based on input from all departments	curricular modifications are made in subject PLCS only	Staff continues to create and modify curriculum to meet the needs of students.	Curricular modifications will be made to best meet students needs based on input from all departments	[Add outcome here]
Students will be appropriately placed in curriculum so more students have access to A-G approved courses	Over-reliance on Foundations curriculum, not enough use of curricular modifications	Below grade level students are placed in non-A-G intervention courses based on their incoming levels in math and reading. These intervention courses prepare students to access A- G courses. All grade level students have access to A-G courses.	Students will be appropriately placed in curriculum so more students have access to A-G approved courses	
Improve retention rates for students	Data is not currently tracked.	NEED DATA	Improve retention rates for students	

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

[Add 2019-20 selection here]

**2017-18 Actions/Services**

Research ways to assess student ability to apply science and social science knowledge to specific content.

**2018-19 Actions/Services**

Provide staff training in new HSS curriculum

**2019-20 Actions/Services**

[Describe the 2019-20 action/service here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

[Add 2019-20 selection here]

**2017-18 Actions/Services**

Research ways to assess student ability to apply science and social science knowledge to specific content.

**2018-19 Actions/Services**

Monitor implementation of World History course and make appropriate modifications as needed.

**2019-20 Actions/Services**

[Describe the 2019-20 action/service here]

**Actions/Services**



Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Implement new Student Information System for better data collection and reports.	[Describe the 2019-20 action/service here]

### **Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Develop entrance and exit criteria for middle school intervention courses.	Develop progress monitoring and exit criteria for middle school intervention courses.	[Describe the 2019-20 action/service here]

### **Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Develop entrance and exit criteria for middle school intervention courses.	Provide targeted intervention in math and language arts intervention periods middle school.	[Describe the 2019-20 action/service here]

### **Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Unchanged	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue analysis of end of semester grades in subject and cross curricular PLCs	Continue analysis of end of semester grades in subject and cross curricular PLCs	[Describe the 2019-20 action/service here]

### **Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Unchanged	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to train teachers in appropriate placement in curriculum and use of course modifications.	Continue to train teachers in appropriate placement in curriculum and use of course modifications.	[Describe the 2019-20 action/service here]

### **Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to monitor progress in math and reading on STAR Enterprise assessments.	Continue to monitor progress and adjust instruction in math and reading on STAR Enterprise assessments.	[Describe the 2019-20 action/service here]

### **Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Unchanged	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Track passing rates for students in math and ELA courses	Track passing rates for students in all courses	[Describe the 2019-20 action/service here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

	New	[Add 2019-20 selection here]
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Track information on attrition	Revise disenrollment process	[Describe the 2019-20 action/service here]
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Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

	New	[Add 2019-20 selection here]
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Track information on attrition	Continue to expand services provided to students and increase student engagement on campus.	[Describe the 2019-20 action/service here]
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## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

	New	[Add 2019-20 selection here]
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	Develop and implement an internal Special Education department to appropriately service students with special needs.	[Describe the 2019-20 action/service here]
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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,484	3,932	[Add amount here]
Source	Administration Budget	Administration Budget	[Add source here]
Budget Reference	62-00-0000-5800/5900	62-00-0000-5800/5900	[Add budget reference here]

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7,586	14,378	[Add amount here]
Source	Curriculum Budget	Curriculum Budget	[Add source here]
Budget Reference	62-00-0000-4300/5800	62-00-0000-4300/5800	[Add budget reference here]

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	276,852	792,987	[Add amount here]
Source	Personnel Budget	Personnel Budget	[Add source here]
Budget Reference	62-00-0000 & 1400/1100/1200/1300/2100/ 2300/2400/3000's	62-00-0000 & 1400/1100/1200/1300/3000's	[Add budget reference here]

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year:2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 783,128

14.85%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Supplemental and Concentration Grant Funds are based on the LCFF calculated percentage of 14.85% schoolwide. Increase in actions and services benefit the entire student population. Following are the areas that unduplicated students are anticipated to improve significantly for 2018/19.

Teacher training on use of instructional planning reports will also focus on the unique needs of ELLs.

Revision of disenrollment process will provide specific training to staff on disenrollment procedures for Foster youth. Services to continue to expand student engagement will target foster and low income students and include increase of school snacks provided to these students.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Continue to expand services provided to students and increase student engagement on campus. Continue to monitor progress and adjust instruction in math and reading on STAR Enterprise assessments. Provide targeted intervention in math and language arts intervention periods middle school.

# Goals, Actions, & Services

Strategic Planning Details and Accountability  
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.  
(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 4

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

### State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6  
Local Priorities:

### Identified Need:

Increase performance in language arts and math

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students will be taught by qualified California credentialed teachers	Students are taught by Ca credentialed teachers	All teachers are Ca. credentialed	Students will be taught by qualified California credentialed teachers	[Add outcome here]

Increase options for students taking math, including higher level math to improve math scores on statewide assessments	12 math courses currently offered	Math 3 and Statistics/Probability courses offered to high school students.	Increase number of Math 3 classes offered.	[Add outcome here]
Increase instructional support in math and reading for grades 5-8	students are receiving minimal intervention in math and reading	Purchased curriculum for math grades 7 & 8. Added math intervention for grades 6-8. Math tutoring was offered in grades 5-8. English 3D, Corrective Reading interventions offered for students struggling in reading	Increase instructional support in math and reading for grades 6-12	[Add outcome here]
Maintain a clean and safe facility	security cameras installed at end of 16/17 school year	Facility continues to be clean and safe. Safety plan is updated annually for both school sites.	Maintain a clean and safe facility	
			Students have exposure to a full range of post-secondary options.	

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

[Add 2019-20 selection here]

**2017-18 Actions/Services**

Hire only California credentialed teachers for core subject

**2018-19 Actions/Services**

Hire only California credentialed teachers for core subject

**2019-20 Actions/Services**

[Describe the 2019-20 action/service here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

[Add 2019-20 selection here]

**2017-18 Actions/Services**

Send school Counselor to training on college admissions and financial aid for students

**2018-19 Actions/Services**

Send school Counselor to training on college admissions and financial aid for students

**2019-20 Actions/Services**

[Describe the 2019-20 action/service here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

[Add 2019-20 selection here]

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**



Continue to conduct financial aid workshop for families and individual counseling by appointment	Continue to conduct financial aid workshop for families and individual counseling by appointment	[Describe the 2019-20 action/service here]
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### Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Investigate opportunities for internships with local businesses	Conduct resume writing and interview workshops for students	[Describe the 2019-20 action/service here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Add 3 additional high school math courses including higher level Statistics courses	Increase the number of Math 3 courses offered each year	[Describe the 2019-20 action/service here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Change reading intervention program for elementary students	Change reading intervention programs for students grades 6-12 to personalize learning	[Describe the 2019-20 action/service here]

## Actions/Services

Select from New, Modified, or Unchanged for  
2017-18

Select from New, Modified, or Unchanged for  
2018-19

Select from New, Modified, or Unchanged for  
2019-20

	Modified	[Add 2019-20 selection here]
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Expand math intervention for middle school students	Increasing math intervention services through additional tutoring	[Describe the 2019-20 action/service here]
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## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	684,324	858,548	[Add amount here]
Source	Administration Budget	Administration Budget	[Add source here]
Budget Reference	62-00-0000-000-3501/4300/5200/5300/5800/5900	62-00-0000-000-3212/3501/4300/5200/5300/5800/5900	[Add budget reference here]

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	220,358	149,491	[Add amount here]
Source	Curriculum Budget	Curriculum Budget	[Add source here]
Budget Reference	62-00-0000/4100/4300/5200/5800	62-00-0000/4100/4300/5200	[Add budget reference here]

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,184,342	3,043,535	[Add amount here]
Source	Personnel Budget	Personnel Budget	[Add source here]

Budget Reference	62-00-0000 & 1400/1100/1200/1300/2100/2300/2400/3000's	62-00-0000 & 1400/1100/1200/1300, 3000's	[Add budget reference here]
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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	176,875	75,279	[Add amount here]
Source	Management Information Systems Budget	Management Information Systems Budget	[Add source here]
Budget Reference	62-00-0000/4300/5800/5900	62-00-0000/4300/5200/5800/5900	[Add budget reference here]

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	342.375	323,054	[Add amount here]
Source	Maintenance & Operations Budget	Maintenance & Operations Budget	[Add source here]
Budget Reference	62-00-0000/4300/5500/5800	62-00-0000/4300/5500/5800	[Add budget reference here]

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	14,055	16,069	[Add amount here]
Source	Graduation Budget	Graduation Budget	[Add source here]
Budget Reference	62-00-0000/4300/5800	62-00-0000/4300/5800	[Add budget reference here]

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year:2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 783,128

14.85 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Supplemental and Concentration Grant Funds are based on the LCFF calculated percentage of 14.85% schoolwide. Increase in actions and services benefit the entire student population. Following are the areas that unduplicated students are anticipated to improve significantly for 2018/19.

Additional math tutoring will target low income and foster youth. Financial aid, resume and interview workshops will be designed for low income families as well as Spanish speaking families to support ELLs. The school counselor will attend training focused on providing college and career information specifically for low income families. Training for teachers on new reading intervention program will focus on strategies to help struggling ELL students.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Increasing math intervention services through additional tutoring. Change reading intervention programs for students grades 6-12 to personalize learning. Conduct resume writing and interview workshops for students. Continue to conduct financial aid workshop for families and individual counseling by appointment

Attachment C:  
Articles of Incorporation, Bylaws, and  
Conflict of Interest Code

ATTACHMENT C

ARTICLES OF INCORPORATION, BYLAWS,  
& CONFLICT OF INTEREST CODE

2167985

State of California

SECRETARY OF STATE

I, *BILL JONES*, Secretary of State of the State of California,  
hereby certify:

That the attached transcript of 2 page(s) has  
been compared with the record on file in this office, of  
which it purports to be a copy, and that it is full, true  
and correct.

IN WITNESS WHEREOF, I execute this  
certificate and affix the Great Seal of  
the State of California this day of

JUN 29 1999

*Bill Jones*  
Secretary of State

ARTICLES OF INCORPORATION  
OF  
PACIFIC VIEW CHARTER SCHOOL

FILED  
In the office of the Secretary of State  
of the State of California

JUN 24 1999

*Bill Jones*  
BILL JONES, Secretary of State

I

The name of this corporation is Pacific View Charter School.

II

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes.

B. The specific purpose of this corporation is to manage, operate, guide, direct and promote Pacific View Charter School, a California public school.

III

The name and address in the State of California of this corporation's initial agent for service of process is:

Gregory V. Moser  
c/o Foley & Lardner  
402 West Broadway 23<sup>rd</sup> Floor  
San Diego, California 92101

IV

A. This corporation is organized and operated exclusively for public purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.

V

The property of this corporation is irrevocably dedicated to public purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member hereof or to the benefit of any private person. Upon dissolution or winding up of this corporation, its assets shall be distributed to a California public entity engaged in education and/or a nonprofit fund, foundation or corporation which is organized and operated

exclusively for public purposes or for charitable purposes, and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

Dated: \_\_\_\_\_

6/23/1989



Gregory V. Moser, Incorporator



A0561797

FILED  
In the office of the Secretary of State  
of the State of California

MAR 15 2001

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CERTIFICATE OF AMENDMENT  
OF  
ARTICLES OF INCORPORATION

*Bill Jones*  
BILL JONES, Secretary of State

Janet Beck and Kathy Crouse, the undersigned, hereby certify that:

1. They are the president and secretary, respectively, of Pacific View Charter School, a California nonprofit public benefit corporation.

2. Paragraph A. of Article IV of the Articles of Incorporation of Pacific View Charter School is amended to read as follows:

This corporation is organized and operated exclusively for charitable and public purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

3. Article VI is added to the Articles of Incorporation of Pacific View Charter School as follows:

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law), or (b) a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law).

4. The foregoing amendments of Pacific View Charter School's Articles of Incorporation have been duly approved by its board of directors.

5. Pacific View Charter School has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this Certificate are true and correct of our own knowledge.

Date: March 5, 2001

*Janet Beck*  
Janet Beck, President  
*Kathy Crouse*  
Kathy Crouse, Secretary

**BYLAWS  
OF  
PACIFIC VIEW CHARTER SCHOOL**

**ARTICLE I  
Purposes**

The corporation is organized for the charitable and public purposes as specified in its Articles of Incorporation.

**ARTICLE II  
Offices**

Section 1.     Principal Office.

The corporation's principal office shall be located at such place within the County of San Diego, California as the Board of Trustees ("Board") shall determine. The Board has full power and authority to change the principal office from one location to another within the County of San Diego, California.

