



Pacific View Charter School Annual Report 2019-2020



Report Highlights

1. PVCS continues to service a diverse student population, mirroring the district demographics while also enrolling any and all students who wish to attend the school. Pages 10, 12-13
2. PVCS was approved for Dashboard Alternative School Status (DASS) from the California Department of Education, acknowledging that the school services a high risk student population and changing the way the school is evaluated on the California School Dashboard and the charter renewal requirements. Page 19
3. When compared to all other DASS schools, PVCS ranks 2nd for math performance and 4th for ELA performance, demonstrating that the supports in place to assist students are successful for the population of students served by the school. Pages 23, 26
4. Students who have attended PVCS for multiple years, significantly outperformed those only enrolled for less than a year in both Math and ELA. Page 28
5. Middle school students in reading intervention showed over a year's growth in one semester during the 19/20 school year. Pages 31-32
6. Low income students continue to outperform all students in semester grades, indicating that the interventions and supports for these students are successful. Pages 39-42
7. When comparing grade data by race/ethnicity, there continues to be no significant disparity between student groups. Pages 36-39
8. Although impacted by the Covid-19 crisis, high school students did not show an increase in Ds/Fs for semester 1 grades as compared to previous years. Pages 34-35
9. When calculated locally, PVCS continues to have a graduation rate comparable to the state rate. Page 43
10. All students who were on track to graduate when Covid crisis began were able to do so in the 19/20 school year. Page 44



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Pacific View Charter School is a direct-funded K-12 WASC-accredited charter school situated in Oceanside serving approximately 600 students each year. In 1999, the school was chartered by the Oceanside Unified School District. It provides a combination/hybrid of classroom and non-classroom-based instruction through a Personalized Learning Model. In August 2015, PVCS opened an additional site in Moreno Valley, with the capacity of serving half the students in grades K-12 in Oceanside, through a non-classroom based Learning Center. The attendance area for Pacific View includes San Diego County and all contiguous counties in accordance with the law.

1. School Programs

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

1. The Supervisory Teacher, parent/guardian or designated support person, and student collaborate in developing and achieving high academic success in a personalized learning program. Supervisory Teachers meet one-on-one with the student and parent/guardians at regularly scheduled conferences to review assignments completed by students.
2. A variety of instructional strategies are available at all levels to address individual student needs and school goals. These may include such things as: utilization of computer based instruction, online curriculum, small group learning, tutoring opportunities, educational field trips, community service, guided textbook use, and the ability to work in teacher offices, among others. Interventions in Math and Reading are offered to students who are below grade level and need additional support.
Direct instruction is also provided to all levels of students in English Writing Workshops, Math classes, and Biology lab for students grades 9-12.
3. Curriculum is aligned to the Common Core, Next Generation State Standards and the HSS Framework. Specialized small group instruction may be offered to elementary, middle school, and high school students in various academic subjects and extra-curricular activities are offered to provide support and promote social interaction.
4. High school students are encouraged to take community college classes as well as at Adult Education to assist them in meeting graduation requirements and furthering their educational goals.
5. The high school program operates on a year-round flexible open entry/open exit model following a two-track system using a 175-day school year calendar. An extended year component is also offered as a 6-week intercession from April to May. The K-8 school program is closely aligned to a traditional school year and also uses a 175-day school year calendar.

6. An online course of study is available to students who choose to utilize the services of PVCS in a virtual environment. Online delivery may include but not be limited to instruction, curriculum, assigning lessons, tutoring, learning team meetings, communication, collection and grading of assignments.
7. Students in grades K-6 utilize [Calvert Online Curriculum](#). Middle and High school students use Common Core aligned teacher developed curriculum in conjunction with traditional textbooks as well as [Calvert](#) and [Edgenuity](#) online curriculum.

Grades K-6

In grades K-6, a Credentialed Supervisory teacher meets with the parent/guardian and students once every 2 weeks for approximately an hour. During this meeting, teachers conduct a progress check, administer quiz(es), and/or oral/writing assessments, and monitor student progress. Calvert Learning Online Curriculum offers a combination of interactive online lessons with offline materials that supports the diverse learning styles of students. In addition, grades K-6 may participate in optional enrichment classes and field trips. PVCS offers the following student academic support and enrichment for elementary students: [IXL](#): a supplemental math tool that allows students to master difficult math concepts. On IXL, math is more than just numbers. With unlimited questions, engaging item types, and real-world scenarios, IXL helps students experience math at its most mesmerizing!

Grades 7-8

Students in grades 7-8 may choose from a homeschool program or a 4-day a week onsite program. Students who are homeschooled meet twice a month with their Supervisory teacher. During this meeting, teachers conduct a progress check, administer quiz(es), and/or oral/writing assessments, and monitor student progress. Both Calvert and Edgenuity Curriculum are utilized and offer a combination of interactive online lessons with offline materials that supports the diverse learning styles of students. Students who choose the classroom options are provided direct instruction from credentialed teachers and afforded the opportunity to work on coursework, receive academic support from peer tutors, and work in collaborative learning groups. In addition, PVCS offers the following student academic support and enrichment for middle school students:

- 1:1 Chromebooks – all students in grades 6-8 are issued a Chromebook and bag, which allows them to access their coursework, digital textbooks and complete assignments.
- College and career planning resources and lessons taught through the Exploratory elective and presentations from area colleges and programs.
- Reading and math intervention and extension.
- Computer Lab/Study Hall: Students have daily access to the Computer Lab/Study Hall where instructional aides are available to assist students with their coursework. The Computer Lab/Study Hall is a quiet area that allows students to take tests, receive help on their coursework, and concentrate on their studies.
- Student Enrichment: PVCS offers student activities within the community which may include Sea World, San Diego Natural History Museum, Surf Museum, San Diego Zoo, and others.
- Wednesday Study Hall: Students who need extra support have access to our support classroom on Wednesdays.

- After School Tutoring: Students have access one hour a day with their credentialed teacher for extra support.

Grades 9-12

PVCS offers an independent study/personalized-learning environment for high school students.

A Credentialed Supervisory teacher meets with the parent/guardian and the student on a weekly basis for approximately an hour. During this meeting, teachers conduct a progress check, administer quizzes, and/or oral/writing assessments, and monitor student progress.

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

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

PVCS offers the following academic and social enrichment programs:

- Tutoring and workshops – by teachers and instructional aides for all core subjects
- Weekly Office hours with the Supervisory Teacher
- Enrichment, including student-led clubs
- Club Sports including: Flag Football, Cheerleading, Soccer and Basketball
- College & Career events – PVCS hosts monthly presentations by/at local colleges and trade school

Instructional Materials

High School

English/Language Arts	Edgenuity®, Holt, <i>Literature & Language</i>
Math	Edgenuity®, Prentice Hall
World History	Edgenuity®, McGraw Hill, <i>World History, Cultures & Geography</i>
US History	Edgenuity®, Boorstein Killey, <i>History of the U.S.</i>
American Government	Edgenuity® Prentice Hall, MacGruder's <i>American Government</i>

Economics	Edgenuity®, Prentice Hall, <i>Economics and Principles in Action</i>
Science	Edgenuity®, Holt, <i>Ca Education & the Environment Initiative</i>
Spanish	Edgenuity®
World Cultures	Prentice Hall
Health	Edgenuity®, Prentice Hall, <i>Rights, Respect & Responsibility</i>

Middle School

Language Arts, 6-8	CA Journeys, HMH Ca Collections, Calvert
Math, 6	Math Expressions, Calvert
Math, 7-8	Pearson enVision Math, Calvert
History/Social Studies, 6	Teacher Curriculum Institute, <i>The Ancient World</i> , Calvert, Edgenuity
History/Social Studies, 7	Teacher Curriculum Institute, <i>The Medieval World</i> , Calvert, Edgenuity
History/Social Studies, 8	Teacher Curriculum Institute, <i>The United States Through Modern Times</i> , Calvert
Science, 6-8	Edgenuity®, Amplify Science

Elementary

Language Arts, K-5	Calvert
Language Arts, 5	CA Journeys, Calvert
Math, K-5	Calvert
Math, 5	Calvert

2. Enrollment

Upon enrollment, a Supervisory Teacher is assigned who meets with the student and parent/guardian. The student is administered diagnostic assessments in Reading and Mathematics using web-based assessments, followed by a transcript review. A Personalized Learning Plan (PLP) is then developed based on an analysis of the following: diagnostic assessment results, transcript review, and goals identified by the student and parent. For students with IEP's, the Resource Specialist conducts the Change of Placement IEP within 30 days of enrollment to ensure that IEP goals and student needs/modifications are addressed and provided. For students identified as English Learners, a home language survey is also administered.

PVCS communicates with current and prospective students and families through its website, which is updated on a weekly basis and Social Media including Facebook, Instagram, Twitter, YouTube, Google+, Google Adworks, and Yelp. In addition, links to our school's website can also be found in the Oceanside and San Marcos Chamber of Commerce. Our school is working to partner with the Moreno Valley Chamber of Commerce to promote its new school facility site.

Student Enrollment by Grade Level

Kindergarten	7
First	5
Second	3
Third	3
Fourth	2
Fifth	2
Sixth	26
Seventh	59
Eighth	49
Ninth	57
Tenth	102
Eleventh	120
Twelfth	184
Total	619

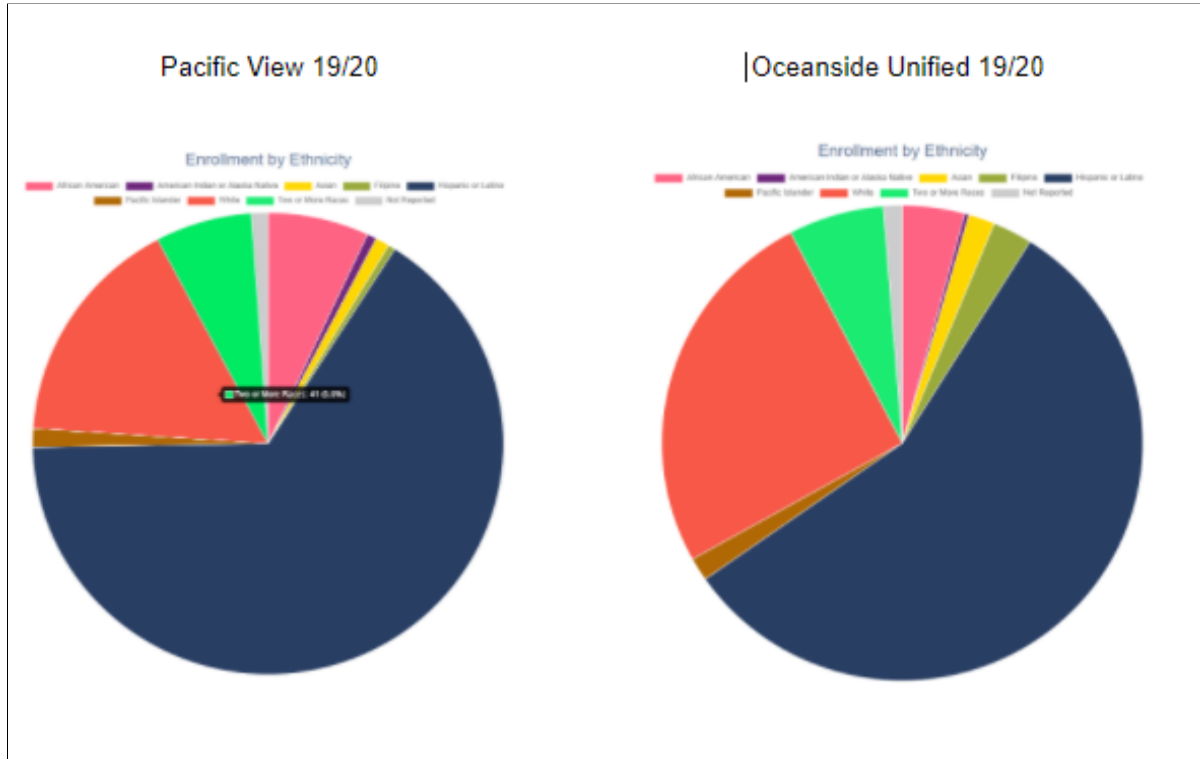
Enrollment by Gender

Year	Male	Female	Non Binary	Total
2019-2020	294	324	1	619
2018-2019	294	296	0	590
2017-2018	248	264	0	512

Enrollment by Ethnicity 2019-2020

Group	Enrollment
American Indian or Alaskan Native	7
Black or African American	71
Hawaaiian	7
Hispanic or Latino	412
Asian/Other	5
Declined to State	6
White	111
Total	619

Ethnicity Enrollment Comparison PVCS and OUSD



Enrollment by District 2019-2020

District	Number
Oceanside	255
Vista	138
Carlsbad	6
San Diego	4
Fallbrook	5
Riverside County	203
San Marcos	7
Escondido	1
Total	619

Enrollment by Subgroups

Economically Disadvantaged

Year	FRPM Eligible Students	% of Enrolled Students
2019-2020	360	57%
2018-2019	305	49%
2017-2018	225	42%

English Learners

When a student is identified as an English Language Learner, the student is provided with appropriate curriculum and instruction, and is given an annual ELPAC assessment. Performance data is reviewed each year and students reclassify when they meet the state requirements for reclassification.

