



**2007/2008 School
Report**

School Profile

The following data has been taken from the 2007 CBEDS unless otherwise indicated.

Enrollment - Ethnicity

	American Indian/ Alaskan	Asian	Pacific Islander	Filipino	Hispanic/ Latino	African American	White	Multiple/No Response	Total
2003	0	3 (1.2%)	5 (2%)	6 (2.4%)	55 (22.2%)	38 (15.3%)	141 (56.9%)	0	248
2004	8 (2.5%)	3 (<1%)	12 (3.8%)	8 (2.5%)	72 (22.9%)	33 (10.5%)	176 (55.9%)	3 (<1%)	315
2005	5 (1.5%)	2 (<1%)	11 (3.4%)	7 (2.2%)	87 (27.1%)	42 (13%)	163 (50.8%)	4 (1.2%)	321
2006	4 (1.2%)	4 (1.2%)	9 (2.9%)	6 (1.9%)	90 (29.2%)	33 (10.7%)	149 (48.3%)	13 (4.2%)	308
2007	4 (1.4%)	5 (1.7%)	5 (1.7%)	11 (3.8%)	95 (33%)	17 (6%)	137 (47.6%)	14 (4.9%)	288

Ethnicity By Grade

Grade	American Indian/ Alaskan	Asian	Filipino	African American	White	Hispanic	Pacific Islander	No Response
K			1		1	1		
01				1	2	2		2
02				2	5			
03			1		1			
04		1	1		2			2
05	1			1	2	3		
06	1				5	1		
07			1		3	1		
08	1				9	5		
09	1				9	15		3
10			3	3	25	13		1
11	1		2	5	31	23	3	4
12		4	2	3	43	31	2	2

Enrollment By Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
2003	7	3	11	7	9	5	7	14	10	28	48	45	54	248
2004	10	6	8	8	2	10	8	9	20	52	81	56	45	315
2005	9	8	3	2	8	4	4	8	9	33	65	75	93	321
2006	5	11	3	4	8	7	5	8	13	28	50	79	87	308
2007	3	7	7	2	6	7	7	5	15	28	45	69	87	288

Enrollment By Gender

	Male	Female	Total
2003	97 (39.1%)	151 (60.8%)	248
2004	143 (45.3%)	172 (54.6%)	315
2005	141 (43.9%)	180 (56%)	321
2006	127 (41.2%)	181 (58.7%)	308
2007	114 (39.6%)	174 (60.4%)	288

P2 Average Daily Attendance

	ADA
2004	257.15
2005	333.41
2006	353.82
2007	334.95
2008	348.42

October 2007 Enrollment by District of Residence on CBEDS Day

District	Enrollment
Oceanside	248
Escondido	2
Carlsbad	14
Vista	35
San Marcos	1
Fallbrook	6
Encinitas	1
Menifee	2
Total Enrollment	309

Special Education Served

	K-8	H.S.
2003-2004	7	4
2004-2005	8	15
2005-2006	2	12
2006-2007	6	18
2007-2008	7	22

High School Completion Rates Pacific View Charter School 2006/07 Charter School Enterprise Fund

Year	Graduates	Male	Female	Seniors Not Graduating
2003-2004	32	9	23	1
2004-2005	44	14	30	2
2005-2006	61	22	37	2
2006-2007	54	20	34	6
2007-2008	76	26	50	14

**Pacific View Charter School
2007/08 Charter School Enterprise
Fund**

Revenues

8000	General Purpose State Aid	1,535,426
8480	Categorical Block Grant	215,699
8560/90	Lottery/Other State Revenues	44,915
8660	Interest	12,538
8699	Other Local Revenues	31,719
8780	In-Lieu of Property Tax	<u>773,170</u>

Total Revenues: 2,613,467

Expenditures

1000	Certificated Salaries	1,284,464
2000	Classified Salaries	337,402
3000	Employee Benefits	419,634
4000	Books and Supplies	121,686
5000	Services and Other Operating	625,260