Section 2.     Other Offices.

Branch or subordinate offices may at any time be established by the Board at any place or places where the corporation is qualified to do business.

**ARTICLE III  
Membership**

Section 1.     No Members.

The Corporation shall have no members as that term is defined in Section 5056 of the California Nonprofit Corporation Law.

**ARTICLE IV  
Board of Trustees**

Section 1.     Powers.

Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, and such California local public agency laws of general application as may be applicable to the corporation, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or

committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

i. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; to fix their compensation; and to require security from them for faithful service;

ii. To conduct the affairs and activities of the corporation and to make such rules and regulations therefore which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws;

iii. To adopt, make and use a corporate seal and to alter the form of the seal from time to time;

iv. To borrow money and incur indebtedness for the purposes of the corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefore.

v. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;

vi. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property; and

vii. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose.

viii. To carry out such other duties as are described in the Charter of the Pacific View Charter School ("School") as approved by the Oceanside Unified School District.

Section 2.     Number of Trustees.

The number of trustees of the corporation shall be no less than three (3) and no more than five (5) unless and until changed by amendment of these bylaws. Trustees may include, but are not limited to, community members, business owners, educators, parent/guardians, and other Charter School operators. It is desirable for at least one (1) trustee to be a parent/guardian of a PVCS student.

a.     The Oceanside Unified School District shall be entitled shall be entitled to appoint a single representative to act as a liaison to serve in an advisory capacity to the Board of Trustees, but this liaison shall not serve as a member of the Board.

b.     All trustees (other than the District-appointed representative referred to in Section 2.a) shall be designated by the existing Board of Trustees. No former employee shall serve on the Board of Trustees unless such former employee previously served as a trustee after 2010, and is not an interested person as defined in Section 22 of Article IV of these bylaws. All current and future members of the Board of Trustees shall complete governance training.

Section 3.     Terms of Office of Trustees.

a.     Board Trustee One (1) President shall have a term of office of one (1) year.

b.     Board Trustee Two (2) First Vice President shall have a term of office of *one (1) years*.

c.     Board Trustee Three (3) and Four (4) shall have a term of office of one (1) year.

Section 4.     Resignation and Removal.

Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any trustee may resign effective upon giving written notice to the chairman, the president, the secretary, or the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective.

Any trustee, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Trustees at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the

charter authorizer. Any vacancy caused by the removal of a trustee shall be filled as provided in Section 6.

#### Section 5. Vacancies.

i. A Board vacancy or vacancies shall be deemed to exist if any trustee dies, resigns, or is removed, or if the authorized number of trustees is increased.

ii. Notwithstanding Section 5, the Board may declare vacant the office of any trustee who has been convicted of a felony, or has been found to have breached, any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law or to be of unsound mind by any court of competent jurisdiction.

iii. No reduction of the authorized number of trustees shall have the effect of removing any trustee prior to the expiration of the trustee's term of office.

iv. Vacancies on the Board of Trustees except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Trustees or, if the number of trustees then in office is less than a quorum, by (a) the affirmative vote of a majority of the trustees then in office at a regular or special meeting of the Board, or (b) a sole remaining trustee. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

#### Section 6. Place of Meeting.

Meetings shall be held at the principal office of the Corporation unless the Board of Trustees designates another location in accordance with these bylaws. The Board of Trustees may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Trustees shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

#### Section 7. Meetings; Annual Meeting.

Notwithstanding any other provision of these bylaws, all meetings of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act to the extent required by law.

Annually the Board shall meet for the purpose of organization, appointment of officers and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date and place as may be specified and noticed by the Board in compliance with the Brown Act.

#### Section 8. Regular Meetings.

Regular meetings of the Board, including annual meetings, shall be held at such times, and places as may from time to time be fixed by the Board. At least 72 hours before a regular meeting, the Board of Trustees, or its designee shall post an agenda containing

a brief general description of each item of business to be transacted or discussed at the meeting.

#### Section 9. Special Meetings.

Special meetings of the Board for any purpose may be called at any time by the president, or a majority of the trustees. The party calling such special meeting shall determine the place, date and time thereof.

#### Section 10. Notice of Special Meetings.

In accordance with the Brown Act, special meetings of the Board of Trustees may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Trustees shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each trustee at the trustee's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the trustee for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Trustees are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

#### Section 11. Quorum.

A majority of the trustees then in office shall constitute a quorum. Every act or decision done or made by a majority of the trustees present at a meeting duly held at which a quorum is present is an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of trustees, if any action taken is approved by at least a majority of the required quorum for such meeting. Trustees may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

## Section 12. Teleconference Meetings.

Members of the Board of Trustees may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Trustees shall participate in the teleconference meeting from locations within the boundaries of the granting agency in which the Corporation operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Trustees elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Trustees participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Trustees directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

## Section 13. Adjournment.

A majority of the trustees present, whether or not a quorum is present, may adjourn any trustees meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the trustees who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

## Section 14. Rights of Inspection.

Every trustee has the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation, to the full extent permitted under applicable federal and state laws. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the trustee's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

## Board Committees.



The Board may appoint an executive committee and one or more other committees each consisting of two (2) or more trustees, and no one who is not a trustee, to serve at the pleasure of the Board, and delegate to such committee any of the authority of the Board, except with respect to:

a. The approval of any action for which the California Nonprofit Public Benefit Corporation Law requires the approval of the Board;

b. The filling of vacancies on the Board or on any committee which has the authority of the Board;

c. The fixing of compensation of the trustees for serving on the Board or on any committee;

d. The amendment or repeal of bylaws or the adoption of new bylaws;

e. The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;

f. The appointment of other committees having the authority of the Board;

g. The expenditure of corporate funds to support a nominee for trustee after there are more people nominated for trustee than can be elected; or

h. The approval of any self-dealing transaction as such transactions are defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Code, except as permitted under Section 24 of this Article.

Any such committee must be created, and the members thereof appointed, by resolution adopted by a majority of the number of trustees then in office, and any such committee may be designated as an executive committee or by such other name as the Board shall specify. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. In the absence of any such prescription, such committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the Board, such committee, or these bylaws shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article applicable to meetings and actions of the Board. Minutes shall be kept of each meeting of each committee.

#### Section 15. Other Committees.

a. The Board, may create other committees, either standing or special, to serve the Board which do not have the powers of the Board. The president, with the approval of the Board, shall appoint members to serve on such committees, and shall designate



the committee chairman. If a trustee is on a committee, he or she shall be the chairman. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

b. Meetings and actions of committees of the Board of Trustees shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Trustees' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Trustees' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Trustees may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Trustees has not adopted rules, the committee may do so. A committee may take action by majority vote.

c. Any member of a committee may resign at any time by giving written notice to the chairman of the committee or to the president. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The chairman may, with prior approval of the Board, remove any appointed member of a committee. The president, with the Board's approval, shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the term.

#### Section 16. Fees and Compensation.

Trustees and members of committees shall not receive any compensation for their services; however, the Board may approve reimbursement of a trustee's actual and necessary expenses incurred in the conduct of the corporation's business as the Board of Trustees may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

#### Section 17. Nonliability of Trustees.

No trustee shall be personally liable for the debts, liabilities or other obligations of this corporation.

#### Section 18. Interested Persons.

No one serving on the Board may be "interested persons." An "interested person" is (i) any person compensated by the corporation for services rendered to it within the previous twelve (12) months whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a trustee as trustee, and (ii) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person. However, any violation of

the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

#### Section 19. Standard of Care.

A trustee shall perform the duties of a trustee, including duties as a member of any committee of the Board upon which the trustee may serve, in good faith, in a manner such trustee believes to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a trustee, a trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

i. One or more officers or employees of the corporation whom the trustee believes to be reliable and competent in the matters presented;

ii. Counsel, independent accountants or other persons as to matters which the trustee believes to be within such person's professional or expert competence; or

iii. A committee of the Board upon which the trustee does not serve that is composed exclusively of any or any combination of trustees, persons described in paragraph i. or ii. as to matters within its designated authority, provided the trustee believes merits confidence and the trustee acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

#### Section 20.

Contracts with Trustees The Corporation shall not enter into a contract or transaction in which a trustee directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's trustees are trustees and have a material financial interest.)

#### Interested Trustee's Vote.

In determining whether the Board validly met to authorize or approve a self-dealing transaction, interested trustees may be counted to determine the presence of a quorum, but an interested trustee's vote may not be counted toward the required majority for such authorization, approval or ratification.

#### Section 21. Persons Liable and Extent of Liability.

If a self-dealing transaction has not been approved as provided in Section 24 of this Article, the interested trustee(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the corporation,

considering any benefit received by it and whether or not the interested trustee(s) acted in good faith and with the intent to further the best interests of the corporation.

Section 22. Contracts or Transactions With Mutual Trustees.

No contract or other transaction between the corporation and any domestic or foreign corporation, firm or association of which one or more of the corporation's trustees are trustees is either void or voidable because such trustee(s) are present at the meeting of the Board or committee thereof which authorizes, approves or ratifies the contract or transaction if:

The material facts as to the transaction and as to such trustee's other directorship are fully disclosed or known to the Board or committee, and the Board or committee authorizes, approves or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the common trustee(s); or

v. As to contracts or transactions not approved as provided in subsection i. of this Section, the contract or transaction is just and reasonable as to the corporation at the time it is authorized, approved or ratified.

Notwithstanding the foregoing, this Section shall not apply to self-dealing transactions described in Section 21 of this Article above.

Section 23. Corporate Loans and Advances.

The corporation shall not make any loan of money or property to or guarantee the obligation of any trustee or officer, unless approved by the Attorney General; provided, however, that the corporation may advance money to a trustee or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or trustee, if, in the absence of such advance, such trustee or officer would be entitled to be reimbursed for such expenses by the corporation, its parent or any subsidiary.

Section 24. Annual Report.

Pursuant to Section 6321 of the California Nonprofit Public Benefit Corporation Law, the Business Manager shall cause an annual financial report to be prepared and sent to each trustee not later than 120 days after the close of the fiscal or calendar year. Such annual report shall be prepared in conformity with the requirements of the California Nonprofit Public Benefit Corporation Law as it may be in effect from time to time.

Section 25. Annual Statement of Certain Transactions and Indemnifications.

Pursuant to Section 6322 of the California Nonprofit Public Benefit Corporation Law, the corporation shall furnish an annual statement of certain transactions and indemnifications to each of the trustees no later than 120 days after the close of the fiscal year.

If the corporation issues an annual report as set forth in Section 28 of this Article above, this requirement shall be satisfied by including the required information, as set forth below, in such report. Such annual statement shall describe:

v. Any “covered transaction” (defined below) during the previous fiscal year of the corporation involving (a) more than Fifty Thousand Dollars (\$50,000) or, (b) which was one of a number of “covered transactions” in which the same “interested person” (defined below) had a direct or indirect material financial interest, and which transactions in the aggregate involved more than Fifty Thousand Dollars (\$50,000). The statement shall describe the names of any “interested persons” involved in such covered transactions, including such “interested persons” relationship to the transaction, and, where practicable, the amount of such interest; provided, that in the case of a transaction with a partnership of which the “interested person” is only a partner, only the interest of the partnership need be stated.

vi. For the purposes of this Section, a “covered transaction” is a transaction in which the corporation, its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

(3) Any trustee or officer of the corporation, or its parent or subsidiary; or

(4) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

vii. The amount and circumstances of any indemnifications or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the fiscal year of the corporation to any officer or trustee of the corporation.

For purposes of this Section, any person described in either paragraph (1) or (2) of subsection ii. above is an “interested person.”

## ARTICLE V Officer

### Section 21. Officers.

The officers of this corporation shall be a President, one or more Vice Presidents, a Secretary/Director and a Chief Financial Officer/Treasurer. The corporation may also have, at the discretion of the Board, a chairman of the Board, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president or chairman of the Board.

Section 22. Appointment of Officers.

Except as otherwise specified in Sections 23 of this Article, the officers of the corporation shall be chosen annually by the Board at the first meeting of the school year and each shall hold office until he or she shall resign or shall be removed or otherwise disqualified to serve, or his or her successor shall be elected and qualified.

Section 23. Subordinate Officers.

The Board may appoint and may empower the president to appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the Board may from time to time determine.

ARTICLE V Section 4. President.

The President, also known as the Executive Director, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Trustees or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Trustees' meetings. If a Chairman of the Board of Trustees is elected, he or she shall preside at the Board of Trustees' meetings and shall exercise and perform such other powers and duties as the Board of Trustees may assign from time to time. If a Chairman of the Board of Trustees is elected, there shall also be a Vice-Chairman of the Board of Trustees. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Trustees meetings and shall exercise and perform such other powers and duties as the Board of Trustees may assign from time to time.