English Learners Per Grade Level

Grade level	2018/2019	2019/2020	2020/2021
Kinder	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	1	0	1
Grade 6	5	2	0
Grade 7	4	6	3
Grade 8	8	6	8
Grade 9	6	7	7
Grade 10	13	11	14
Grade 11	10	13	11
Grade 12	12	12	16
Total:	59	57	60

Percentage	10%	9%	9%
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Special Education

PVCS complies 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”).

Pacific View 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). As an LEA member of the SELPA, Pacific View receives state and federal revenues directly, in accordance with the SELPA’s allocation plan.

Pacific View School provides special education and related services by hiring credentialed providers directly and by hiring credentialed or licensed providers through private agencies or independent contractors. School facilities are accessible for all students with disabilities.

Special Education Students

Year	Number	% of Student Enrollment
2019-2020	128	21%
2018-2019	111	19%
2017-2018	95	18%

School Marketing Information

In alignment with charter law, PVCS enrolls any student living in San Diego or the surrounding counties who would like to attend the school. PVCS markets in the local community to ensure that the demographics of the school mirror that of the Oceanside community and is proud to educate a diverse population of students. See page 10 for a comparison of PVCS and OUSD student demographics. In addition to serving a diverse and community aligned student population, the school also services a higher percentage of students from a variety of significant subgroups than other schools including students with exceptional needs, low income students, and students who are credit deficient and needing remediation to be successful. This is reflected in the schools approval for DASS status as discussed on page 19. The following are ways employed by the marketing committee to get information about the school out to the community during the 2019-2020 school year:

- Updated website for positive impression for existing families and potential new families
- Google Adword Leads
- Building a community on Facebook and receiving Leads
- Instagram posting
- Twitter posting
- Billboard Ads in Moreno Valley

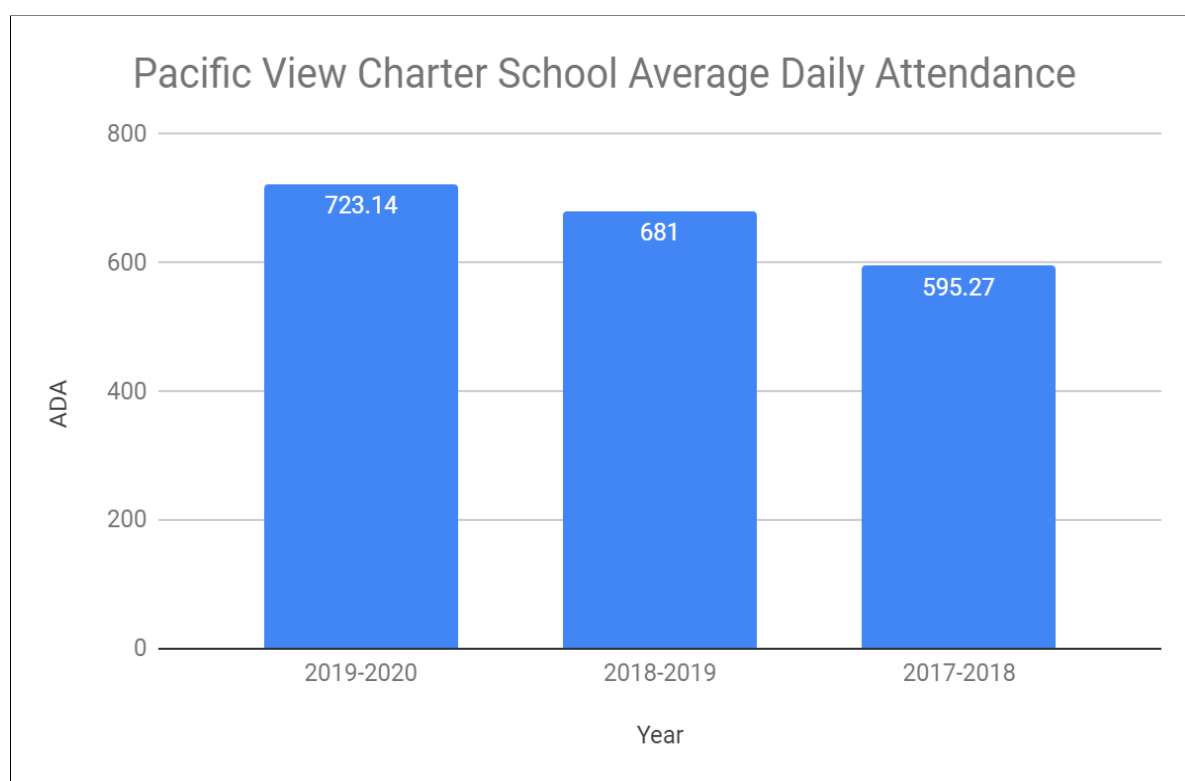
- Movie Theater Ads in Moreno Valley
- Visiting Schools in the local districts to partner
- Improved search visibility with SEOs.
- Mailers in Oceanside
- Peachjar in Oceanside
- Bus Backs in Oceanside
- Partnered with community organizations: OPD, Reach, Lifeline, Vista Community Clinic, Palomar Family Counseling, Oceanside Boys and Girls Club.

3. Attendance Data

Pacific View Charter School utilizes an independent study program with a personalized learning model. Attendance is based on time-value of assignments completed, as outlined in the Independent Study Educational Code. Therefore, most of the attendance issues that occur at a traditional school site, such as tardiness, truancy, SARB, or referrals are generally not problematic at Pacific View Charter School.

The school has a procedure for handling students who miss appointments and/or fail to complete the required assignments. Students who miss appointments or fail to complete assignments are placed on academic probation and referred to the Student Success Team (SST) meeting process for counseling and to develop a plan of action for school success.

Average Daily Attendance



Average Daily Attendance by Grade Level

Grade	2017-2018	2018-2019	2019-2020
K	2.76	1.25	3.90
1	5.04	2.10	2.54
2	4.47	2.17	2.83
3	3.70	4.92	0.38
4	5.25	2.00	1.03
5	13.45	5.81	3.39
6	31.89	39.46	27.38
7	44.87	48.79	65.93

8	49.61	49.28	63.07
9	43.87	68.70	70.20
10	106.11	101.00	130.83
11	137.32	186.10	154.65
12	147.03	164.94	191.84

4. Staff Information

Certificated Staff Information

Credentialed Staff	Number	Percent of Total
Credentialed	43	86%
Psychologist	1	2%
Pupil Personnel Services	1	2%
Speech Pathologist	1	2%
Administrators	4	8%

Certificated Staff Ethnicity

Credentialed by Ethnicity	Number	Percent of Total
Asian	4	8%
Filipino	1	2%
Hispanic/Latin X	5	10%
African American	2	4%
White	38	76%

Credential Status

Clear Credential	64
Preliminary Credential	13
Level 1	0
Level 2	2
Teachers with EL Standing	64
BTSA Enrolled Teachers	8

Teacher Credentials

Credential	19/20	18/19	17/18
Administrative Services	2	3	3

English	13	9	7
Business (Intro)	1	1	0
Computer Concepts & Applications	1	1	0
CTE - Business / Construction Trade	1	0	0
Health Science	2	1	0
Math (Mathematics & Foundational Math)	8	8	7
Multiple Subject	11	13	11
Music	1	1	1
Physical Education	1	1	1
Pupil Services - Psychology	1	1	0
Pupil Services - Counseling	2	2	1
Social Science (Social Science, History)	17	17	14
Speech Language Pathologist	1	0	0
Special Education - AAAS	2	2	0
Special Education - Mild/Moderate	6	3	0
Special Education - Moderate/Severe	1	1	0
Science (Biology, Geo Science, Physics, Chemistry)	8	7	8
TOTAL CREDENTIALS	79	71	53

Credentialed Staff Education

	Number	Percentage of Total
Bachelor's Degrees	50	100%
Master's Degrees	31	62%

Certificated Salaries

Year	Teacher Salaries	Administrative Salaries
2019-2020	\$3,171,532.47	\$797,142.67
2018-2019	\$2,183,830.84	\$683,557.03
2017-2018	\$1,896,624.79	\$757,356.35

In the 18/19 school year, a leadership position became vacant and was not filled until the 19/20 school year. This accounts for the lowered administrative salary amount in 2018-2019.

Classified Staff Information

	Number	Percent of Total
Office/Paraprofessionals	34	100%

Classified Staff by Ethnicity

Classified by Ethnicity	Number	Percentage of Total
Hispanic/Latin X	11	32%
African American	6	18%
White	17	50%

Professional Development

Professional Development is at the core of the school's success and data-driven culture. During 2019-20 school year, Pacific View continued to implement a schoolwide Instructional Framework to guide all staff in teaching and learning. Individualized coaching for all instructional staff was implemented around identified areas of growth and in alignment with the Framework. In addition, when, in the spring of 2020, PVCS pivoted to distance learning, professional development was provided to staff on teaching and learning in the remote environment, how to provide emotional support to students during crisis and other instructional resources directed at teaching and learning in the digital environment.

5. Performance Data

- A. School Performance Updates
- B. SBAC Data
- C. Local Assessments
- D. Semester Grade Reports
- E. Graduation Information

It should be noted that although the annual report is compiled for the 2019-2020 school year, performance data includes information from the Fall 2020 where possible, in order to best analyze the effects of the Covid-19 crisis, as requested by OUSD.

A. School Performance Updates: DASS Status, Differentiated Assistance & CSI Status

Pacific View was identified for Differentiated Assistance by the state for performance in Math and graduation rates and Comprehensive Support and Improvement (CSI) for graduation rate based on the 2018/19 data. Oceanside Unified chose to enlist the San Diego County Office of Education to provide the assistance to PVCS. For the past 2 years, PVCS has worked with OUSD and SDCOE to develop a plan for improvement for both student performance on the SBAC tests and the school's graduation rate. Through this process, it has become apparent that PVCS serves a very specific group of students, many of whom are not on a 4-year graduation path, have experienced barriers to their educational success, and need extra supports to be successful in school. The personalized learning model that PVCS has used for 20 years, supports these students in getting their education back on track, but these successes are not recognized in the traditional CA Dashboard accountability system. For this reason, PVCS applied for and received DASS status starting in the 2020/21 school year.