Section 6. Secretary/School Director

Section 23. The secretary shall be the Director of the School and, shall keep, or cause to be kept, at the principal office of the corporation the State of California, the original or a copy of the corporation's Articles of Incorporation and bylaws, as amended to date, and a register showing the names of all trustees and their respective addresses. The secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The secretary also shall keep or cause to be kept at the principal office, or at such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding; whether regular or special; if special how authorized; the notice thereof given; the names of those present and absent; the proceedings thereof and the vote or abstention of each Board member present for each action taken. The secretary shall give or cause to be given notice of all the meetings of the Board required

by these bylaws or by law to be given; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

ARTICLE VI Section 7. Chief Financial Officer/Business Manager

The Chief Financial Officer/ Treasurer hereinafter referred to as the Business Manager shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any trustee. The Business Manager shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation in such depositories as may be designated by the Board. The Business Manager shall disburse the funds of the corporation as shall be ordered by the Board, shall render to the president and the trustees, upon request, an account of all transactions as Business Manager. The Business Manager will make regular financial reports to the board as required by law.

ARTICLE VII Section 8. Removal and Resignations

Any officer may be removed, either with or without cause by the Board at any time. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment. Any officer may resign at any time by giving written notice to the corporation, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

ARTICLE VIII Section 9. Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

ARTICLE VI  
Indemnification

Section 21. Indemnification. To the fullest extent permitted by law, the Corporation shall indemnify its trustees, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a

person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

Section 22. On written request to the Board of Trustees by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Trustees shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Trustees shall authorize indemnification.

Section 23. Insurance.

The corporation shall have the power to purchase and maintain insurance to the full extent permitted by law on behalf of any trustee, officers, employees, and other agents, to cover any liability asserted against or incurred by any trustee, officers, employees, and agent in such capacity or arising out of the agent's status as such.

Section 24. Nonapplicability to Fiduciaries of Employee Benefit Plans.

This Article does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the corporation as defined in Section 1 of this Article. The corporation shall have power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by subdivision (f) of Section 207 of the California General Corporation Law.

ARTICLE VII  
Miscellaneous

Section 21. Fiscal Year.

The fiscal year end of the corporation shall be, June 30th.

Section 22. Checks, Drafts, Etc.

All checks, drafts or other orders for payment of money, notes or other evidences of indebtedness issued in the name of or payable to the corporation and any and all securities owned by or held by the corporation requiring signature for transfer shall be signed or endorsed by such person or persons and in such manner as from time to time shall be determined by the Board or the executive committee, if any, or by the president and the chairman of the Board.



Section 23. Endorsement or Execution of Documents and Contracts.

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the, the president, certain designated vice-presidents, the secretary or the treasurer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officer(s) had no authority to execute the same. Additionally, by resolution of the Board, general signatory authority may be granted and delegated to other persons on behalf of the corporation. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board, or the president. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the corporation to any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

ARTICLE VIII  
Amendments

These bylaws shall be reviewed at least once every four (4) years and such review shall be documented in the minutes of the Board meetings. These bylaws may be amended or repealed and/or new bylaws adopted only by approval of a majority of the number of trustees then in office.



## **CERTIFICATE OF ADOPTION**

I, the undersigned, do hereby certify:

1. That I am the Secretary of Pacific View Charter School.
2. That the foregoing Bylaws constitute the Bylaws of the corporation as duly adopted by the Board of Trustees on September 22, 2010.

Gina Campbell  
Secretary

Date

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**BYLAWS  
OF  
PACIFIC VIEW CHARTER SCHOOL**

**Last Amended 10-05-04  
09-22-10  
02-15-11  
12-13-2011  
06-16-2015**

**RESOLUTION REGARDING  
CONFLICT OF INTEREST CODE OF  
PACIFIC VIEW CHARTER SCHOOL**

1. Standard Code of FPPC

The Political Reform Act of 1974 (Government Code § 81000 *et seq.*) requires each state and local government agency to adopt and promulgate a conflict of interest code. As a local government agency, Pacific View Charter School ("PVCS") is therefore required to adopt such a code. The Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code of Regs. § 18730) which contains the terms of a model conflict of interest code, which can be incorporated by reference as an agency's code. After public notice and hearing, the regulation may be amended by the FPPC to conform to amendments in the Political Reform Act.

2. Adoption of Standard Code of FPPC

The terms of 2 Cal. Code of Regs. § 8730 and any future amendments to it duly adopted by the FPPC are hereby adopted and incorporated herein by reference. This regulation and the Appendix attached hereto designating officials and employees and establishing disclosure categories shall constitute the Conflict of Interest Code of PVCS. This Code shall take effect when approved by the Board of Supervisors for the County of San Diego, and shall thereupon supersede any and all prior codes adopted by PVCS.

3. Filing of Statements of Economic Interests

Pursuant to Section 4 of the model code set forth in 2 Cal. Code of Regs. § 18730(b), designated employees set forth in the Appendix shall file Statements of Economic Interests (Form 700) with the Secretary of PVCS. Upon receipt of the statements of the members of the Board of Directors, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the Board of Supervisors for the County of San Diego. Statements for all other designated employees shall be retained by the Secretary.

APPROVED AND ADOPTED by the Board of Directors of PVCS on the 15<sup>th</sup> day of September, 2009.

  
Martha Brown, President  
Pacific View Charter School

ATTEST:

  
Gina Campbell, Secretary  
Pacific View Charter School



Attachment D:  
Student Policies

**ATTACHMENT D  
STUDENT POLICIES**

**Pacific View Charter School  
Student Policies**

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## **Pacific View Charter School**

Student  
Policy #1

Student

### **ADMISSIONS AND ENROLLMENT**

The goal of this admissions policy is to attract, enroll, and retain at our school the broadest spectrum of students and families representative of the rich diversity existing in the County. The School will be nonsectarian in its programs, admission policies, employment practices, and all other operations; the charter program will not charge tuition and the school will not discriminate in admissions or outreach against any pupil on the basis of ethnicity, national origin, gender or disability.

Our school is open to any student in the state and “if the number of pupils who wish to attend the charter school exceeds the school’s capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing.” Preference shall be extended to pupils currently attending the charter school and the following preferences, which are listed below in order of priority:

- Relatives of the school’s founding families (not to exceed 10% of the school’s total population)
- Students residing within the boundaries of the sponsoring District. If enrollment was based on the preferential treatment received due to in-district residence, the student must continue to reside in the district in order to remain enrolled.
- Siblings of students currently enrolled in the school
- Relatives of staff and governing board members (not to exceed 10% of the total student population)
- Students identified as Economically Disadvantaged

Adopted: 12-07-04

Amended:

## **Pacific View Charter School**

Student  
Policy #2

Student

### **ATTENDANCE**

#### Non-Classroom Based Programs

All attendance for non-classroom based programs shall be in accordance with current law and regulations.

Adopted: 12-07-04

Amended:

## **Pacific View Charter School**

Student  
Policy #3

Student

### **Student Complaints**

#### **Notification**

Students who wish to file a complaint against personnel, another student or a program may notify their teacher or the Director.

#### **Procedures**

Depending upon the nature of a complaint the pupil will be provided information concerning the applicable policy and procedures to be followed. If there is no applicable policy or procedures, administration will undertake a responsible inquiry into the pupil's complaint to ensure it is reasonably and swiftly addressed. When appropriate, a written statement of the pupil's complaint will be obtained from the student.

#### **Confidentiality**

Complainants will be notified that information obtained from the pupil and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

#### **Non-Retaliation**

Complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

#### **Resolution**

The administration will timely investigate student complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Adopted: 12-07-04

Amended:

## **Pacific View Charter School**

Students  
Policy #4

Student

### **Student Dress Code**

#### **Board Philosophy**

The Board recognizes the need for students of the School to dress appropriately for school.

#### **General Guidelines**

Inappropriate apparel includes clothing that compromises safety or is disruptive and/or distracting to the school environment and instructional process. The Board is committed to protecting the health, safety, and welfare of the students and the Board believes that appropriate dress and grooming contribute to a productive learning environment.

#### **Review Process**

The Board recommends that any dress code should be reviewed, preferably by a committee of students, faculty, parents and administrators, prior to presenting it to the Board for approval.

#### **Sun Protective Clothes**

The code must allow students to wear sun protective clothing, including hats when outside.

#### **Prohibited Conduct and Sanctions**

Students who repeatedly violate the School Dress Code may be subject to discipline, including suspension and expulsion from School.

Adopted: 12-07-04  
07-05-05

Amended:

## **Pacific View Charter School**

Students  
Policy #5

Student

### **Educational Records and Student Information**

The Family Educational Rights and Privacy Act ("FERPA") provide that a parent has the right to inspect and confirm the accuracy of education records relating to his or her child. FERPA also restricts the access of outside parties to educational records.

FERPA applies to all public schools and any state or local education agency that receives Federal education funds. Compliance with FERPA is necessary if schools are to continue to be eligible to receive Federal education funds.

#### **Policies/Annual Notification**

FERPA requires that schools and local education agencies have written and accessible policies stating which educational records will be protected and which educational records may be released and the circumstances under which those records will be released. Each year, schools must give parents public notice of the types of information designated as directory information. By a specified time after parents are notified of their review rights, parents may ask to remove all or part of the information on their child that they do not wish to be available to the public without their consent. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (e.g., special letter, inclusion in a PAC bulletin, student handbook, or newspaper article) is left to the discretion of each school.

#### **Withholding of Transcripts, Grades, and Diplomas**

Pacific View Charter School may withhold transcripts, grades and diplomas (EC§48904.3(a)) where a student has willfully cut, defaced or otherwise destroyed property or has failed to return property, such as textbooks, loaned to the student. Pacific View Charter School will make a demand upon the student and shall afford the student an opportunity to be heard before withholding transcripts, grades, or diplomas.

#### **Educational Record Defined**

An educational record is any written or computerized document, file, entry, or record regarding a student that is compiled by a school or local educational agency. Such information includes but is not limited to:

- a. Date and place of birth, parent and/or guardian's address, and where the parties may be contacted for emergency purposes.
- b. Grades, test scores, courses taken, academic specializations and school activities;
- c. Special education records;
- d. Disciplinary records;
- e. Medical and health records
- f. Attendance records and records of past schools attendance;
- g. Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student.

### **Directory Information Defined**

Part of the education record, known as directory information, includes personal information about a student that can be made public, provided that a school has stated its policy regarding directory information in its FERPA policy. Directory information may include a student's name, address, and telephone number, and other information typically found in school yearbooks or athletic programs. Other examples are names and pictures of participants in various extracurricular activities or recipients of awards, pictures of students, and height and weight of athletes. Release of directory information is allowed as outlined below.

### **Parental and Legal Guardian Rights**

A parent and/or legal guardian has the right to inspect and review his or her child's education records. If upon review, a parent or legal guardian discovers any information or notation that is factually inaccurate, he or she may request the school to amend the record. The school must respond to this request in a reasonably prompt time period. This right does not include grades or educational decisions made by school personnel.

#### **1. Request for Amendment of Education Record**

Any request for an amendment to an education record must be made in writing and submitted within thirty (30) days of the discovery of the error. A request to



amend any education record does not confer upon a parent or legal guardian a right to have any amendment made. The school shall respond within ten (10) days of the receipt of the request to amend. The school's response must be in writing and if the request for amendment is denied, the school must set forth the reason for the denial. The school must note any objection to an adverse decision upon the record if so requested by the parent or legal guardian.

## 2. Copies

The school is not obligated to provide copies of any information unless providing copies is the only means of access. The school may charge reasonable fees for copies it provides to parents.

## **Disclosure of Education Records and Directory Information**

Generally, schools must have written permission from the parent or eligible student before releasing any information from a student's record. With the exceptions listed below, Pacific View Charter School will not release educational records to any person or entity outside the school without the written consent of a parent or eligible student. However, FERPA allows schools to disclose records, without consent, to the following parties:

1. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student is transferring;
3. Certain government officials listed in 34 C.F.R. Part 99 in order to carry out lawful functions;
4. Appropriate parties in connection with financial aid to a student;
5. Organizations conducting certain studies for the school;
6. Accrediting organizations;
7. Individuals who have obtained lawful court orders or subpoenas;
8. Persons who need to know in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to a specific State law.

Although the charter school may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance, it is the policy of the school that it

will not release any directory information unless authorized by written consent of the parent or guardian.