Dashboard Alternative School Status (DASS) is the alternative accountability system for schools that serve a "high risk" population of students. 70% of the student population must fall into one of the high risk categories in order for the school to qualify. DASS schools are measured on alternative metrics for academic achievement and for graduation rate, reflecting the different needs of these students. These changes will be reflected beginning in the 2021 dashboard.

DASS Eligibility Percentages	
0.45	a) Percentage (%) of students Expelled
0	b) Percentage (%) of students Suspended more than 10 days in a school year
0.75	c) Percentage (%) of students who are Wards of the Court
1.5	d) Percentage (%) of students who are Pregnant and/or Parenting.

0.3	e) Percentage (%) of Recovered Dropout Students
4.5	f) Percentage (%) of students who are Habitually Truant
0	g) Percentage (%) of students Retained more than once in kindergarten through grade eight.
49	h) Percentage (%) of students who are credit deficient
0.9	i) Percentage (%) of students with a gap in enrollment
4.5	j) Percentage (%) of students with a high level of transiency
0.75	k) Percentage (%) of students who are Foster Youth
11	l) Percentage (%) of students who are Homeless Youth.
73.7	l) Total percentage (%) of students meeting DASS eligibility criteria.
73.7	Total Percent (%) of High-risk Students

In addition to the Dashboard changes, DASS Eligibility also changes the way that DASS Charter schools are considered for charter renewal. Schools qualifying for the Dashboard Alternative School System (DASS) are not subject to the three general renewal laws. Instead, authorizers would consider “performance on alternative metrics applicable to the charter school based on the population served” in addition to the DASS-specific Dashboard indicators.

Included in the following performance data are charts comparing Pacific View to the other DASS schools in the state of California. These data charts most accurately reflect the performance of students in the school on a fair standard of like student populations.

B. SBAC Data

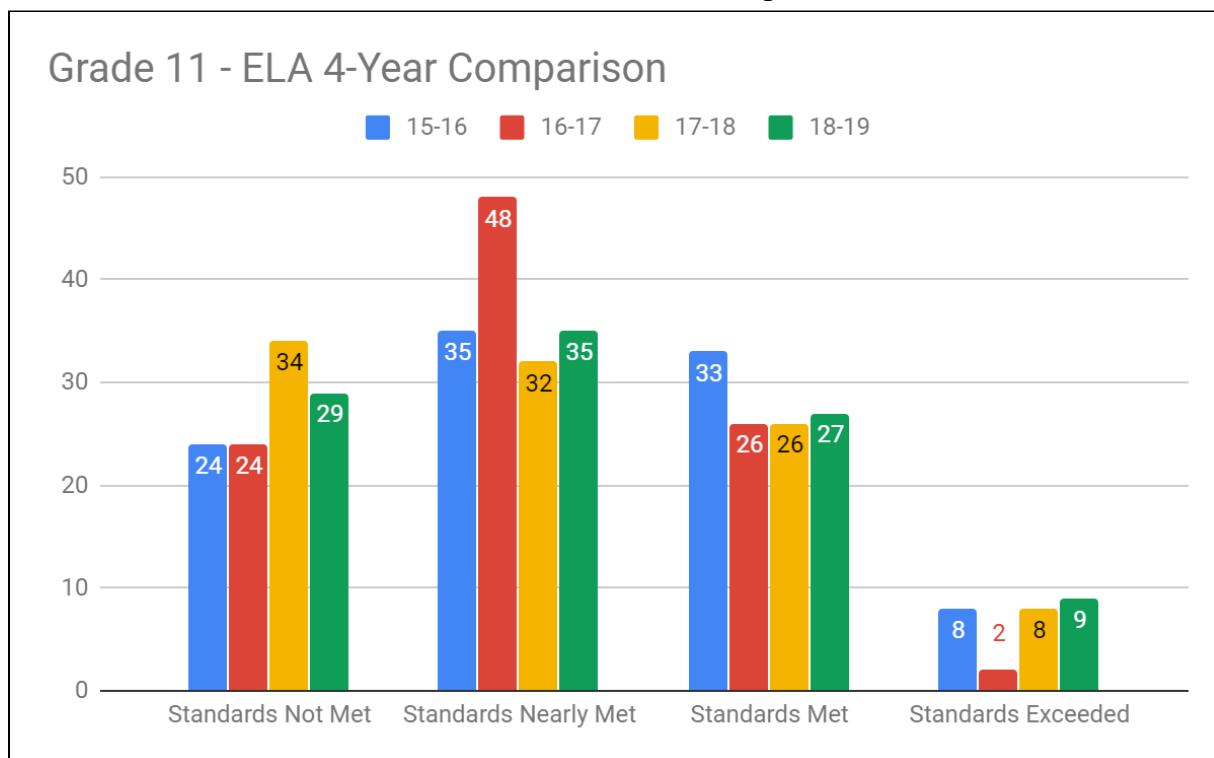
SBAC data includes rates through the 18/19 school year. Students at PVCS were unable to test in the spring of 2020 due to Covid test cancellations.

Demographic Schoolwide Chart - Distance from Standards

Demographic	Assessment	2018	2019	Change
Schoolwide	ELA	-41.2	-33.7	Increased
	Math	-101	-119	Decreased
Hispanic or Latino	ELA	-42.5	-36	Increased
	Math	-113	-124	Decreased
Economically Disadvantaged	ELA	-55.9	-46.2	Increased
	Math	-120	-133	Decreased
English Learners	ELA	-88.7	--90.6	Maintained
	Math	-142.1	-168	Decreased
Students with Disabilities	ELA	-107	-113	Decreased
	Math	-161.3	-187.1	Decreased

As mentioned previously, Pacific View serves a very specific group of students, the majority of whom are considered ‘high risk’. The metrics for meeting standards on the state SBAC test do not accurately reflect what students at Pacific View are able to accomplish. Reviewing information related to student grades, recovery from credit deficiencies, and graduation from high school are all more relevant factors of student success and will be highlighted in further sections below.

English/Language Arts Performance ELA SBAC Performance - 4 Year Comparison - Grade 11



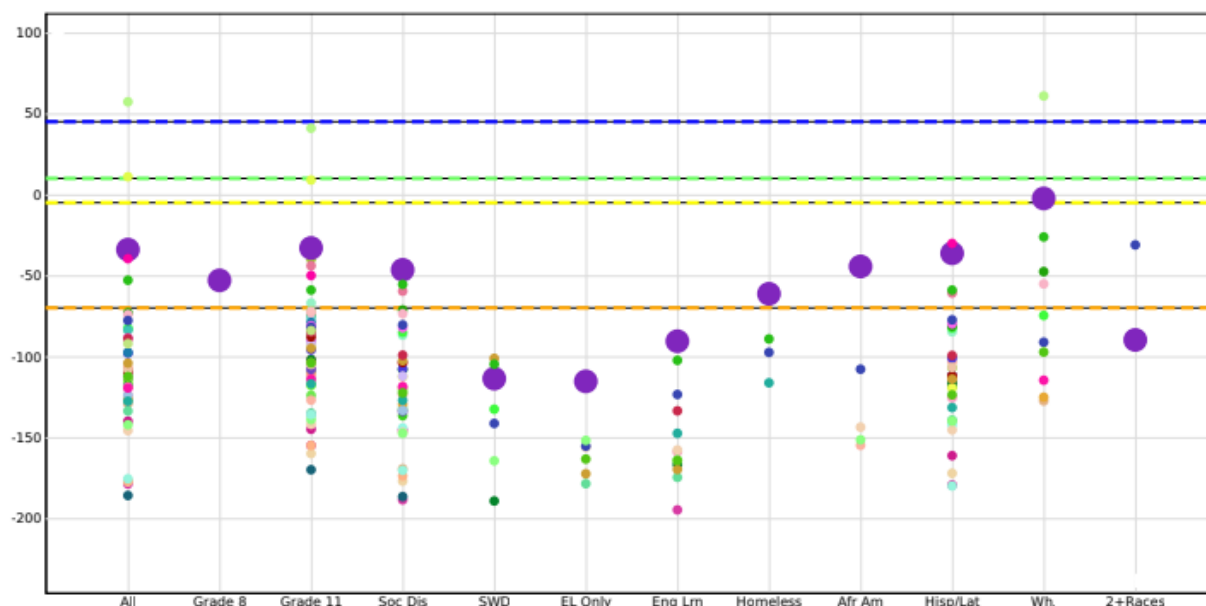
Pacific View Charter is open to any students in San Diego and the surrounding counties wishing to attend, however, the majority of students who attend at the high school level come to PVCS after being unsuccessful at a traditional high school. Many high school students enter PVCS with reading skills 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 and this explains the reason for lower performance on the state exam.

2017-2018		
	Number of students in Foundations ELA	Number of students in Reading

		Intervention
Grade 11	30	24
Grade 12	9	77
2018-2019		
	Number of students in Foundations ELA	Number of students in Reading Intervention
Grade 11	50	30
Grade 12	18	11
2019-2020		
	Number of students in Foundations ELA	Number of students in Reading Intervention
Grade 11	60	26
Grade 12	44	9

PVCS also compared 2019 ELA SBAC Scores to the other DASS qualified schools in the State of California. When compared to these schools, PVCS ranks 4th in ELA performance, indicating that the interventions and supports for students is superior to that which they would receive at the majority of other schools they would otherwise attend. The following chart shows SBAC ELA Performance as Distance from Standard for All students as well as significant subgroups. PVCS is identified as the large Purple dot, with the other DASS schools as the other colored markers.

English Language Arts: Pacific View Charter



English Language Arts: Status 2019 of Comparison Schools

N	School	All	Grade 8	Grade 11	Soc Dis	SWD	EL Only	Eng Lrn	Homeless	Afr Am	Hisp/Lat	Wh.	2+ Races
1	North Point Academy	57		41								61	
2	Independence High (Alternative)	11		9									
3	Montecito High (Continuation)	-33		-44	-60						-61	0	
4	Pacific View Charter	-34	-53	-33	-47	-114	-115	-91	-61	-44	-36	-2	-90
5	Whitcomb Continuation High	-40		-50							-30		
6	Vista Real Charter High	-53		-59	-56	-105		-102	-89		-59	-26	
7	Chaparral High	-73		-75	-71						-81	-48	
8	Discovery High	-74		-73	-74							-55	
9	San Diego Workforce Innovation High	-78		-82	-81	-141	-155	-124	-98	-108	-77	-91	-31
10	Bidwell Continuation High	-82		-67	-87						-85		
11	Bowman (Jereann) High (Continuation)	-83		-72	-85	-133		-93			-82	-75	
12	New Vision High	-84		-84									
13	San Antonio High (Continuation)	-89		-81	-82						-80		
14	Twin Oaks High	-89		-85	-99			-134			-99		

For brevity, this chart only shows the top 14 performing DASS school, and not the full list of 65.

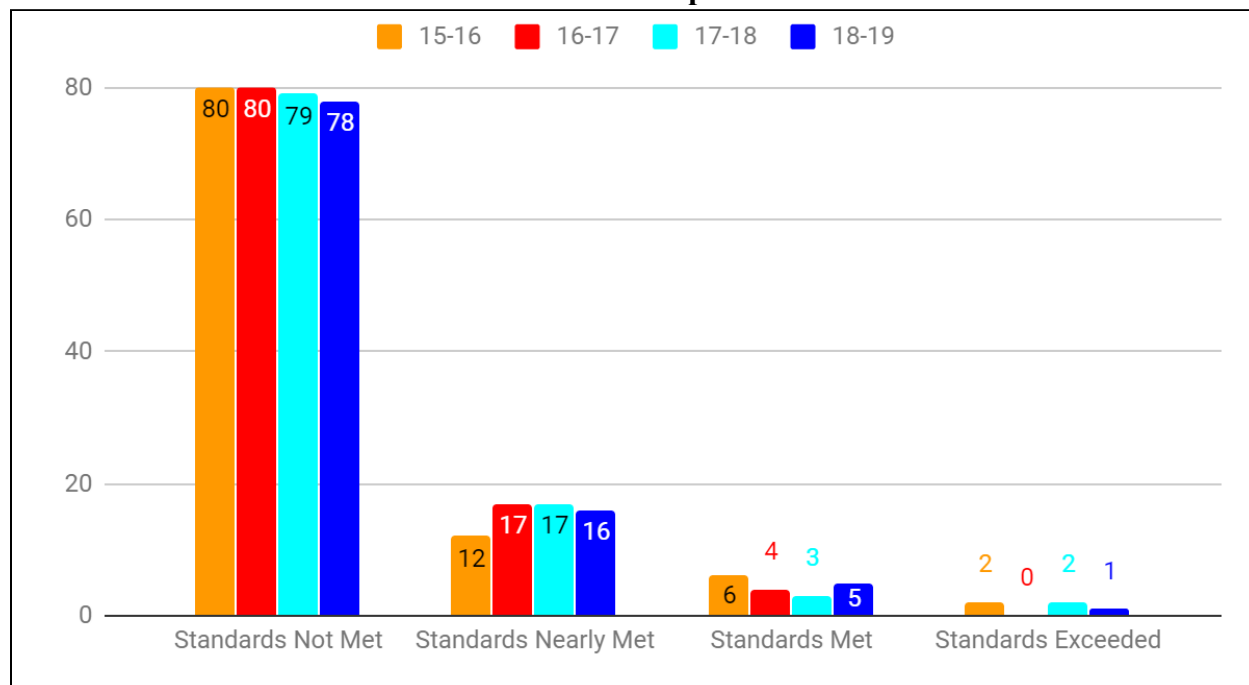
English/Language Arts Strategies and Interventions

PVCS is working on the following to help students build skills in reading, writing, speaking and listening:

- Redesign reading intervention course in high school to better meet student needs
- Data analysis of student learning gaps by Ed Specialists and Gen Ed teachers
- Pull out class for ELA for grades 7 and 8 to support students with highest need
- Add additional updates to existing curriculum to provide additional grade level supports, and additional scaffolding to assist students with reading grade level material
- Staff will conduct an analysis of SBAC Accommodations to ensure correct supports are in place during testing. Training for both students and teachers on these accommodations.
- Provide training on the instructional planning reports (STAR Enterprise) for Instructional Aides to help fill gaps in ELA comprehension during SAI sessions

- Implementation of Interim Assessments in each high school ELA course will help students gain familiarity with test and question formats.

Math Performance
Math SBAC - 4 Year Comparison Grade 11



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. Students arrive at PVCS after having been unsuccessful specifically in math, and often need remediation in order to be successful in grade level math courses. The school 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.

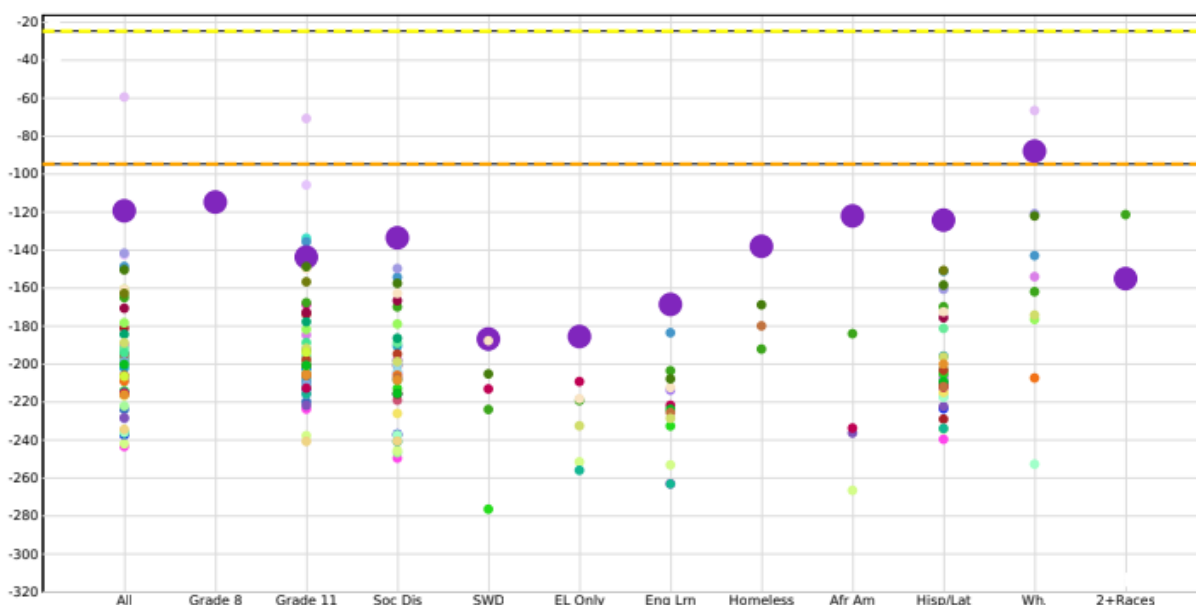
Because so many students need remediation in math, PVCS feels that while the CAASPP test for math may assess where students are, it does not take into account the progress they have made, nor the fact that the majority of 11th grade students are not enrolled in 11th grade math courses (Math 3 or Higher). For example, in the latest year of testing (2019) only 11% of 11th grade students were taking Math 3, meaning that 89% of students had not yet been exposed to the content tested in the SBAC test.

The following charts show the number of students enrolled in each math course offered by PVCS by grade level. Through the 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.

2017-2018				
	Math 1 Readiness A/B (remediation)	Math 1	Math 2	Math 3
Grade 11	45	80	69	31
Grade 12	12	33	75	28
Only 14% of students in grade 11 are enrolled in grade level math at time of SBAC				
2018-2019				
	Math 1 Readiness A/B (remediation)	Math 1	Math 2	Math 3
Grade 11	36	71	82	34
Grade 12	22	37	48	18
Only 11% of students in grade 11 are enrolled in grade level math at time of SBAC				
2019-2020				
	Math 1 Readiness A/B (remediation)	Math 1	Math 2	Math 3
Grade 11	34	43	57	37
Grade 12	20	64	72	32
Note - the last session of math was cancelled due to stay at home order. Only independent study math was offered, limiting the number of students taking math in the spring.				

PVCS compared 2019 Math SBAC Scores to the other DASS qualified schools in the State of California. When compared to these schools, PVCS ranks 2nd in Math performance, indicating that the interventions and supports for students is superior to that which they would receive at the majority of other schools they would otherwise attend. The following chart shows SBAC Math Performance as Distance from Standard for All students as well as significant subgroups. PVCS is identified as the large Purple dot, with the other DASS schools as the other colored markers.

Mathematics: Pacific View Charter



Mathematics: Status 2019 of Comparison Schools

N	School	All	Grade 8	Grade 11	Soc Dis	SWD	EL Only	Eng Lrn	Homeless	Afr Am	Hisp/Lat	Wh.	2+ Races
1	North Point Academy	-60		-71								-67	
2	Pacific View Charter	-120	-115	-144	-134	-187	-186	-169	-138	-122	-125	-88	-155
3	Montecito High (Continuation)	-142		-145	-150						-161	-121	
4	Independence High (Alternative)	-143		-106									
5	Bowman (Jereann) High (Continuation)	-149		-136	-155	-191		-184			-151	-143	
6	Vista Real Charter High	-151		-149	-158	-206		-208	-169		-159	-122	
7	Tracy (Wilbur) High (Continuation)	-161		-150	-163	-188	-219	-213			-173		
8	Pacific Beach High	-161		-146									
9	Whitcomb Continuation High	-163		-157							-151		
10	San Diego Workforce Innovation High	-165		-168	-170	-224	-220	-204	-192	-184	-170	-162	-122
11	Shery (Kurt T.) High (Continuation)	-171		-173	-167						-176		
12	Discovery High	-179		-182	-179							-177	
13	Calaveras Hills	-181		-174	-201						-229		
14	Paloma Creek High	-185		-178	-187								

For brevity, this chart only shows the top 14 performing DASS school, and not the full list of 65.

Math Strategies and Interventions

PVCS is working on the following initiatives and interventions to support math growth both schoolwide and for significant subgroups:

- Evaluate which standards from Math 3 can be taught in Math 1 and Math 2 so students have exposure to content
- Implement Interim Assessments to track growth at beginning and end of each HS Math course
- Change testing schedule for K8 to break math test into smaller testing blocks
- Host Math review sessions prior to SBAC tests to help students understand how to use the accommodations embedded in the test and review the skills needed to take the SBAC

- Require 10/11 grade students who are deficient in math skills to take more than 10 credits of math per year to catch up in credits
- Create a process for correctly identifying students with learning challenges and train supervisory teachers in this process.

Grades 3-8 Longitudinal SBAC Data

Percentage of students meeting or exceeding standards grades 3-8: Language Arts 2017-2019.

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

	2017	2018	2019
Grade 3	n/a	n/a	n/a
Grade 4	n/a	n/a	n/a
Grade 5	32	27	n/a
Grade 6	30	30	30
Grade 7	31	31	28
Grade 8	30	30	34

Percentage of students meeting or exceeding standards grades 3-8: Math 2017-2019

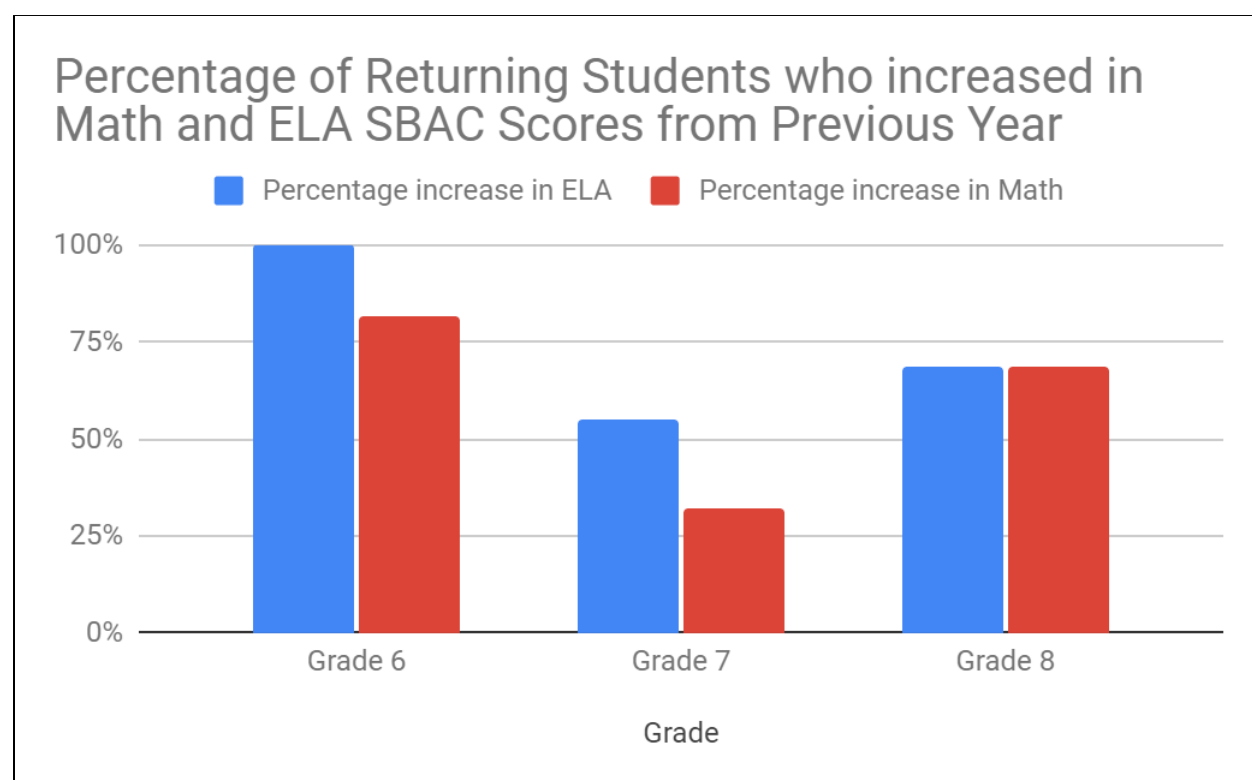
*n/a = student groups less than 15 students.