### **Complaints**

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by PVCS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue. S. W.  
Washington, D.C. 20202-4605**

Adopted: 12-07-04

Amended: 05-03-05. 6-18-06

## **Pacific View Charter School**

Students

Student Policy # 6

### **Student Discipline Policy and Procedure**

This Student Discipline Policy and Procedure has been established to promote learning and protect the safety and well being of all students at Pacific View Charter School (the “Charter School”). In creating this Policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language of this Policy closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular instruction. However, this Policy implements an alternative approach to student discipline to include a restorative, rather than punitive approach. In some cases, over-reliance on punitive measures involving removal, such as out-of-school suspension and expulsion, deprives students of the chance to receive the education and help that they need, making it more likely that they will drop out of school, enter the criminal justice system, and place their future options in jeopardy. The Charter School believes that in some cases, there is a better way to hold students accountable to their actions while providing support systems to keep students in school.

Pending adoption of an alternative student discipline program, this policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedure will be posted to the school website as well as available in print as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion. Where a student’s behavior repeatedly fails to meet the standards established by this Policy, the student may be asked to sign a Behavior Contract. A condition of this contract may require the student to satisfy a minimum number of community

service hours at the Charter School as well as complete educational coursework related to specific behaviors.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedure is available on request from the administrative office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

## Administrative Procedures for Pupil Suspension and Expulsion

### A. Definitions (as used in this policy)

“Board” means governing body of the Charter School.

“Expulsion” means disenrollment from the Charter School.

“School day” means a day upon which the Charter School is in session or weekdays during the summer recess.

“Suspension” means removal of a pupil from ongoing instruction for adjustment purposes. However, “suspension” does not mean the following:

Reassignment to another education program or class at the charter school where the pupil will receive continuing instruction for the length of day prescribed by the Charter School Board for pupils of the same grade level.

Referral to a certificated employee designated by the Director to advise pupils.

Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Director or designee.

“Pupil” includes a pupil’s parent or guardian or legal counsel or other representative.

“School” means the Charter School

### B. Grounds for Suspension and Expulsion of Students; Alternatives

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: 1) while on school grounds; 2) while going to or coming from school; 3) during the lunch period, whether on or off the school campus; or 4) during, going to, or coming from a school-sponsored activity.

Alternatives to suspension or expulsion will be first attempted with students who are truant, tardy, or otherwise absent from assigned school activities, and whose conduct does not warrant the use of traditional disciplinary methods. In such cases the student will typically be allowed to avoid out-of-school suspension by agreeing to perform community service and following the other conditions of a behavior contract. Alternative consequences for minor misconduct will be developed further in accordance with the Alternative Student Discipline Implementation Plan.

C. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

Caused, attempted to cause, or threatened to cause physical injury to another person.

Willfully used force or violence upon the person of another, except self-defense.

Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section

212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

Causing a reasonable student to experience substantial interference with his or her academic performance.

Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.



“Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

A message, text, sound, video, or image.

A post on a social network Internet Web site including, but not limited to:

Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

An act of cyber sexual bullying.

For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

Caused, attempted to cause, or threatened to cause physical injury to another person.

Willfully used force or violence upon the person of another, except self-defense.

Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and

represented same as controlled substance, alcoholic beverage or intoxicant.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

Causing a reasonable student to experience substantial interference with his or her academic performance.

Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

“Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

A message, text, sound, video, or image.

A post on a social network Internet Web site including, but not limited to:

Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

An act of cyber sexual bullying.

For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or has possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

#### D. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

##### 1) Informal Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this



conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

## 2) Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

## 3) Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.



#### E. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

#### F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

The date and place of the expulsion hearing;

A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

A copy of the Charter School's disciplinary rules which relate to the alleged violation;

Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;

The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

The right to inspect and obtain copies of all documents to be used at the hearing;

The opportunity to confront and question all witnesses who testify at the hearing;

The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion

evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### H. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

#### I. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

#### J. Written Notice to Expel

The Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- 1) Notice of the specific offense committed by the student, and
- 2) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

- a) The student's name; and
- b) The specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

L. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

O. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil or pupil suspended pending expulsion from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

P. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the



Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.



7. Procedures for Students Not Yet Eligible for Special Education Services  
A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

The parent has requested an evaluation of the child.

The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Adopted: 12-07-04

Amended: August 21, 2018

## **Pacific View Charter School**

Student

Student Policy #7

### **Health Examinations and Immunizations**

#### **Health Examinations**

The Governing board recognizes that periodic health examinations of students may lead to the detection and treatment of conditions that impact learning. Health examinations also may help in determining whether special adaptations of the school program are necessary.

In addition to verifying that students have complied with legal requirements for health examinations and immunizations before enrolling in the School, the School shall administer tests for vision, hearing and scoliosis as required by law.

The Director, or designee, shall ensure that staff employed to examine students exercise proper care of each student and that examination results are kept confidential. Records related to these examinations shall be available only in accordance with law.

Reports to the Board regarding the number of student found to have physical problems and the effort made to correct them shall in no way reveal the identity of students.

#### **Immunizations**

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Governing Board desires to cooperate with state and local health agencies to encourage immunization of all district students against preventable diseases.

Students entering the School shall present an immunization record, which shows at least the month and year of each immunization the student has received, in accordance with law. Students shall be excluded from School or exempted from immunization requirements only as allowed by law.

Each student shall present his/her immunization record certifying that he/she has received all required immunizations currently due before he/she is admitted to the School.

**Adopted: 12-07-04**

**Amended:**

## **Pacific View Charter School**

Students

Student Policy #8

### **Freedom of Expression Policy**

Students attending the School have the right to exercise free expression including, but not limited to the use of bulletin boards, distribution of printed materials or petitions, and wearing buttons, badges and other insignia. The Board of Trustees ("Board") respects students' rights to express ideas and opinions, take stands and support causes, whether controversial or not, through their speech, their writing, their clothing in accordance to Pacific View Charter School Dress Code, and the printed materials they choose to post or distribute.

Student liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the School community.

**Adopted: 12-07-04**

**Amended:**

## **Pacific View Charter School**

Students

Student Policy # 09

### **Policy Against Plagiarism**

#### **Academic Honesty**

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to discipline, up to and including suspension or expulsion from School.

The Director, or designee, may establish a committee comprised of students, parents/guardians, staff, administrators, and member of the public to develop standards of academic honesty, measures of preventing dishonesty, and specific consequences for acts of dishonesty.

**Adopted: 12-07-04**

**Amended:**

## **Pacific View Charter School**

### **Students**

### **Student Policy #10**

#### **Internet Use Policy and Agreement**

##### **Introduction**

The Internet is a place for the exchange of ideas and information. Accordingly, the Internet is an excellent educational tool that allows students to access a wide variety of information to supplement academic study and research. Pacific View Charter School (hereinafter the “Charter School”) provides students with Internet access and email accounts to further their education and research. However, the access the Internet provides to computers and people across the world also provides access to materials that do not have educational value in a school setting. As such, students may encounter information and ideas they may consider obscene, controversial, abusive, or otherwise offensive. Despite these risks, the Charter School believes that the value of the educational information available on the Internet far outweighs the risk that students may access information that is not consistent with educational goals and purposes.

The Charter School has promulgated and adopted Internet Policy and Agreement (“Policy”) to ensure that student access to and use of the Internet is consistent with the educational goals and purposes of the Charter School. This agreement sets forth student responsibilities and duties when accessing and using the Internet through Charter School equipment and resource network and when using email accounts maintained by the Charter School. The Charter School has deemed certain uses of the Internet inappropriate for an educational setting and therefore not appropriate for use with Charter School equipment and resource networks. The Charter School stresses that an inappropriate use does not always mean that the use is in itself “bad” or illegal, but only that the use does not further the educational goals and purposes of the Charter School.

Students are reminded that their use of Charter School equipment and resource networks reflect upon the Charter School, and Students should guide their activities accordingly.

Further, students acknowledge there is no right to privacy in their internet or email access through the Charter School. Students have no reasonable expectation that Internet use or email access using equipment or networks that the Charter School owns is private. The Charter School has the right to monitor its equipment and data networks to ensure that students are abiding by the terms of this Policy.

Student Use of Internet and Technology

Before a student is authorized to use the Charter School's technological resources, the student and his or her parent/guardian must sign and return an Internet Use Policy and Agreement Acknowledgement Form specifying user obligations and responsibilities. In that agreement, the student and his or her parent/guardian will agree to not hold the Charter School or any of its staff responsible and shall agree to indemnify and hold harmless the Charter School and all Charter School personnel for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

### **Student Responsibilities**

1. Use Limited to an Educational Purpose. The student acknowledges that access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. The Student recognizes that he or she has a duty to use Charter School equipment and resource networks only in a manner specified in the policy.

- a. Educational Purpose

"Educational purpose" means classroom activities; research in matters of civic importance or that further citizenship in a democratic society, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

- b. Inappropriate Use

An "inappropriate use" is one that is inconsistent with an educational purpose or that is in clear violation of Charter School policy.

2. Plagiarism. Researching information and incorporating that information into a student's work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information. Accordingly, the Student acknowledges that plagiarism is inappropriate and unacceptable. Plagiarism means the copying of a phrase, a sentence, or a longer passage from a source written by someone else and claiming the work as the student's original work. Student agrees that when quoting from information obtained on the Internet, he or she will acknowledge the source through quotation or any academically accepted form of notation.

3. Rules of Conduct. Student agrees that he or she will Charter School equipment or resource networks or Charter School email accounts in the following manner:
  - a. Student will not post on newsgroups or other message posing systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.
  - b. Student will not at any time use speech that is not appropriate for an educational setting. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.
  - c. Student will not make threats against, intimidate, or harass others.
  - d. Student will not reveal personal information about others.
  - e. Student will not use email to send chain letters or “spam” email to a list of people or to an individual.
  - f. Student will not place illegal information on the Internet, nor will student use the Internet in any way that violated federal, state or local law.
  - g. All communications will be polite and respectful of others.
  - h. Student will not give out to any other Internet user or post on the Internet his or her name, address, or telephone number unless expressly authorized by the Charter School in writing.
  - i. Students will not make any disparaging or derogatory remarks concerning another person on the basis of that person’s disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics
4. Illegal and Dangerous Activities. Student shall not use the Internet to perform any illegal act or to help others perform illegal acts by local, state, and federal law. Student shall not access information designed to further criminal or dangerous activities. Such information includes, but is not limited to information that if acted upon could cause damage, present a danger, or cause a disruption to the Charter School, other students, or the community.

5. Obscene Materials. Student acknowledges that obscene materials do not further an educational purpose. Accordingly, Student shall not use the Internet to access obscene materials or images. Obscene materials include, but are not limited to; materials that offend generally accepted social standards. This includes the access of or retrieval of any sexually explicit materials. Students are to exercise their best judgment when encountering sexually explicit or obscene materials. As a general rule, if the material could not be openly displayed in a classroom setting without violating generally accepted social standards, the material is obscene for purposes of this Policy and must not be accessed. Student further agrees that he or she will not access any Internet site which requires the Student to state that he or she is eighteen years of age or older as a condition of accessing the site.
6. Privacy. Computer equipment, Internet access networks, and email accounts are owned by the Charter School, and provided to students for educational purposes only. The Charter School reserves the right to access stored computer records to assure compliance with this Policy. Communication over Charter School owned networks is not private. Email and records of Internet activities will be accessed under, but not limited to, the following circumstances:
  - a. Routine system maintenance.
  - b. General inspection or monitoring, with or without notice to Student, if there is suspicion of widespread inappropriate use.
  - c. Specific review of individual files or monitoring of individual activity, with or without notice to Student, if there is suspicion that Student is engaging in inappropriate use.
7. Commercial Activities. Student agrees that student will not use the Internet to buy or sell or attempt to buy or sell any service or product unless authorized to do so in writing by the Charter School in writing.
8. Information About Other. Student will not make any statement or post any communication on the Internet about another person that he or she knows or suspect to be untrue.
9. Violation of Policy. Violation of this Policy can result in a loss of all Internet access and email privileges. If Students who violates this Policy, or in any other way uses Charter School equipment in a manner that is not consistent with educational use, will be promptly notified that he or she has violated the Policy. The Student will be given the opportunity to explain why the Charter School should deem the activity in question a use consistent with educational purposes stated in this Policy. If the Charter School deems that



the use is inconsistent with the educational purposes stated in this Policy, the Charter School may terminate the student's Internet and email privileges. However, because one of the educational purposes in providing Internet access is to teach students to use the internet appropriately, The Charter School reserves the right to fashion penalties to specific concerns or specific violations. Such penalties may include, but are not limited to, restricted access to Internet or supervised access to Internet and email.