	2017	2018	2019
Grade 3	n/a	n/a	n/a
Grade 4	n/a	n/a	n/a
Grade 5	21	27	n/a
Grade 6	35	18	12
Grade 7	19	18	2
Grade 8	3	16	12

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 6-8 who have attended PVCS for two or more years as measured on the CAASPP Smarter

Balanced Assessments in the 2018-19 school year. There were less than 10 students tested in grades 3-5, so that data is not listed below to maintain student privacy.

	# of Students	# of Returning Students	Increased in ELA	%	Increased by Level in ELA	Increased in Math	%	Increased by Level in Math
Grade 6	47	11	11	100	4	9	82%	0
Grade 7	47	22	12	55%	1	7	32%	1
Grade 8	53	29	20	69%	9	20	69%	5



As demonstrated by the charts above, students who are enrolled in PVCS for more than 1 year, show better performance on the SBAC than students who were only enrolled in the school year tested. The continuity in programs and interventions can only be experienced by students who maintain enrollment for multiple years.

C. Local Assessments

Star Enterprise

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 (2018-2020) in both reading and math at the high school level. It should be noted that STAR Tested was eliminated for the Spring of 2020 due to the stay at home order. For the 2019-2020 school year only mid-year tests were held.

Reading Growth 2017-2018	% of students who improved by one or more proficiency levels
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

Math Growth 2017-2018	% of students who improved by one or more proficiency levels
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

Reading Growth 2018-2019	% of students who improved by one or more proficiency levels
Urgent Intervention: 0-10 percentile	30% (26/86 students) made gains of one + proficiency band
Intervention: 11-24th percentile	31% (23/75 students) made gains of one + proficiency band
On Watch: 25th-39th percentile	38% (13/34 students) made gains of one + proficiency band
Benchmark: 40th percentile & above	72% (34/47 students) maintained benchmark performance

Math Growth 2018-2019	% of students who improved by one or more proficiency levels
Urgent Intervention: 0-10 percentile	50% (19/38 students) improved by one proficiency band
Intervention: 11-24th percentile	61% (28/46 students) grew by one proficiency level
On Watch: 25th-39th percentile	48% (15/31 students) grew by one + proficiency bands gains
Benchmark: 40th percentile & above	89% (71/80 students maintained benchmark performance)

19/20 Data is reported for the first semester only showing ½ a year's growth progress.

Reading Growth 2019-2020	% of students who demonstrated growth
0-10 percentile	2/9 22%
11-24th percentile	3/13 23%

25th-39th percentile	6/11 55%
40th percentile & above	4/8 57%
Overall	15/41 37% demonstrated at least 1/2 year growth in reading

Math Growth 2019-2020	% of students who demonstrated growth
0-10 percentile	3/5 60%
11-24th percentile	4/10 40%
25th-39th percentile	4/7 57%
40th percentile & above	13/21 57%
Overall	24/43 56% demonstrated at least 1/2 year growth in Math

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.

Middle School Reading Intervention

PVCS implemented the [iLit Reading Intervention](#) program in the spring of the 2018 to help students struggling in reading build on deficient skills and to support student progress in English/Language Arts. The following charts represent growth in the program at mid-year for the 2019-2020 school year. Unfortunately, due to the stay at home order, the reading intervention class was discontinued in March so students could focus on core courses and an end of year assessment was not held.

	Total Number of Students	Number with two assessments	% of students with 2 tests who grew by 1 grade level	Class Average GLE Growth
Grade 6 Oside	25	16	56%	5 --> 6.5
Grade 7 Oside	27	15	47%	4.4 --> 5.3

Grade 7 MV	11	6	67%	4.3 --> 5.4
Grade 8 Oside	23	16	56%	5.3 --> 6.3
Grade 8 MV	10	9	67%	5.7 --> 7.6

Each class averaged at least one year's growth in grade level equivalency (GLE) at the mid year point, with more than half of each class growing by at least one grade level. It is inferred that students would have shown multiple year's growth had they been afforded the opportunity to complete the year in the classroom. PVCS plans to continue the use of iLit as reading intervention for struggling middle school readers when classes are able to fully resume onsite.

D. Semester Grade Reports **Semester Grades by Year for All Subjects, Math, and ELA**

All Subject Grade Reports

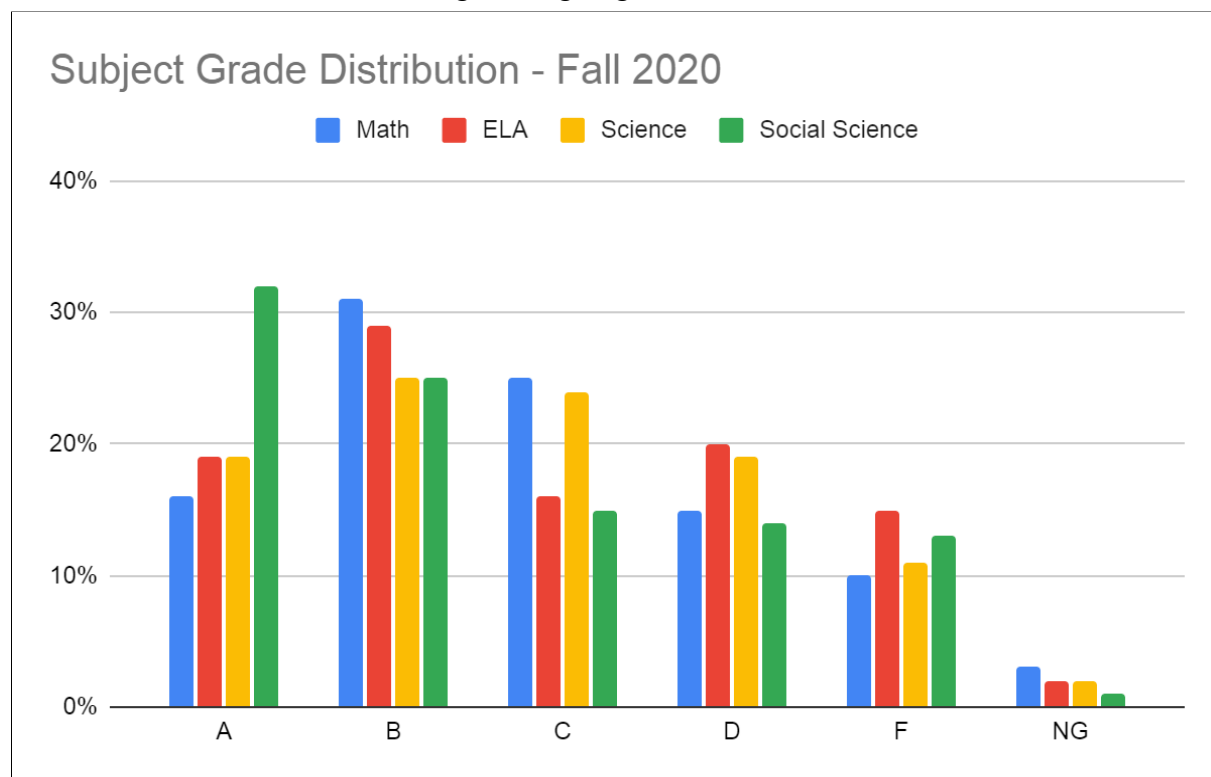
The following data shows student performance based on semester grades. For brevity, only Semester 1 grade data is shown for each year. Subject grade reports show:

- Students consistently earn more As in Social Science classes than in other subjects.
- Students earned more As and Bs in all subjects in 2020 than in other years.
- More students take Math, ELA and Social Science courses in Semester 1 than Science courses in all three years.

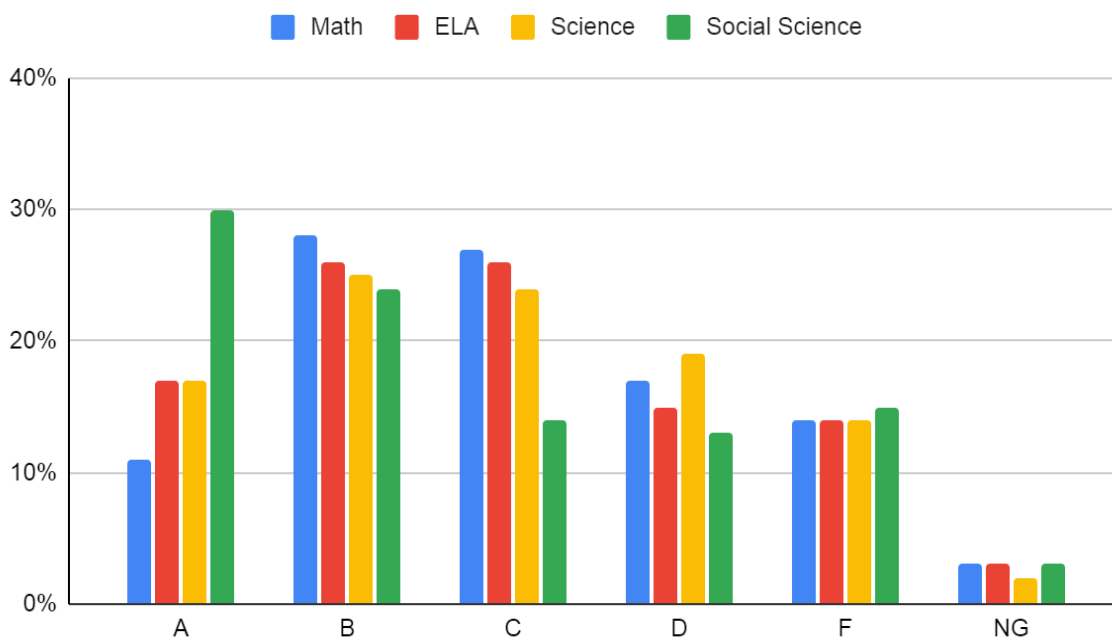
Impacts of the Covid Crisis on Grades:

PVCS has determined that the high school program was set up well to support students during the transition to distance learning and this led to the success seen in the grade data. Students were already used to independent study classes, they had strong relationships with their Supervisory Teachers and tutoring and support was able to quickly transition to the virtual classroom. Virtual classes are taught in the Schoology Learning Management System, which students have been using for years, so both teachers and students were familiar with the technology. There is a high emphasis on the use of technology for both students and staff and all students had already been issued a school Chromebook, so technology did not present a barrier to learning. PVCS was also able to secure and distribute hotspots and wifi embedded computers to those families in need, without relying on outside service providers. The personalized learning model means that students have individualized learning plans, with courses already paced out at 6-9 week intervals so students were able to continue in courses and start new ones if needed. All of these program supports are of great importance as the school continues to educate students during the ongoing crisis. was set up well to support students during the transition to distance learning and this led to the success seen in the grade data. Students were already used to independent study classes, they had strong relationships with their Supervisory Teachers and tutoring and support was able to quickly transition to the virtual classroom. Virtual classes are taught in the Schoology Learning Management System, which students have been using for years, so both teachers and students

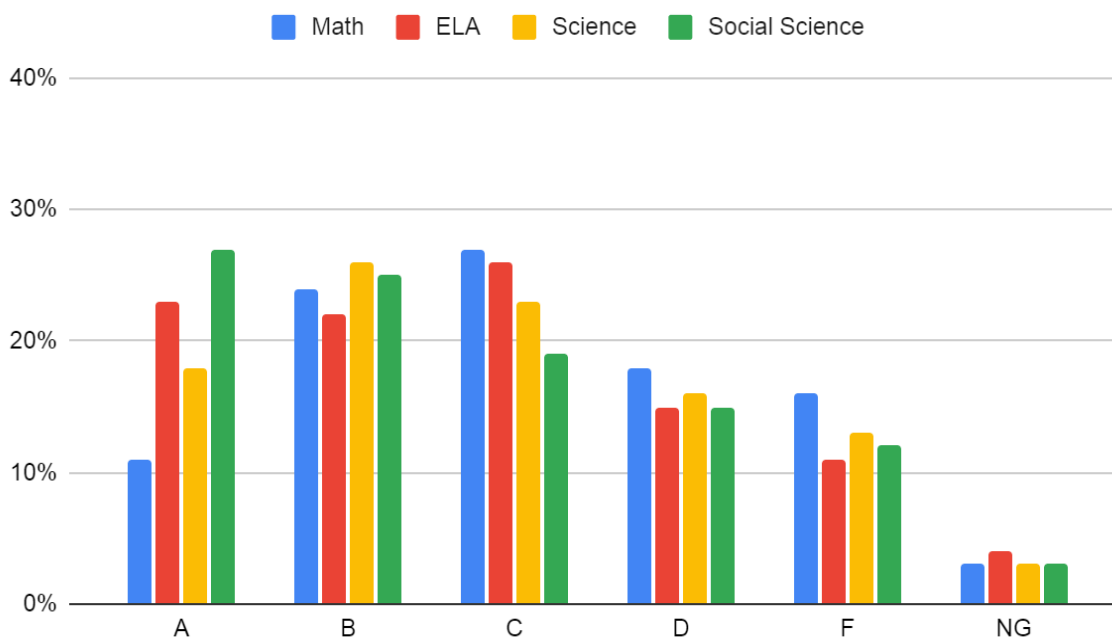
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Subject Grade Distribution Fall - 2019

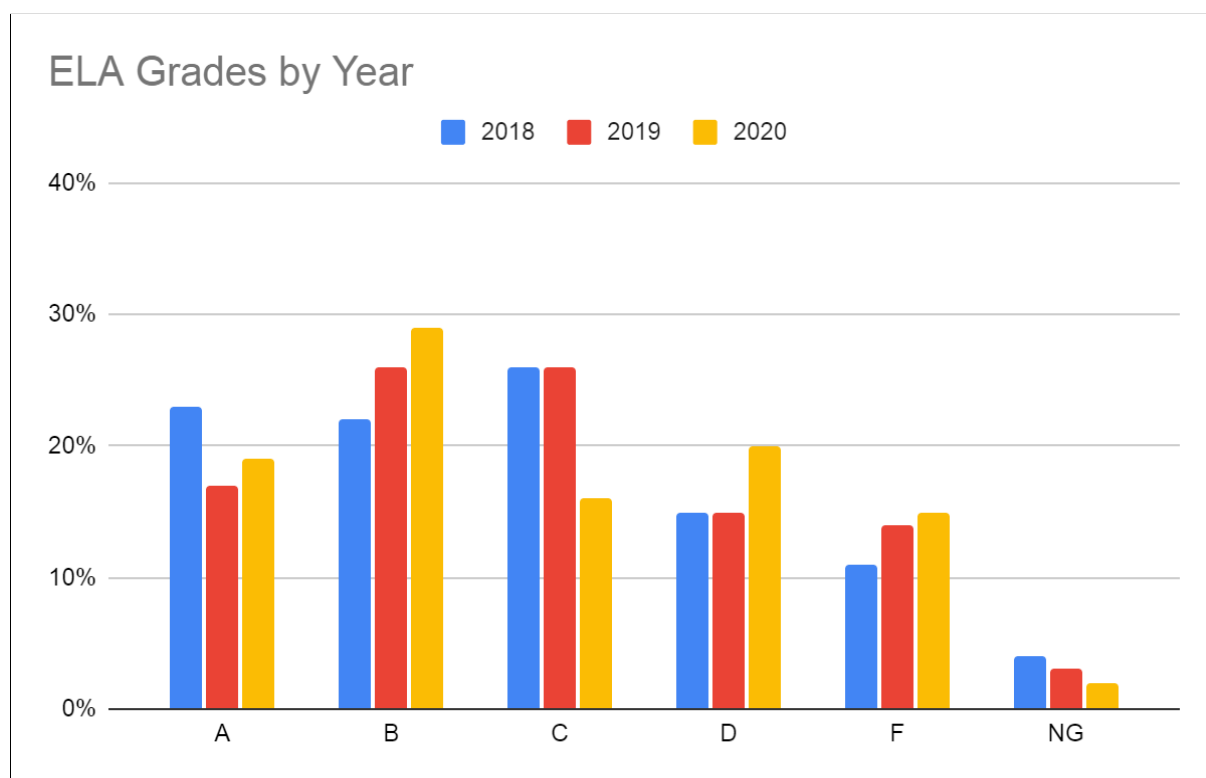


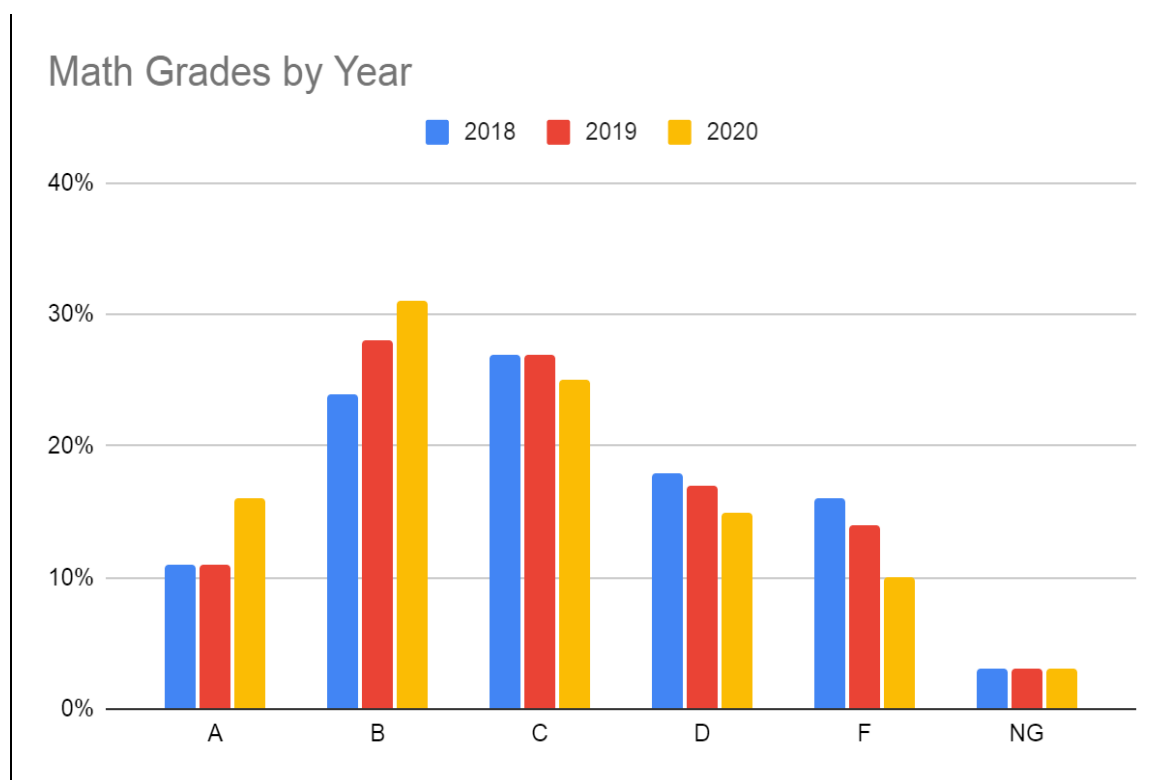
Subject Grade Distribution Fall - 2018



Math and ELA Grade Reports

- Students perform slightly better in 2020 in ELA than in previous years. This is significantly important considering the impact of Covid-19 on student learning. PVCS attributes this to the fact that high school classes did not change considerably from previous years. Instruction was provided through the Schoology LMS instead of in person, but teachers were already confident with the system and the pacing of the course did not change.
- Although there is a slight increase in D/Fs in 2020, there is also an increase in As/Bs from the previous year, offsetting this. The percentage of students who failed ELA in Semester 1 was the same from 2019 to 2020 (17%).
- Students perform better in 2020 in Math than in previous years. This is significantly important considering the impact of Covid-19 on student learning. PVCS attributes this to the fact that high school classes did not change considerably from previous years. Instruction was provided through the Schoology LMS instead of in person, but teachers were already confident with the system and the pacing of the course did not change. It may also be possible that students felt more comfortable performing in the distance learning format than in a classroom setting.