The Charter School will contact the proper legal authorities if the Charter School concludes or suspects that the student's Internet activity is a violation of any law or otherwise constitutes an illegal activity.

If anyone believes that an individual is using the Charter School's equipment or networks in a manner that violates this Policy, or if an individual believes that he or she is being harassed or disparaged by a person using the Charter School's equipment or networks, please report these concerns to your Supervisory Teacher by calling or sending an email to them.

#### ACKNOWLEDGEMENT OF THE TERMS OF THE CHARTER SCHOOL'S INTERNET USE POLICY

I, \_\_\_\_\_, parent or guardian of \_\_\_\_\_  
have read and understand the Student Internet Use Policy and Agreement and agree to the terms and conditions that are set out in the Policy.

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Parent Signature

I, \_\_\_\_\_, have read and understand the Student Internet Use Policy and Agreement and agree to the terms and conditions that are set out in the Policy.

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Student's Signature

Adopted: 12-07-04

Amended: 06-07-05, 06-17-14

Policy Retired 8/16/16

## **Pacific View Charter School**

### **Students**

### **Student Policy #11**

#### **Sexual Harassment**

Sexual harassment of or by any student or member of the School staff shall not be tolerated. The Governing Board considers sexual harassment to be a major offense, which may result in disciplinary action, including expulsion, of the offending student or immediate termination of any faculty.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when it interferes with an individual's performance at school and/or creates an intimidating, hostile or offensive educational environment. The conduct described above is also sexual harassment when submission to it is made either explicitly or implicitly a term or condition of an individual's access to education.

Sexual harassment regulated by this policy pertains to behavior of a sexual nature while students are under the jurisdiction of the School.

Students may receive age-appropriate training and/or instruction on the prohibition of sexual harassment at the School. Copies of this policy, implementing administrative regulations containing rules and procedures for reporting charges of sexual harassment and for pursuing available remedies shall be available at the School's Administrative Office.

Any student who believes that he or she has been harassed or has witnessed sexual harassment is encouraged to immediately report such incident to his or her teacher or the School's Administration. The Investigator will immediately investigate all such incidents in a confidential manner.

This student policy is in addition to and supplements any Pacific View Charter School's administrative policy on sexual harassment.

Adopted: 12-07-04

Amended: 06-07-05

## **Pacific View Charter School**

### **Students**

### **Student Policy #12**

#### **Student Organizations and Clubs**

##### **Board Philosophy**

The Board recognizes the importance of allowing students to organize and participate in student organizations and clubs for purposes and activities that will forward the betterment of the school and its community.

##### **Student Government**

If appropriate, the School may establish a student government so long as a faculty member credentialed teacher will supervise such activities and ensure compliance with Board requirements and other applicable lawful regulations. The Executive Director or designee may establish a fair process for the nomination and election of officer for President, Vice President, Secretary and Treasurer. There shall be a minimum of one class representative to be selected by procedures to be developed at the discretion of the faculty credentialed teacher of the participating classes. Meetings shall be held in a manner and at times deemed necessary by the student government. The body shall utilize Robert's Rules of Order. However, the body shall generally determine all other rules for its operation and activities consistent with the established rules of the School and the Board.

##### **Student Organizations**

In addition to a student government body, students may establish organizations or clubs so long as the governing board consistent with this policy and, any other applicable requirements obtains approval.

##### **Approval**

The student organization's constitution and by-laws application may be prepared through the cooperative work of the students and faculty credentialed teacher. A copy of the constitution and by-laws application must be submitted to the Executive Director for initial review to ensure consistency with Board requirements. Once this determination is made, the constitution and by-laws application shall be placed on the Board's agenda for review and approval.

In reviewing such proposals, the Board shall respect all pupil constitutional and statutory rights. The funds of every student organization shall be deposited,

expended and accounted for in accordance with a written procedure developed by the student club, with the assistance of the Executive Director of the School.

### **Fundraising**

All funds raised by any student organization shall be supervised under the name of the School. The School shall also be responsible to periodically audit the funds of the organization. All fundraising must receive prior approval of the Executive Director and in cases when deemed necessary by the Executive Director, Board approval will be required.

### **Use of School Facilities**

The use of school facilities by student organizations will be subject to reasonable rules approved established by the Board. Students, who are not members of a student organization, interested in initiating a meeting on school premises shall submit a request in writing to the school Executive Director. The request should state the name of the meeting, the number of persons expected to attend, the time requested, and the length of time for the meeting. The Executive Director or designee shall review the written application and determine, which, if any room is available to accommodate the request. Requests for use shall be presented to the Executive Director seven school days in advance of the date requested for use. The Executive Director shall assign a teacher, administrator or other employee to a meeting for "custodial" purposes. The employee shall not participate in the meetings, sponsor the meeting or attempt to influence the form or content of the meeting.

The granting of use of school facilities does not mean the School sponsors or endorses the activities of any student group.

### **Revocation of Privileges**

Student groups and individual students meeting on school property or otherwise at school sponsored event may have their privilege to meet revoked if they engage in conduct which is violative of this policy, disruptive to the educational process, damages school property, or violative of any law. Student organizations or their members shall not engage in any activity which, coerces, pressures, embarrasses or unduly influences other students to participate in any meeting.

## **Pacific View Charter School**

### **Students**

### **Student Policy #13**

#### **Activities of Military Recruiters On Campus**

##### **Campus Access**

The Charter School shall provide military recruiters the same access to the Charter School's students as is provided generally to post-secondary educational institutions or to prospective employers.

##### **Military Recruiter Access to Student Directory Information**

No information shall be released to military recruiters unless a signed release from parent/guardian (or student if 18) is on file with the school.

Information released is for military recruiting purposes only and must not be disclosed to a third party. The request for information must be in writing on letterhead that clearly identifies the military recruiting organization. Military recruiters must be from one of the following military organizations:

Air Force  
Air Force Reserve

Air Force National Guard  
Air Force ROTC  
Army  
Army Reserve  
Army National Guard  
Reserve  
Army ROTC

Coast Guard  
Coast Guard  
Reserve  
Navy  
Navy Reserve  
Navy ROTC  
Marine Corps  
Marine Corps

##### **Procedures**

All requests for information will be processed centrally. Military recruiters are to submit their requests to the Custodian of Records. Military recruiters are required to submit their request in writing, on letterhead that clearly identifies their military recruiting organization.

Adopted: 12-07-04

Amended:

## **Pacific View Charter School**

**Students**

**Student Policy #14**

### **Special Education Policies and Procedures Introduction**

Pacific View Charter School is a public school within the Oceanside Unified School District which is a participating Local Educational Agency ("LEA") of NCCSE.

Adopted: 12-07-04

Amended:

## **Pacific View Charter School**

### **Students**

### **Student Policy #15**

#### **Pupil Services - 504**

The parents or guardian shall be notified in writing of all Pacific View Charter School decisions concerning the identification, evaluation, and accommodations made for a student under this policy. The parents or guardian shall be notified that they may examine all student records maintained by Pacific View Charter School.

With respect to actions regarding the identification, evaluation, and accommodations for students under this policy, parents or guardian shall have the right to an impartial hearing (Section 504 Hearing) with opportunity for participation by the parents or guardian and their counsel in the notification of any Pacific View Charter School decision concerning identification, evaluation or accommodations in the school placement, the parents and guardian will be advised that:

The school has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate education services.

If the parent or guardian disagrees with the determination made by the professional staff of the school, he/she has a right to a hearing with an impartial hearing officer. If there are questions, please contact the 504 Coordinator.

#### **DISCIPLINE POLICY REGARDING STUDENTS ELIGIBLE UNDER SECTION 504**

Section 504 requires the school to provide prior notice and to conduct an evaluation prior to any significant change in placement. Since expulsion, long-term suspensions (more than 10 days), and a series of suspensions that exceed ten days are considered significant changes in placement, the school must reevaluate the student to determine whether the student's behavior was the result of the disability or the result of an inappropriate placement/accommodations.

The 504 accommodation team at the school must make a determination as to whether the conduct is a manifestation of the student's disability. The 504 accommodation team shall include the parents or guardians of the student and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. The 504 accommodation team must have available to it information that competent professionals would require, such as psychological

evaluation data related to behavior, and the relevant information must be recent enough to afford a current understanding of the child's disability and behavior.

No expulsion, long-term suspension of more than 10 days, or pattern of suspension is allowed if the behavior is determined to be caused by the disability or is the result of an inappropriate placement. In such cases, the accommodation team must continue the evaluation to determine whether to modify the student's current education placement.

If no relationship exists between disability and behavior, and the placement is deemed appropriate, the School may proceed with normal expulsion procedures.

The School must provide the parents or guardians of the student with prior notice of the manifestation evaluation, an opportunity to examine all relevant records prior to the accommodation team evaluation meeting, and written notice of the manifestation and placement termination. If dissatisfied with the result of the manifestation determination or placement, the parents or guardian may request a due process review hearing in the following manner:

1. A request for a Section 504 Hearing must be filed within the semester in which the action being appealed occurred.
2. The request shall be made in writing to the Pacific View Charter School Section 504 Coordinator and shall include:
  - a. Specific nature of the decision (s) made by the School of which the appellant disagrees;
  - b. The specific relief the appellant is seeking through the appeal procedures; and
  - c. Any other information the appellant believes will assist in understanding the appeal.
3. The hearing will be conducted in accordance with the "Procedural Safeguards: Hearing Procedures pursuant to Section 504 of the Rehabilitation Act". The decision of the impartial Hearing Officer may be appealed only to a court of competent jurisdiction. The parties shall abide by the decision of the Section 504 Hearing Officer unless appealed and stayed by the court.

If parents, students or any adult on behalf of students feel discrimination has occurred based upon physical or mental disability, but is not directly related to identification, evaluation, and/or accommodations for a student, they may file a discrimination complaint with the Office of Civil Rights, U.S. Department of Education.



## NONDISCRIMINATION POLICY (Federal Regulation, Title VI, Title IX, and Section 504 of the Rehabilitation Act of 1973)

Pacific View Charter School is committed to equal opportunity for all individuals in education and in employment and does not discriminate on the basis of sex, ethnic group classification, ancestry, religion, age, handicap or physical or mental disability, or any other unlawful consideration.

Questions or concerns regarding these right or allegation of discrimination should be directed to the 504 Coordinators.

Section 504 is an Act, which prohibits discrimination against persons with disability in any program receiving Federal financial assistance. The Act defines a person with a disability as anyone who:

1. has a mental or a physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working);
2. has a record of such an impairment; or
3. is regarded as having such impairment.

In order to fulfill its obligation under Section 504, Pacific View Charter School recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs or practices in the school.

### IDENTIFICATION AND EDUCATION UNDER SECTION 504

The Board of Trustees recognizes the need to identify and evaluate children with disabilities in order to provide them with a free, appropriate public education. Under Section 504 of the federal Rehabilitation Act of 1973, individuals with a physical or mental impairment that substantially limits one or more major life activities, including learning, are eligible to receive services and aids designed to meet their needs as adequately as the needs of non-disabled students are met.

The Director or designee shall establish screening and evaluation procedures to be used whenever there is reason to believe that a student has a disability that limits his/her ability to attend or function at school.

To evaluate the student's eligibility under Section 504, the Director or designee shall convene a Student Success Team of professionals knowledgeable about the student's individual needs and school history, the meaning of evaluation data, and accommodation options. The student's parent/guardian shall be invited to participate on this committee.

If the student is found to have a disability that requires services under Section 504, the school site committee shall develop a written accommodation plan for the student. Upon reviewing the nature of the disability and how it affects the student's education, the committee shall determine what modifications and/or special services and aids are needed. The student shall be educated with non-disabled students to the maximum extent appropriate to the student's individual needs.

The Student Success Team shall provide the parent/guardian with a written copy of the accommodation plan and notice of procedural safeguards guaranteed by law.