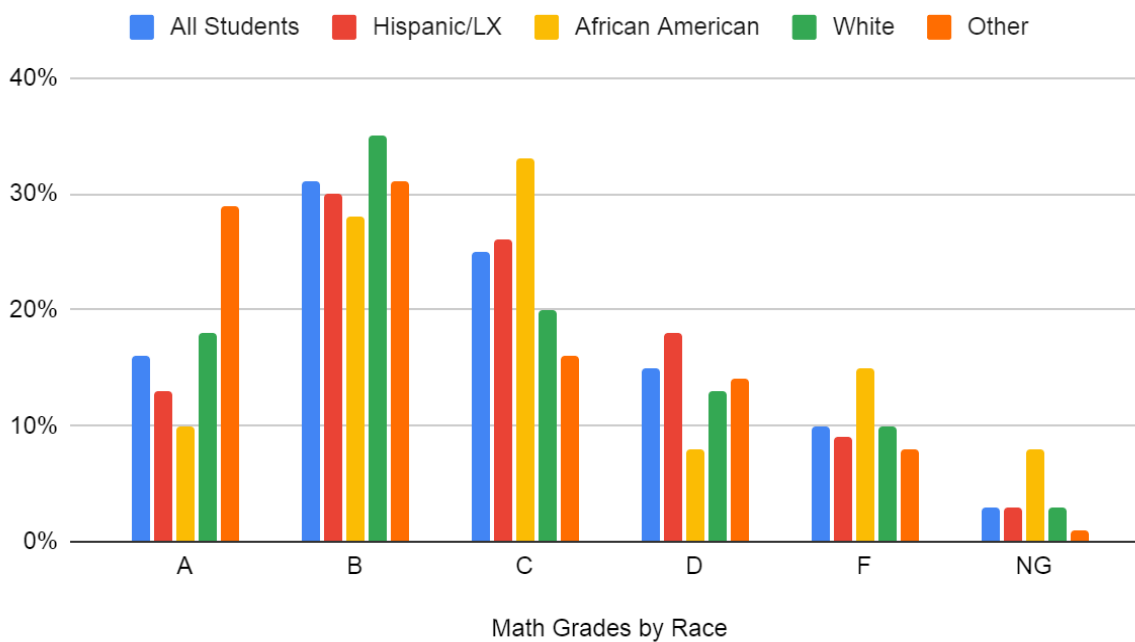




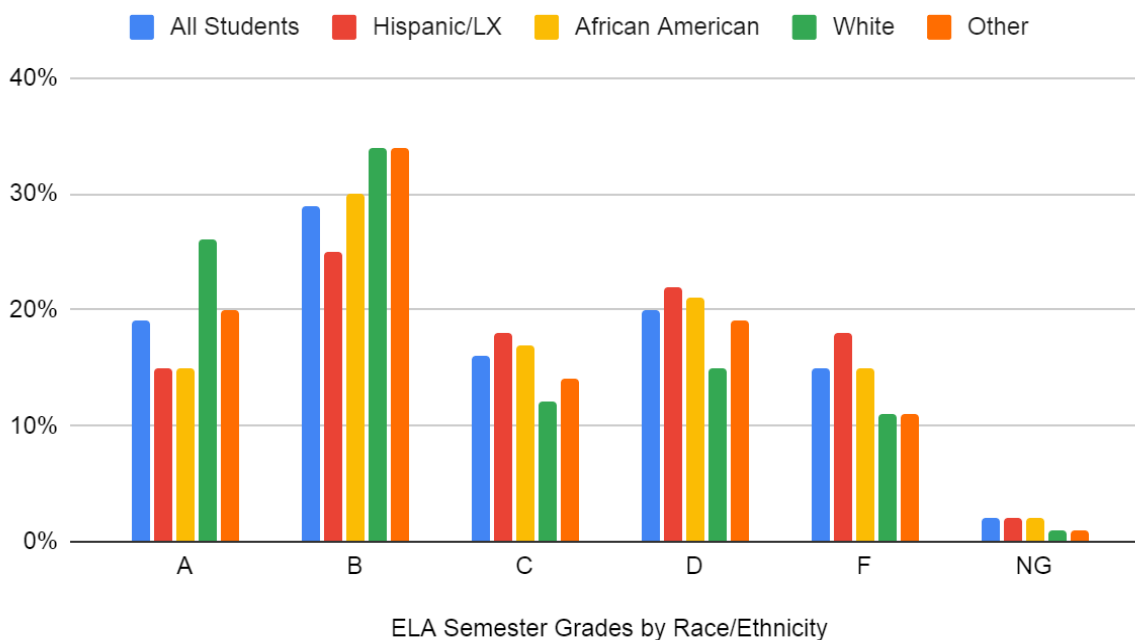
Grade Distribution by Race/Ethnicity

When exploring the grade reports in relation to student race and ethnicity, there are few significant gaps in performance for any specific subgroups. African Americans do report a higher percentage of Fs for math, but a lower percentage of Ds. The white and other (Other: Asian, Pacific Islander, Filipino, American Indian, Not Reported) groups perform slightly better than all students in ELA. However, it should be noted that race distribution is not equal among groups. The school demographics consistently report at least 70% of students identified as Hispanic/Latin X, while all other groups account for less than 15% each.

Math Semester Grades by Race/Ethnicity

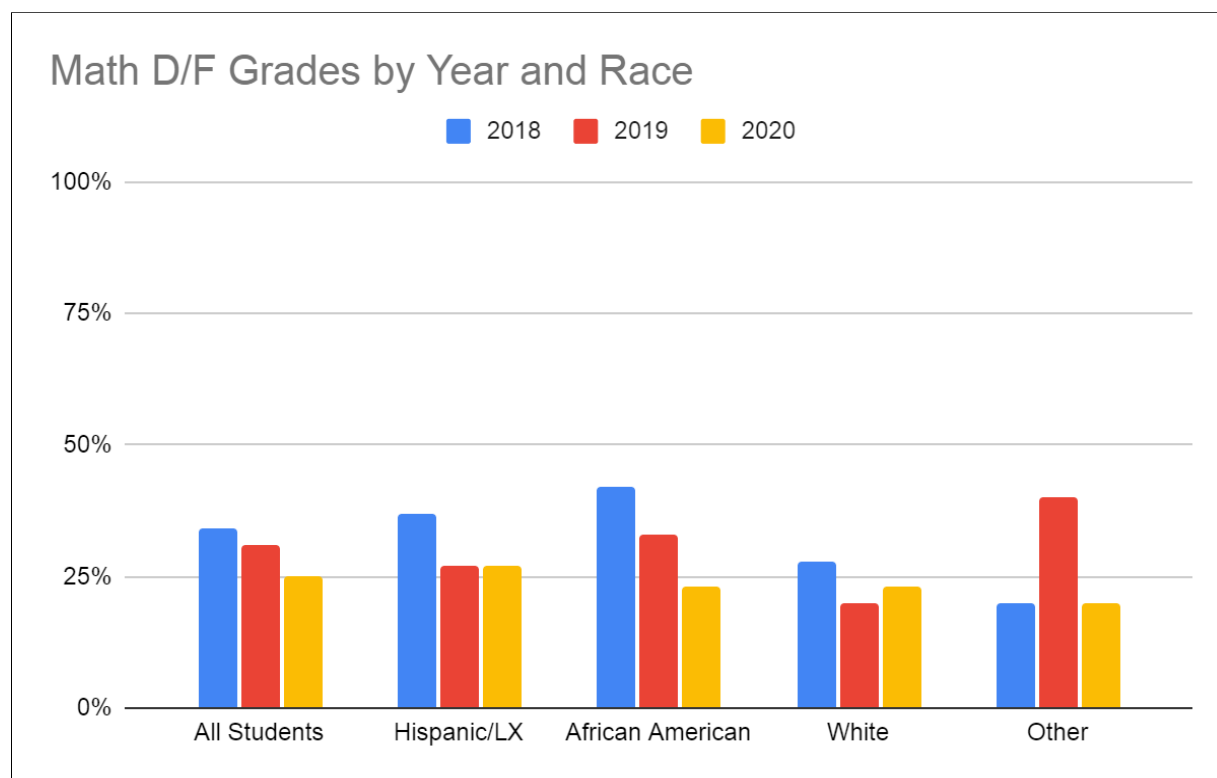


ELA Semester Grades by Race/Ethnicity

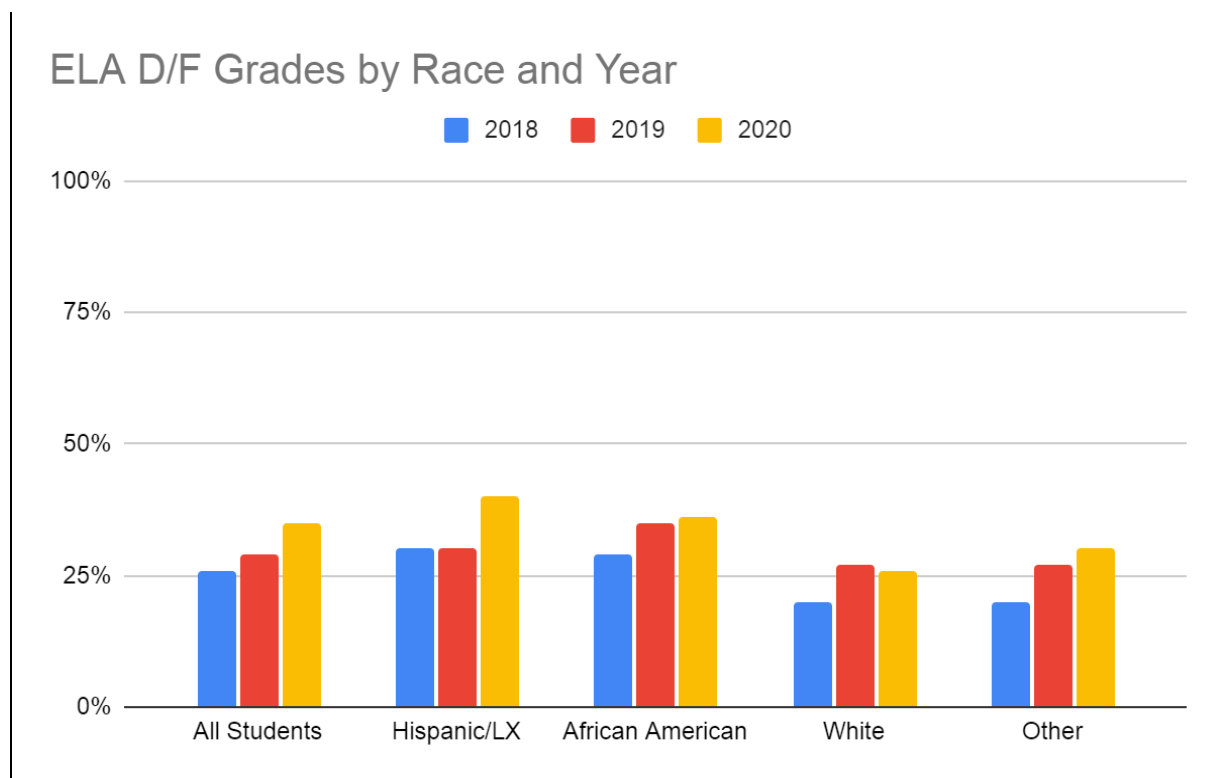


When the distribution of D/F grades are examined longitudinally for Math and ELA by race, all groups performed better in 2020 in Math than in previous years. This is extremely significant

since this is at odds with what has been reported in other districts and schools in light of the Covid-19 crisis.



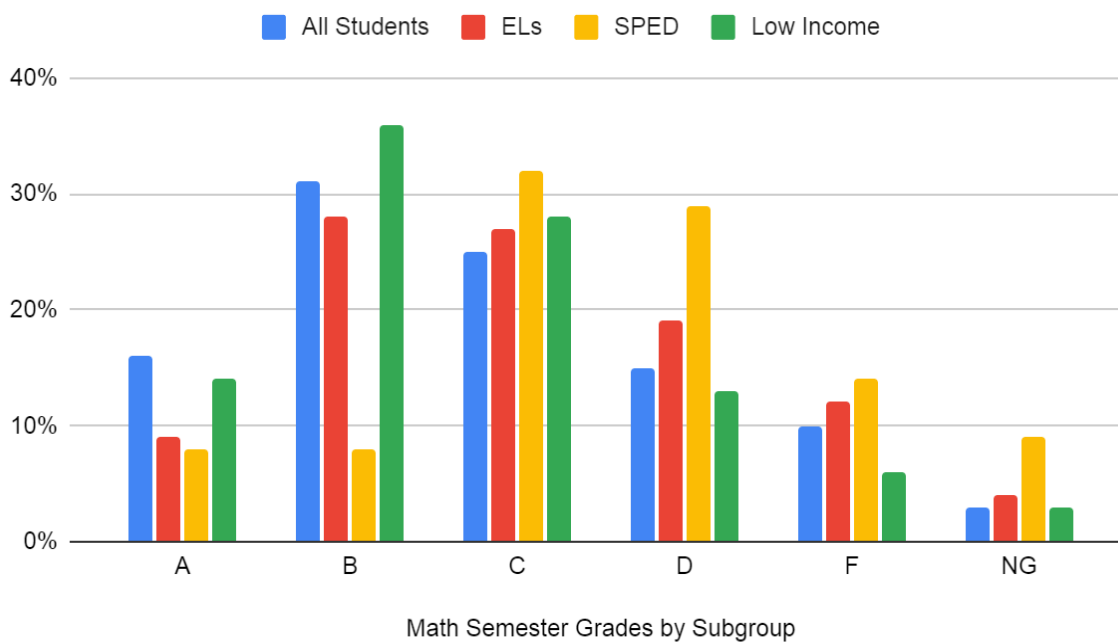
For ELA, the D/F reports a slight increase in D/Fs in 2020, but does not show that students also earned more A/Bs during this year as well. Student performance in ELA during distance learning will continue to be analyzed in PLCs, since regardless of grades, it is exceedingly difficult for students to practice their speaking, presentation and collaboration skills in the distance learning environment.



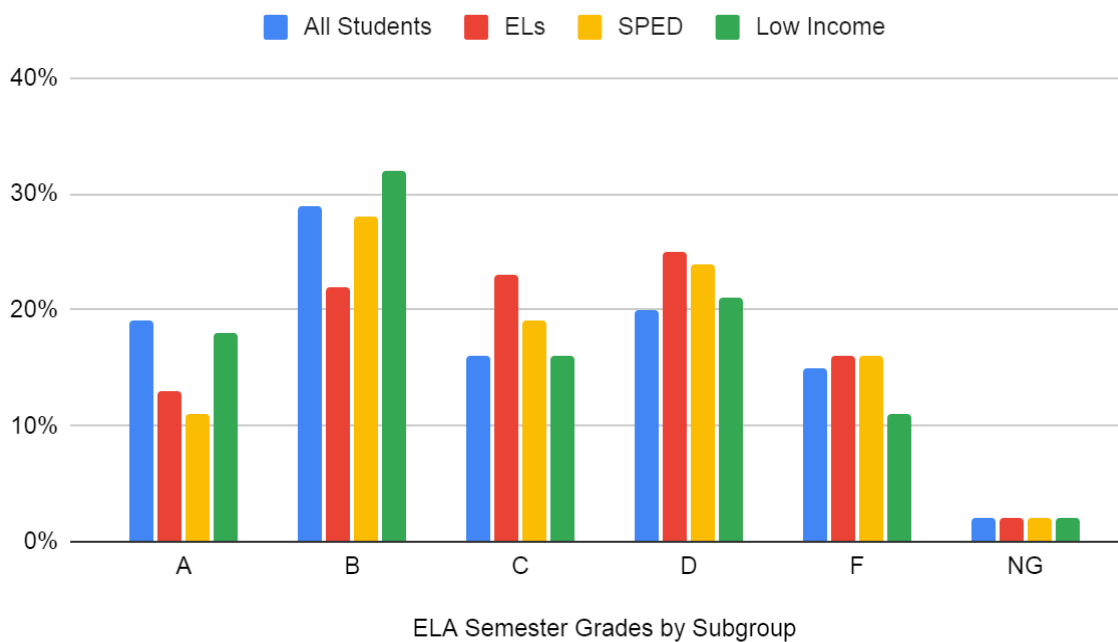
Grade Distribution by Significant Subgroups

When evaluating the performance of students by significant subgroups, student performance does show some important differences both for the Fall of 2020 and over time. Low Income students outperform all students in both ELA and Math, indicating that the supports in place for these students continue to be successful. Students with disabilities however, are consistently performing at a lower passing rate than their peers without disabilities in Math. English Language learners earn fewer As and Bs than their peers in ELA, but have increased in performance in Math.

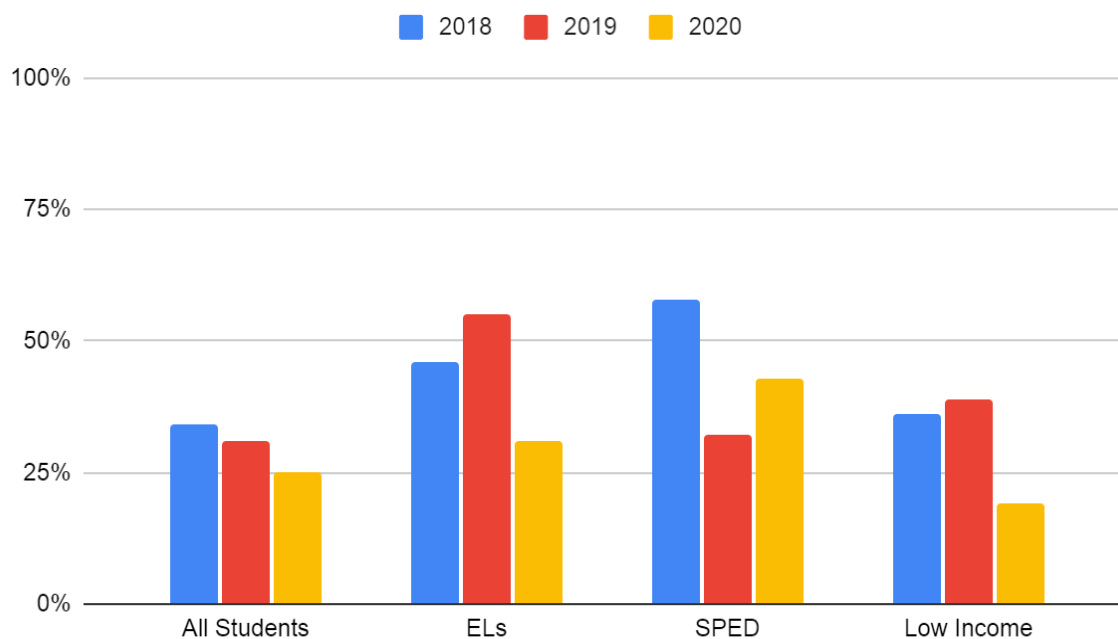
Math Semester Grades by Subgroup - Fall 2020



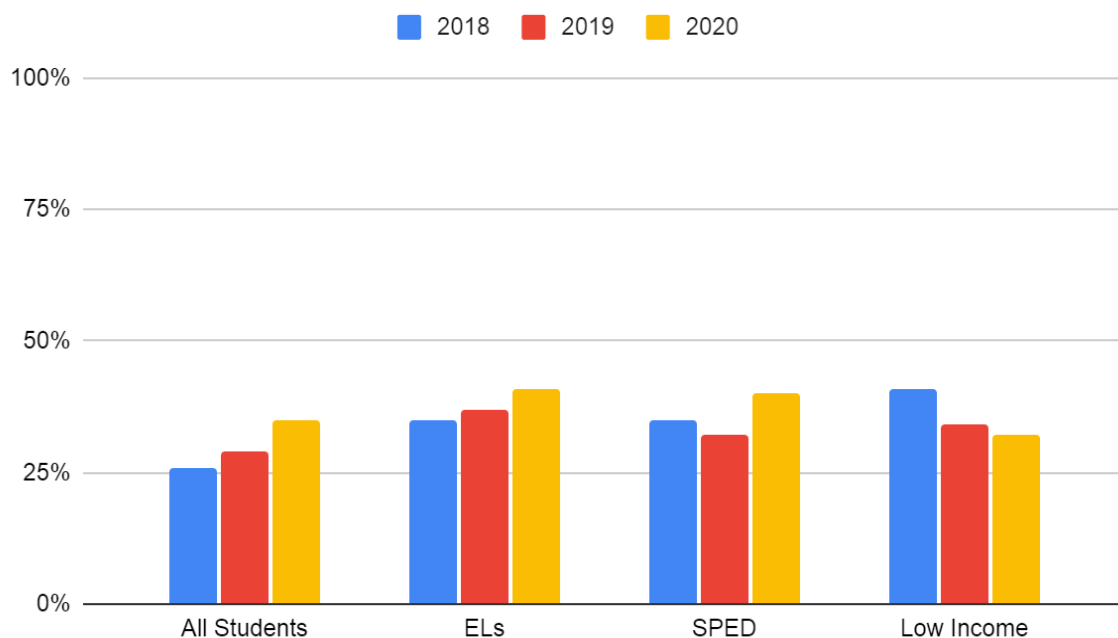
ELA Semester Grades by Subgroup - Fall 2020



Math D/F Percentage by Year and Subgroup



ELA D/F Grades by Year and Subgroup



The following interventions have been put in place to support special education students perform in all subjects as well as in Math:

- Additional tutoring and specialized academic instruction through a virtual platform as required by their individualized education plans
- Modifications and accommodations to curriculum as dictated by student IEP
- Consultation between Education Specialist and General Education Teacher to monitor student performance
- IEP meetings held virtually for all meeting types
- Add a high school Study Skills class to provide additional support and SAI for high school students

The following interventions and supports are targeted for English Language Learners:

- Tutoring assigned specifically to EL students by a specially trained instructional aide
- Translation services for family members to discuss student support, progress and needs
- Language supports in the curriculum including: videos, audio support, closed captioning, embedded translations and translation dictionaries
- Placement in virtual reading intervention courses

E. Graduation Data

The flexible enrollment policies at Pacific View mean that students enter and exit our program all throughout the year. Many students enroll for a short period of time to earn extra credits, get caught up on credits and then return to their school of residence. Some of the most vulnerable At Promise students enroll at Pacific View after being unsuccessful at other schools and are so credit deficient that they cannot possibly graduate on time. The flexibility of the programs at PVCS allows students to stay enrolled until they graduate, even after their fourth year of high school. While this flexibility is of great benefit to these students and their families, it does result in poor graduation rates as measured by the state's 4-year cohort requirements. This is another reason why PVCS applied for and was accepted for DASS status, which will change the way the state calculates graduation rates for the school beginning in the 20/21 school year. For now, the school finds that local calculations for graduation rate are a much better measure of student progress than the state calculations as presented below.

State Graduation Rates

The following chart shows the state calculated graduation rate based on the four year cohort of students. This rate does not take into account the high number of credit deficient students enrolling in the school each year, nor the transitional nature of the program for many students, as discussed above.

Year	Rate
2017/18	47.8%
2018/19	48.9%
2019/20	56%

Local Graduation Rates

The following chart shows the total number of graduates for each school as measured by Pacific View. For these calculations, the school includes not only the 4 year cohort of students, but includes students who have graduated in the fifth or sixth year, as well as early graduates. The percentages show the number of 12th grade students enrolled at Oct 1 (CBEDs) day and then the number of students enrolled in January. The data is collected in October because this is a common data reporting date, but then again in January to allow for students who planned to return to their school of residence for their final semester or transitioned to Adult Ed to come out of the total. These percentages give the school a more accurate picture of students who plan to graduate at PVCS and actually do graduate each year. When calculated this way, the school reports graduation rates in line with the surrounding high schools and state rates.

Year	Total Graduates	4-year cohort	5th Year Seniors	11 Graders	% based on CBEDS	% based on Jan. 26
2016	79	63	16	6	54%	79%
2017	97	74	20	8	66%	85%
2018	105	94	11	5	76%	96%
2019	99	88	12	6	64%	80%
2020	112	100	14	4	62%	82%

The above chart includes students who needed additional time to graduate due to implications of Covid (13) and 4 students who were able to graduate under Assembly Bill 1350. Pacific View is proud to show that when these students are taken into consideration, all students who were on track to graduate at the onset of the Covid crisis were able to do so.

The chart below shows the reported post secondary plans for graduating students. The majority of graduates from Pacific View are not on a 4-year university track and most plan to attend community college or join the workforce upon graduation.

Post Secondary Plans

	2018 Graduates	2019 Graduates	2020 Graduates
Community College	48	75	59
4-year College	4	6	8
Trade School	5	7	3
Workforce	18	14	10
Military	8	2	2
Unknown/Undecided	26	8	30
Other:	Police Acad. 1	Fire Acad. 2	0
Total	110	114	112

Although PVCS feels that when local data is taken into consideration, the majority of students are successfully able to graduate from the program, any student who fails to graduate is a reason

to continue to implement new interventions. The following are current plans the school is working on to increase future graduation rates:

- Become a DASS school so that graduation rate is calculated at a 1 year cohort instead of 4.
- Identify credit deficient students on enrollment and track progress through counselor meetings, weekly schedule and learning planners
- Early SST/IEP meetings for students to set plan for success in school program
- IEPs are reviewed upon enrollment and strategies and SAI are put in place to align with PVCS program
- School counselor hosts/schedules career presentations targeted at student interests.