#### Legal Reference:

##### EDUCATION CODE

49423.5 Specialized physical health care services

##### CODE OF REGULATION, TITLE 5

3051.12 Health and Nursing Services

##### UNITED STATES CODE, TITLE 20

1232g Family Educational Right and Privacy Act of 1974

1400 et seq. Individuals with Disabilities Education Act

##### UNITED STATES CODE, TITLE 29

701 et seq. Rehabilitation Act of 1973

794 Rehabilitation Act of 1973, Section 504

##### CODE OF FEDERAL REGULATIONS, TITLE 34

104.1-104.61 Nondiscrimination on the basis of handicap, especially

104.1 Purpose to effectuate Section 504 of the Rehabilitation Act of 1973

104.3 Definitions

104.33 Free appropriate public education

104.35 Evaluation and placement

104.36 Procedural safeguards

#### **Eligibility**

A disabled student eligible for services under Section 504 is one who (a) has a physical or mental impairment that substantially limits one or more major life activities, including learning, (b) has a record of such an impairment, or (c) is regarded as having such an impairment. (34 CFR 104.3)

Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Examples of students with such impairments include, but are not limited to:

1. Students with a normal ability to learn but who have a mobility impairment
2. Students with a normal ability to learn academically but who require occupational or physical therapy in order to function physically
3. Students with emotional disabilities manifested by behavior problems which result in exclusion from classes or school

Indications of a possible disability that significantly interferes with learning include, but are not limited to:

1. Medical conditions such as severe asthma or heart disease
2. Temporary medical condition due to illness or accident
3. Poor or failing grades over a lengthy period of time

### **Referral and Identification Procedures**

1. Any student may be referred by a parent/guardian, teacher, other certificated school employee or community agency for consideration of eligibility as a disabled student under Section 504. This referral should be made to the 504 Coordinators.
2. The Student Success Team shall promptly consider the referral and determine whether an evaluation under this procedure is appropriate. This determination shall be based on a review of the student's school records (including academic, social and behavioral records) and the student's needs. Students requiring evaluation shall be referred to appropriate evaluation specialists.
3. If a request for evaluation is denied, the school site committee shall inform the parents/guardians of this decision and of their procedural rights as described below.

### **Accommodation Plan**

1. When a student is identified as disabled within the meaning of Section 504, the Student Success Team shall determine what services are necessary to ensure that the student's individual education needs are met as adequately as the needs of non-disabled students.
2. In making this determination, the Student Success Team shall consider all significant factors relating to the learning process for the student, including his/her adaptive behavior and cultural and language background. The

evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the parent/guardian.

3. The parents/guardians shall be invited to participate in the Student Success Team meeting where services for the student will be determined and shall be given an opportunity to examine all relevant records.
4. The Student Success Team shall develop a written plan describing the disability and specifying the services needed by the student.

A copy of this plan shall be kept in the student's cumulative file. The student's teacher and any other staff who provide services to the student shall be informed of the services necessary for the student, to the extent that they need to be informed in order to provide for the student in the school setting.

5. If the Student Success Team determines that no services are necessary for the student, the record of the team's meeting shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
6. The disabled student shall be placed in the regular educational environment unless the school demonstrates that a more restrictive placement is required in order to meet the student's needs. The disabled student shall be educated with those who are not disabled to the maximum extent appropriate to his/her individual needs.
7. The parents/guardians shall be notified in writing of the final decision concerning services to be provided, if any, and of the Section 504 procedural safeguards, including the right to an impartial hearing to challenge the decision.
8. The school shall complete the identification, evaluation and placement process within a reasonable time frame.
9. The student's plan shall include a schedule for periodic review of the student's needs and indicate that this review may occur sooner at the request of the parent/guardian or school staff.

### **Review of the Student's Progress**

The Student Success Team shall monitor the progress of the disabled student and the effectiveness of the student's plan. The committee shall periodically determine whether the services are appropriate and necessary and whether the

disabled student's needs are being met as adequately as the needs of non-disabled students.

A reevaluation of the students' needs will be conducted before any subsequent significant change in placement.

### **Procedural Safeguards**

Parents/guardians shall be notified in writing of all school decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to: (34 CFR 104.36)

1. Examine relevant records
2. Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
3. Have a review procedure

Notifications shall also set forth the procedures for requesting a hearing, the name, address and telephone number of the person with whom the request should be made, and the fact that reimbursement for attorney's fees is available only as authorized by law.

The Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings.

If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may initiate the following procedures:

1. Within 30 days of receiving the student's accommodation plan, set forth in writing his/her disagreement and request that the Director and Student Success Team review the plan in an attempt to resolve the disagreement. This review shall be held within 14 days of receiving the parent/guardian's request, and the parent/guardian shall be invited to attend the meeting at which the review is conducted.
2. If disagreement continues, request in writing that the Director or designee review the plan. This review shall be held within 14 days of receiving the parent/guardian's request, and the parent/guardian shall be invited to meet with the Director or designee to discuss the review.
3. If disagreement continues, request in writing a Section 504 due process hearing. The request shall include:

- a. The specific nature of the decision with which the parent/guardian disagrees
- b. The specific relief the parent/guardian seeks
- c. Any other information the parent/guardian believes pertinent

Within 20 days of receiving the parent/guardian's request, the Director or designee shall select an impartial hearing officer. These 20 days may be extended for good cause or by mutual agreement of the parties.

Within 45 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. These 45 days may be extended for good cause or by mutual agreement of the parties. The Director or designee shall represent the school at this hearing.

Any party to the hearing shall be afforded the right to:

1. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the problems of students who are qualified as disabled under Section 504
2. Present written and oral evidence
3. Question and cross-examine witnesses
4. Receive written findings by the hearing officer

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction.

Adopted: 12-07-04

Amended:

## **PACIFIC VIEW CHARTER SCHOOL**

### **Student**

### **Student Policy #16**

#### **Promotion/Acceleration/Retention**

The Governing Board of Pacific View Charter School expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade – level standards of expected student achievement that are established by the governing board.

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits. The student must also meet the minimum proficiency requirements mandated by the State.

#### **Acceleration:**

When high academic achievement is evident, the teacher may recommend a student for acceleration into a higher grade level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student. A Student Success Team (SST) meeting will be held to review and recommend the student's acceleration prior to the Director's approval.

#### **Retention: Kindergarten**

Children five (5) years old or older who have completed one year of kindergarten shall be admitted to first grade regardless of age unless the parent/guardian and the teacher agree that the child be retained in kindergarten for not more than one additional school year.

Whenever a student is retained in kindergarten for an additional year, the Director or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall be retained in kindergarten for not more than one additional school year.

#### **Retention – First through Seventh Grade**

Students shall be considered for retention between grades 1-7.

Students shall be identified on the basis of assessment results, grades, and other indicators of academic achievement. As early as possible in the school year, and in the students' school career, the teacher shall identify students who should be retained, and those who are at risk of being retained.

When a student is recommended for retention, or is identified as being at risk for retention, an SST meeting will be held to review and recommend the student's retention prior to the Director's approval.

**Appeal to Site Administrator:**

A parent or guardian may appeal the retention decision to the school Director. The appeal shall be in writing and shall be made no later than ten (10) days after learning of the decision. The school Director or designee will then investigate the matter and render a decision in a timely manner. The investigation may include interviews of the student, the parent/guardian, any of the student's teachers, and anyone else who may provide information that would assist in rendering a decision.

**Appeal to Pacific View Charter School Board:**

If the parents or guardians are unhappy with the decision of the school Director, they may appeal the Director's decision to the Board. This appeal shall be in writing and submitted to the Board no later than ten (10) days after receipt of the Director's decision. The Board shall investigate the matter and render an opinion at their next regularly scheduled Board Meeting. The Board shall interview anyone he or she deems appropriate for rendering a decision. The decision of the Board shall be in writing and shall be final.

Throughout the appeal process, the burden shall be on the appealing party to show why the decision of the Director should be overruled.

**Retention: High School (Grades 9-12):**

Progress toward graduation shall be based on the student's ability to pass the assessments, subjects, and electives necessary to earn a minimum number of credits for graduation.

The school will endeavor to have all the students meet the State Assessment requirements.

Adopted: February 21, 2006

Amended:



## **Administrative Regulation**

Community Relations

AR 1312.4(a)

Student Policy # 17

### **VALENZUELA UNIFORM COMPLAINT PROCEDURES**

Board of Education Meeting March 16, 2010

Note: Education Code 35186 mandates schools to establish policies and procedures regarding complaints for deficiencies related to textbooks and instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of students or staff, and teacher vacancy or mis-assignment.

Education Code 35186 also requires that the school post notices in each classroom. 5 CCR 4680-4687 further delineate legal requirements for the complaint form and notice. See the accompanying exhibits for a sample notice and complaint form.

It is recommended that schools use this procedure only for those complaints specified in Education Code 35186 and that regular uniform complaint procedures continue to be used, as required, for complaints concerning discrimination in state and federal categorical programs; see BP/AR 1312.3 - Uniform Complaint Procedures. For procedures related to complaints about employees, other than vacancy or mis-assignment, see BP/AR 1312.1 - Complaints Concerning School Employees. For complaints concerning the school's adoption and selection of specific instructional materials, see BP/AR 1312.2 - Complaints Concerning Instructional Materials.

### **Types of Complaints**

The school shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code 35186; 5 CCR 4681, 4682, 4683)

Note: Item #1 below is for use by schools maintaining grades 10-12 that receive CAHSEE intensive intervention funding. As amended by AB 347 (Ch. 526, Statutes of 2007), Education Code 35186 authorizes complaints for deficiencies related to the provision of intensive instruction and services pursuant to Education Code 37254. Education Code 37254 requires that schools, as a condition of receiving CAHSEE intensive intervention funding, provide students who have not passed one or both parts of the exit exam by the end of grade 12 the opportunity to receive intensive instruction and services, as specified below.

1. High school exit examination intensive instruction and services

A student, including an English learner, who has not passed the exit exam by the end of grade 12 was not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254(d)(4) and (5) after completion of grade 12 for two consecutive academic years or until the student has passed both parts of the exam, whichever comes first. (Education Code 35186)

*(cf. 6162.52 - High School Exit Examination)*

*(cf. 6179 - Supplemental Instruction)*

## **Filing of Complaint**

Note: Education Code 35186 requires that complaints be investigated and resolved within the timelines specified below. 5 CCR 4680 requires the principal to forward complaints beyond his/her control to the appropriate school official in a timely manner, but not to exceed 10 working days. During the Categorical Program Monitoring (CPM) process, California Department of Education (CDE) staff will expect to see statements regarding the filing of the complaint, the investigation, timelines, and the complainant's right to appeal to the Board and to appeal facility complaints to the CDE, as detailed in the following section.

AR 1312.4(d)

### **VALENZUELA UNIFORM COMPLAINT PROCEDURES (continued)**

Note: The following paragraph is for use by schools maintaining grades 10-12. As amended by AB 347 (Ch. 526, Statutes of 2007), Education Code 35186 requires that the Director designate a school official to receive and investigate complaints regarding deficiencies related to intensive instruction and services for students who have not passed the exit exam after the completion of grade 12.

A complaint alleging any deficiency specified in item #4 above shall be filed with a school official designated by the Director. Such complaints may be filed at the school office or at a school site and shall be immediately forwarded to the Director or designee. (Education Code 35186)

## **Investigation and Response**

The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186; 5 CCR 4685)

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the principal or designee shall report the resolution of the complaint to him/her within 45 working

days of the initial filing of the complaint. If a response is requested, the response shall be made to the mailing address of the complainant as indicated on the complaint form. At the same time, the principal or designee shall report the same information to the Director or designee. (Education Code 35186; 5 CCR 4680, 4685)

Note: Education Code 48985 specifies that, when 15 percent or more of the students enrolled in a particular school speak a single primary language other than English, all notices, reports, statements, or records sent to the parents/guardians of such students be written in English and in the primary language. Education Code 35186 requires that, when Education Code 48985 is applicable, any response requested by the complainant must be written in English and in the primary language in which the complaint was filed.

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186)

If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Governing Board at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686)  
AR 1312.4(e)

#### VALENZUELA UNIFORM COMPLAINT PROCEDURES (continued)

All complaints and written responses shall be public records. (Education Code 35186; 5 CCR 4686)

*(cf. 1340 - Access to School Records)*

#### **Reports**

Note: During the CPM process, CDE staff will expect to see a statement that the school is required to report summarized data as specified below.

The Director or designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Director of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting. (Education Code 35186; 5 CCR 4686)

#### **Forms and Notices**

Note: Education Code 35186 requires that the school's complaint form contain the elements stated in the following paragraph. In addition, Education Code 35186

requires that a notice be posted in each classroom in each school in the school, as specified below.

The Director or designee shall ensure that the school's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. However, complainants need not use the school's Valenzuela complaint form in order to file a complaint. (Education Code 35186)

The Director or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186. (Education Code 35186)

*Legal Reference: (see next page)*  
AR 1312.4(f)

#### WILLIAMS/VALENZUELA UNIFORM COMPLAINT PROCEDURES (continued)

*Legal Reference:*

EDUCATION CODE

1240 *County Director of schools, duties*

17592.72 *Urgent or emergency repairs, School Facility Emergency Repair Account*

33126 *School accountability report card*

35186 *Williams uniform complaint procedure*

35292.5 *Restrooms, maintenance and cleanliness*

37254 *Supplemental instruction based on failure to pass exit exam by end of grade 12*

48985 *Notice to parents in language other than English*

60119 *Hearing on sufficiency of instructional materials*

CODE OF REGULATIONS, TITLE 5

4600-4687 *Uniform complaint procedures, especially:*

4680-4687 *Williams complaints*

*Management Resources:*

WEB SITES

CSBA: <http://www.csba.org>

California County Directors Educational Services Association:  
<http://www.ccesa.org>

California Department of Education, Williams case:  
<http://www.cde.ca.gov/eo/ce/wc/index.asp>

State Allocation Board, Office of Public School Construction:  
<http://www.opsc.dgs.ca.gov>

Board Approved: March 16, 2010

Amended:

## **PACIFIC VIEW CHARTER SCHOOL**

**Student**

**Student Policy #18**

### **High School Credit for Middle School Students**

Students who complete any high school level courses in grade 6<sup>th</sup>-8<sup>th</sup> with a C or better must provide Pacific View Charter School with an official transcript from an accredited institution to receive high school credit(s).

Board Approved: 09-22-10 Amended:

**Policy Retired 10-16-2012**

## **Pacific View Charter School**

**Student**

**Student Policy #19**

### **Repeat Courses**

Courses to improve a grade with the same course number previously taken at Pacific View Charter School will not receive credit, and will be listed as a repeat course. Students who take the same course with a different course number from Pacific View Charter School or any other accredited educational institution will receive subject credit for the course with the higher grade and elective credit for the other course.

Board Approved: 09-22-10

Amended: 02-15-11  
08-16-16

## **PACIFIC VIEW CHARTER SCHOOL**

**Student**

**Student Policy # 20**

### **Technology Acceptable Use Policy**

This policy is provided to make all users aware of the responsibilities associated with the efficient, ethical, and lawful use of technology resources. If a person violates any of the User Terms and Conditions named in this policy, privileges may be terminated, access to the school's technology resources may be denied, and the appropriate disciplinary action(s) shall be applied.

The focus of the Technology Program at Pacific View Charter School ("PVCS" or School) is to provide tools and resources to the 21<sup>st</sup> century learner. Excellence in education requires that technology is seamlessly integrated throughout the educational program. Increasing access to technology is essential for the future. The individual use of personal electronic devices is a way to empower students to maximize their full potential, and to prepare them for college and the workplace.

PVCS provides its administrators, faculty, and students with access to computers and various information technology resources (including email and Internet access) to enhance the School's teaching and learning environment, and improve the School's operations. Students must use these resources in a responsible, ethical, and legal manner.

The use of the School's technology resources is a privilege, not a right. The privilege of using the technology resources the School provides is not to be transferred or shared by students to people or groups outside the School, and terminates when a student is no longer enrolled in PVCS.

In addition to the 1:1 Technology Agreement, students must abide by the following rules:

1. Respect and protect the privacy of others.
  - a. Use only assigned accounts and passwords.
  - b. Do not share assigned accounts or passwords with others.
  - c. Do not view, use or copy passwords, data or networks to which you are not authorized.
  - d. Do not share or distribute private information about yourself or others.
2. Respect and protect the integrity, availability, and security of all technology and electronic resources.

- a. Observe all network security practices.
  - b. Report security risks or violations to Supervisory Teachers, Lab Aides, or the Technology Technician.
  - c. Do not vandalize, destroy, or damage data, networks, hardware, computer systems or other resources; such activity is considered a crime under state and federal law This includes tampering with computer hardware or software, vandalizing data, invoking computer viruses, attempting to gain access to restricted or unauthorized network services, or violating copyright laws.
  - d. Do not disrupt the operation of the network or create or place a virus on the network.
  - e. Conserve and protect these resources for other students and Internet users.
3. Respect and protect the intellectual property of others.
- a. Do not infringe on copyright laws by downloading or copying music, games, movies, or any other materials subject to copyright laws.
  - b. Do not install unlicensed or unapproved software; use or possession of hacking software is strictly prohibited and violators will be subject to consequences outlined in the Parent/Student Handbook. Violation of applicable state or federal law will result in criminal prosecution and/or disciplinary action by the School.
  - c. Do not plagiarize.
4. Respect the principles of PVCS.
- a. Use technology and electronic resources only in ways that are kind and respectful.
  - b. Report threatening or discomforting materials to Supervisory Teachers, Lab Aides, or the Technology Technician.
  - c. Do not access, transmit, copy, or create materials that are not educationally related (such as indecent, threatening, rude, discriminatory or harassing materials or messages).
  - d. Do not access, transmit, copy, or create materials that are illegal (such as obscene, stolen, or illegally copied materials or messages).
  - e. Do not use the resources to further any other acts that are criminal or violate state or federal laws.
  - f. Do not use the resources for non-educational purposes such as visiting chat rooms, social websites or networks (i.e. Facebook, Twitter).
  - g. Do not send spam, chain letters or other mass unsolicited mailings.
  - h. Do not buy, sell, advertise, or otherwise conduct business or political campaigning through the use of PVCS technological resources.



5. The use of any type of technology is a privilege and can be revoked at any time.
  - a. All technology and electronic devices (including, but not limited to Chromebooks, iPads, laptops, net books, cell phones, Smart Phones, calculators, mp3 players, cameras, video cameras, etc.) can be searched for content (included, but not limited to text messages, chats, pictures, video recordings, audio recordings, online statuses/conversations, etc.) at the request of a teacher or administrator.
  - b. Any inappropriate content found, the student possessing the inappropriate content may be subject to disciplinary consequences.
  - c. Inappropriate media may not be used as a screen-saver, background photo, skin, or case cover. Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, and gang related symbols or pictures will result in disciplinary actions.
6. Workstations in Computer Labs, Library, and Classrooms.
  - a. No changes can be made to computers (i.e. settings, screen-savers, Control Panel, etc.).
  - b. Students may only store files on the Cloud, on their personal USB drive or on sites such as Dropbox. Any files found on the hard drive will be deleted.
  - c. Do not unplug or remove any parts of the computer.
  - d. The care of, and proper use of any laptop or workstation assigned to a student is expected at all times. If anything is missing, broken, or if your computer is not running properly, it is YOUR responsibility to tell your instructor immediately when the problem is discovered.
7. Personal Electronic Devices.
  - a. Students are responsible for the care and maintenance of their personal electronic devices (iPads, laptops, net books, cell phones, Smart Phones, calculators, mp3 players, cameras, video cameras, etc.). Students are responsible for any cost incurred due to damage or theft of your electronic device, including damage or theft occurring when the student is on campus.
  - b. Electronic devices are to be used for educational purposes only: NO games or music (CD based or online based) are allowed.
  - c. Electronic devices that are lost or stolen must be reported immediately to School Administration. The School recommends that personal devices be labeled so they can be easily identified and/or that each student record the serial number and name of their devices. Under no circumstances should devices be left unattended. If a device is found, it should be taken to the Front Office.

- d. Pictures, video recordings, and audio recordings may not be created while on campus. The campus includes the classrooms, teacher offices, restrooms, exterior of school, and any other area on campus.
- e. There will be no copying of software. If you are caught possessing “bootlegged” or illegal software, the software will be confiscated the student involved may face disciplinary consequences.

## **Internet/Network.**

### **Student Responsibilities**

Use Limited to an Educational Purpose. The student acknowledges that access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. The Student recognizes that he or she has a duty to use Charter School equipment and resource networks only in a manner specified in the policy.

### Educational Purpose

“Educational purpose” means classroom activities; research in matters of civic importance or that further citizenship in a democratic society, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

### Inappropriate Use

An “inappropriate use” is one that is inconsistent with an educational purpose or that is in clear violation of Charter School policy.

Plagiarism. Researching information and incorporating that information into a student’s work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information. Accordingly, the Student acknowledges that plagiarism is inappropriate and unacceptable. Plagiarism means the copying of a phrase, a sentence, or a longer passage from a source written by someone else and claiming the work as the student’s original work. Student agrees that when quoting from information obtained on the Internet, he or she will acknowledge the source through quotation or any academically accepted form of notation.

Rules of Conduct. Student agrees that he or she will Charter School equipment or resource networks or Charter School email accounts in the following manner:

1. Student will not post on newsgroups or other message posing systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.

2. Student will not at any time use speech that is not appropriate for an educational setting. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.
3. Student will not make threats against, intimidate, or harass others.
4. Student will not reveal personal information about others.
5. Student will not use email to send chain letters or “spam” email to a list of people or to an individual.
6. Student will not place illegal information on the Internet, nor will student use the Internet in any way that violated federal, state or local law.
7. All communications will be polite and respectful of others.
8. Student will not give out to any other Internet user or post on the Internet his or her name, address, or telephone number unless expressly authorized by the Charter School in writing.
9. Students will not make any disparaging or derogatory remarks concerning another person on the basis of that person’s disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics

Illegal and Dangerous Activities. Student shall not use the Internet to perform any illegal act or to help others perform illegal acts by local, state, and federal law. Student shall not access information designed to further criminal or dangerous activities. Such information includes, but is not limited to information that if acted upon could cause damage, present a danger, or cause a disruption to the Charter School, other students, or the community.

Obscene Materials. Student acknowledges that obscene materials do not further an educational purpose. Accordingly, Student shall not use the Internet to access obscene materials or images. Obscene materials include, but are not limited to; materials that offend generally accepted social standards. This includes the access of or retrieval of any sexually explicit materials. Students are to exercise their best judgment when encountering sexually explicit or obscene materials. As a general rule, if the material could not be openly displayed in a classroom setting without violating generally accepted social standards, the material is obscene for purposes of this Policy and must not be accessed. Student further agrees that he

or she will not access any Internet site which requires the Student to state that he or she is eighteen years of age or older as a condition of accessing the site.

Privacy. Computer equipment, Internet access networks, and email accounts are owned by the Charter School, and provided to students for educational purposes only. The Charter School reserves the right to access stored computer records to assure compliance with this Policy. Communication over Charter School owned networks is not private Email and records of Internet activities will be accessed under, but not limited to, the following circumstances:

1. Routine system maintenance.
2. General inspection or monitoring, with or without notice to Student, if there is suspicion of widespread inappropriate use.
3. Specific review of individual files or monitoring of individual activity, with or without notice to Student, if there is suspicion that Student is engaging in inappropriate use.

Commercial Activities. Student agrees that student will not use the Internet to buy or sell or attempt to buy or sell any service or product unless authorized to do so in writing by the Charter School in writing.

Information About Other. Student will not make any statement or post any communication on the Internet about another person that he or she knows or suspect to be untrue.

Violation of Policy. Violation of this Policy can result in a loss of all Internet access and email privileges.

a.

#### CONSEQUENCES FOR NONCOMPLIANCE WITH THE TECHNOLOGY ACCEPTABLE USE POLICY.

The Administrator will judge an offense as either major or minor. The Supervisory Teacher will normally deal with a first minor offense. Additional offenses are regarded as major offenses. Violations of these policies are dealt with in the same manner as violations of other school policies and may result in disciplinary review for expulsion. In such a review, the full range of disciplinary sanctions is available including the loss of any computer and technology use privileges, expulsion from PVCS, and legal action. Violations of some of the policies may constitute a criminal offense.

Board Approval Date: 08/24/2012

Amended: 6.17.14

Attachment E:  
Affirmations and Declaration

## **ATTACHMENT E**

### **AFFIRMATIONS AND DECLARATION**

PVCS will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to

- ❖ The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.  
[Ref. Education Code § 47605(c)(1)]
- ❖ The Charter School declares that it shall be deemed the exclusive public school employer of the employees of Pacific View Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code § 47605(b)(6)]
- ❖ The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code § 47605(d)(1)]
- ❖ The Charter School shall not charge tuition. [Ref. Education Code § 47605(d)(1)]
- ❖ The Charter School shall admit all students who wish to attend the Pacific View Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code § 47605(d)(2)(A)-(C)]
- ❖ The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code § 47605(d)(1)]
- ❖ The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- ❖ The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations § 11967.5.1(f)(5)(C)]

- ❖ The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code § 47605(l)]
- ❖ The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- ❖ The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code § 47612.5(a)(1)(A)-(D).
- ❖ If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide the school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code § 47605(d)(3)]
- ❖ The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- ❖ The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]
- ❖ The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- ❖ The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- ❖ The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- ❖ The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- ❖ The Charter School shall comply with the Ralph M. Brown Act, the Political Reform Act, and the Public Records Act.
- ❖ The Charter School shall comply with the Family Educational Rights and Privacy Act ("FERPA").

- ❖ The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



9.1

# DRAFT

## PACIFIC VIEW CHARTER SCHOOL 2018-19 EXECUTIVE LEADERSHIP SALARY SCHEDULE

### CERTIFICATED

POSITION	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Executive Director	165,635	172,260	179,151	186,317	193,770	201,520	-
Director of Student Services*	90,777	94,408	98,184	102,112	106,196	110,444	114,862
Director of Curriculum*	87,285	90,776	94,407	98,184	102,111	106,196	110,443

### CLASSIFIED

POSITION	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Director of Central Office and Finance*	102,716	106,825	111,098	115,542	120,163	124,970	129,969

Director of Student Services/ Director of Curriculum  
Student Caseload to be determined by Executive Director

#### Stipends for advanced degrees

Masters	\$ 2,000.00
Doctorate	\$ 3,500.00
<i>Interim Site Supervisor</i>	<i>\$ 5,000.00</i>
WASC	\$ 5,000.00

Board Approved 05/17/2011

#### \*Longevity

Board Amended: 07/19/2011      02/18/2014      6/19/2018

8th Year	5%	05/15/2012	05/20/2014	<i>10/13/2018</i>
13th Year	5%	06/19/2012	04/21/2015	
18th Year	3%	06/24/2013	06/15/2015	
		08/20/2013	10/15/2017	

# DRAFT

## PACIFIC VIEW CHARTER SCHOOL 2018-19 CERTIFICATED SALARY SCHEDULE LEAD TEACHER ~ GRADES 9 -12

Work Year  
223 Days

	I				II				III				IV		
	B.A.	Per Diem	Hourly		B.A. +20*	Per Diem	Hourly		B.A. +40*	Per Diem	Hourly		B.A. +60*	Per Diem	Hourly
1	57,515	257.91	32.24		60,391	270.81	33.85		63,410	284.35	35.54		66,581	298.57	37.32
2	59,816	268.23	33.53		62,806	281.64	35.21		65,947	295.73	36.97		69,244	310.51	38.81
3	62,208	278.96	34.87		65,319	292.91	36.61		68,585	307.55	38.44		72,014	322.93	40.37
4	64,697	290.12	36.26		67,931	304.63	38.08		71,328	319.86	39.98		74,894	335.85	41.98
5	67,284	301.72	37.72		70,649	316.81	39.60		74,181	332.65	41.58		77,890	349.28	43.66
6	69,976	313.79	39.22		73,475	329.48	41.19		77,148	345.96	43.24		81,006	363.25	45.41
7	72,775	326.34	40.79		76,414	342.66	42.83		80,234	359.79	44.97		84,246	377.78	47.22
8	75,686	339.40	42.42		79,470	356.37	44.55		83,444	374.19	46.77		87,616	392.90	49.11
9	78,713	352.97	44.12		82,649	370.62	46.33		86,781	389.15	48.64		91,120	408.61	51.08
10	81,862	367.09	45.89		85,955	385.45	48.18		90,253	404.72	50.59		94,765	424.96	53.12
11	85,955	385.45	48.18		90,253	404.72	50.59		94,765	424.96	53.12		99,504	446.20	55.78
16	90,253	404.72	50.59		94,765	424.96	53.12		99,504	446.20	55.78		104,479	468.51	58.56
21	92,960	416.86	52.11		97,608	437.70	54.71		102,489	459.59	57.45		107,613	482.57	60.32

### Stipends for Advanced Degrees

Masters 2,000

Doctorate 3,500

**Interim Site Supvr. 5,000**

### Longevity

11th Year 5%

16th Year 5%

21st Year 3%

### Extra Duty Pay

Curriculum Writers - \$27.88 per hour

### \*Column Advancement Criteria

Upper division/graduate college semester units  
earned from an accredited college or university

Board Approved: 05/15/2012

Board Amended: 06/16/2016

Board Amended: 10/05/2017

Board Amended: 06/19/2018

**Board Amended: 10/13/18**

# DRAFT

## PACIFIC VIEW CHARTER SCHOOL 2018-19 CERTIFICATED SALARY SCHEDULE LEAD TEACHER ~ GRADES K - 8

Work Year  
192 Days

	I				II				III				IV		
	B.A.	Per Diem	Hourly		B.A. +20*	Per Diem	Hourly		B.A. +40*	Per Diem	Hourly		B.A. +60*	Per Diem	Hourly
1	50,065	260.76	32.59		52,568	273.79	34.22		55,197	287.48	35.94		57,956	301.86	37.73
2	52,068	271.19	33.90		54,671	284.74	35.59		57,405	298.98	37.37		60,275	313.93	39.24
3	54,150	282.03	35.25		56,858	296.13	37.02		59,701	310.94	38.87		62,686	326.49	40.81
4	56,316	293.31	36.66		59,132	307.98	38.50		62,089	323.38	40.42		65,193	339.55	42.44
5	58,569	305.05	38.13		61,497	320.30	40.04		64,572	336.31	42.04		67,801	353.13	44.14
6	60,912	317.25	39.66		63,957	333.11	41.64		67,155	349.77	43.72		70,513	367.25	45.91
7	63,348	329.94	41.24		66,516	346.44	43.30		69,841	363.76	45.47		73,333	381.95	47.74
8	65,882	343.14	42.89		69,176	360.29	45.04		72,635	378.31	47.29		76,267	397.22	49.65
9	68,517	356.86	44.61		71,943	374.70	46.84		75,540	393.44	49.18		79,317	413.11	51.64
10	71,258	371.14	46.39		74,821	389.69	48.71		78,562	409.18	51.15		82,490	429.64	53.70
11	74,821	389.69	48.71		78,562	409.18	51.15		82,490	429.64	53.70		86,615	451.12	56.39
16	78,562	409.18	51.15		82,490	429.64	53.70		86,615	451.12	56.39		90,945	473.67	59.21
21	80,919	421.45	52.68		84,965	442.53	55.32		89,213	464.65	58.08		93,674	487.88	60.99

### Stipends for Advanced Degrees

Masters	2,000
Doctorate	3,500
<i>Interim Site Supervr.</i>	<i>5,000</i>

### Longevity

11th	Year	5%
16th	Year	5%
21st	Year	3%

### Extra Duty Pay

Curriculum Writers - \$27.88 per hour

### \*Column Advancement Criteria

Upper division/graduate college semester units  
earned from an accredited college or university

Board Approved 05/15/2012

Board Amended: 06/16/2016

Board Amended: 10/05/2017

Board Amended: 06/19/2018

**Board Amended: 10/13/18**

**DRAFT**

**PACIFIC VIEW CHARTER SCHOOL  
2018-19 CERTIFICATED SALARY SCHEDULE  
SUPERVISORY TEACHER ~ GRADES 9 -12**

**Work Year  
223 Days**

	<b>I</b>				<b>II</b>				<b>III</b>				<b>IV</b>		
	<b>B.A.</b>	<b>Per Diem</b>	<b>Hourly</b>		<b>B.A. +20*</b>	<b>Per Diem</b>	<b>Hourly</b>		<b>B.A. +40*</b>	<b>Per Diem</b>	<b>Hourly</b>		<b>B.A. +60*</b>	<b>Per Diem</b>	<b>Hourly</b>
1	53,582	240.28	30.03		56,261	252.29	31.54		59,074	264.91	33.11		62,028	278.15	34.77
2	55,725	249.89	31.24		58,512	262.38	32.80		61,437	275.50	34.44		64,509	289.28	36.16
3	57,954	259.88	32.49		60,852	272.88	34.11		63,895	286.52	35.82		67,089	300.85	37.61
4	60,272	270.28	33.79		63,286	283.79	35.47		66,450	297.98	37.25		69,773	312.88	39.11
5	62,683	281.09	35.14		65,818	295.15	36.89		69,108	309.90	38.74		72,564	325.40	40.67
6	65,191	292.33	36.54		68,450	306.95	38.37		71,873	322.30	40.29		75,466	338.41	42.30
7	67,798	304.03	38.00		71,188	319.23	39.90		74,748	335.19	41.90		78,485	351.95	43.99
8	70,510	316.19	39.52		74,036	332.00	41.50		77,738	348.60	43.57		81,624	366.03	45.75
9	73,331	328.84	41.10		76,997	345.28	43.16		80,847	362.54	45.32		84,889	380.67	47.58
10	76,264	341.99	42.75		80,077	359.09	44.89		84,081	377.04	47.13		88,285	395.90	49.49
11	80,077	359.09	44.89		84,081	377.04	47.13		88,285	395.90	49.49		92,699	415.69	51.96
16	84,081	377.04	47.13		88,285	395.90	49.49		92,699	415.69	51.96		97,334	436.48	54.56
21	86,603	388.36	48.54		90,934	407.77	50.97		95,480	428.16	53.52		100,254	449.57	56.20

**Hourly Certificated Positions**

PT/FT Temporary Supervisory Teacher - \$28.09 per hour  
Curriculum Writers - \$27.88 per hour  
Curriculum Data Entry - \$21.40 per hour

**Stipends**

Masters \$2,000.00 annual  
Doctorate \$3,500.00 annual  
WASC Accreditation \$5,000.00 annual

***Interim Site Supervisor \$5,000.00***

**Longevity**

11th Year 5%  
16th Year 5%  
21st Year 3%

**\*Column Advancement Criteria**

Upper division/graduate college semester units  
earned from an accredited college or university

Board Approved: 6/19/2007

Board Amended: 8/17/2010 6/19/2018

Board Amended: 2/18/2014 ***11/13/2018***

Board Amended: 4/15/2014

Board Amended: 4/21/2015

Board Amended: 6/16/2015

Board Amended: 10/05/2017

# DRAFT

## PACIFIC VIEW CHARTER SCHOOL 2018-19 CERTIFICATED SALARY SCHEDULE SUPERVISORY TEACHER ~ GRADES K - 8 EDUCATIONAL SPECIALIST TEACHER

Work Year  
192 Days

	I				II				III				IV		
	B.A.	Per Diem	Hourly		B.A. +20*	Per Diem	Hourly		B.A. +40*	Per Diem	Hourly		B.A. +60*	Per Diem	Hourly
1	46,126	240.24	30.03		48,432	252.25	31.53		50,854	264.86	33.11		53,397	278.11	34.76
2	47,971	249.85	31.23		50,370	262.34	32.79		52,888	275.46	34.43		55,532	289.23	36.15
3	49,890	259.84	32.48		52,384	272.84	34.10		55,004	286.48	35.81		57,754	300.80	37.60
4	51,885	270.24	33.78		54,480	283.75	35.47		57,204	297.94	37.24		60,064	312.83	39.10
5	53,961	281.05	35.13		56,659	295.10	36.89		59,492	309.85	38.73		62,466	325.35	40.67
6	56,119	292.29	36.54		58,925	306.90	38.36		61,872	322.25	40.28		64,965	338.36	42.30
7	58,364	303.98	38.00		61,282	319.18	39.90		64,346	335.14	41.89		67,564	351.89	43.99
8	60,699	316.14	39.52		63,734	331.95	41.49		66,920	348.54	43.57		70,266	365.97	45.75
9	63,127	328.78	41.10		66,283	345.22	43.15		69,597	362.48	45.31		73,077	380.61	47.58
10	65,652	341.94	42.74		68,934	359.03	44.88		72,381	376.98	47.12		76,000	395.83	49.48
11	68,934	359.03	44.88		72,381	376.98	47.12		76,000	395.83	49.48		79,800	415.63	51.95
16	72,381	376.98	47.12		76,000	395.83	49.48		79,800	415.63	51.95		83,790	436.41	54.55
21	74,552	388.29	48.54		78,280	407.71	50.96		82,194	428.09	53.51		86,304	449.50	56.19

### Hourly Certificated Positions

PT/FT Temporary Supervisory Teacher - \$28.09 per hour

Curriculum Writers - \$27.88 per hour

Curriculum Data Entry \$21.40 per hour

### Stipends

Masters \$2,000.00 annual

Doctorate \$3,500.00 annual

WASC Accreditation \$5,000.00 annual

**Interim Site Supervisor \$5,000.00**

### Longevity

11th Year 5%

16th Year 5%

21st Year 3%

### \*Column Advancement Criteria

Upper division/graduate college semester units  
earned from an accredited college or university

Board Approved 6/19/2007

Board Amended 8/17/2010 6/19/2018

Board Amended 2/18/2014 **11/13/2018**

Board Amended 4/15/2014

Board Amended: 4/21/2015

Board Amended: 6/16/2015

Board Amended: 10/05/2017