Total Expenditures: 2,788,446

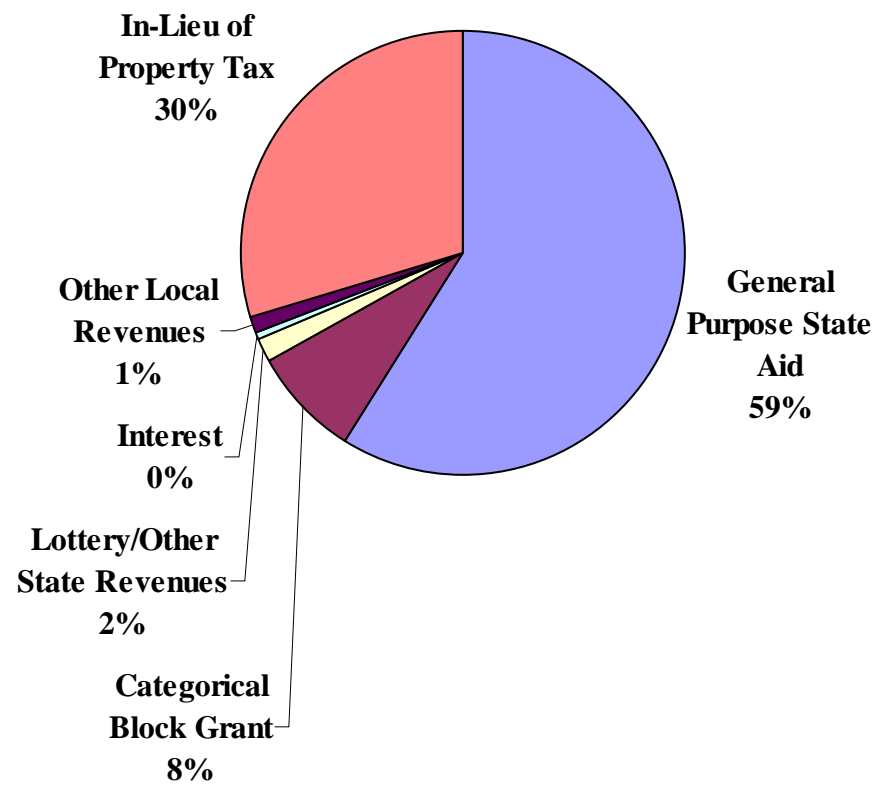
Change in Fund Balance: (174,979)

Beginning Fund Balance: 324,724

Ending Fund Balance: 149,745

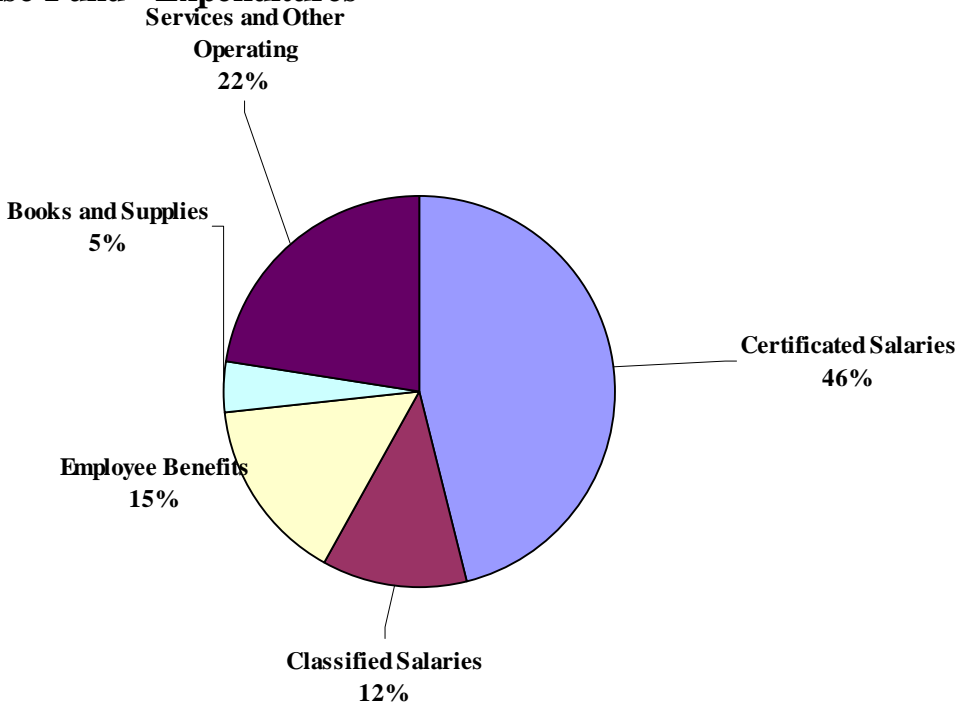
**Pacific View Charter School
2007/08 Enterprise Fund - Revenues**

Chart 1



**Pacific View Charter School
2007/08 Charter Schools
Enterprise Fund - Expenditures**

Chart 2



**Pacific View Charter School
2007/08 Special Reserve Fund for Capital Outlay Projects**

Chart 1

Revenues

8660 Interest 52,021

Total Revenues: 52,021

Chart 2

Expenditures

4000 Materials and Supplies 1,228

5000 Services, Other Operating Exp. 123,568

Total Expenditures: 124,796

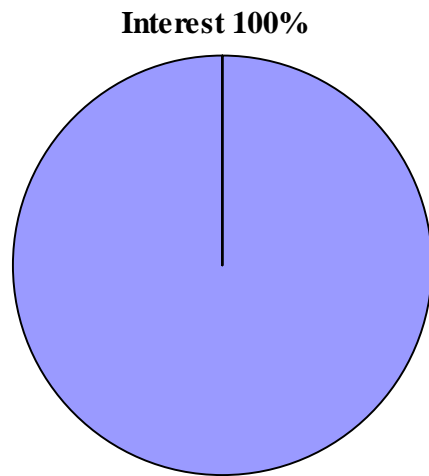
Change in Fund Balance: (72,775)

Beginning Fund Balance: 1,139,572

Ending Fund Balance: 1,066,797

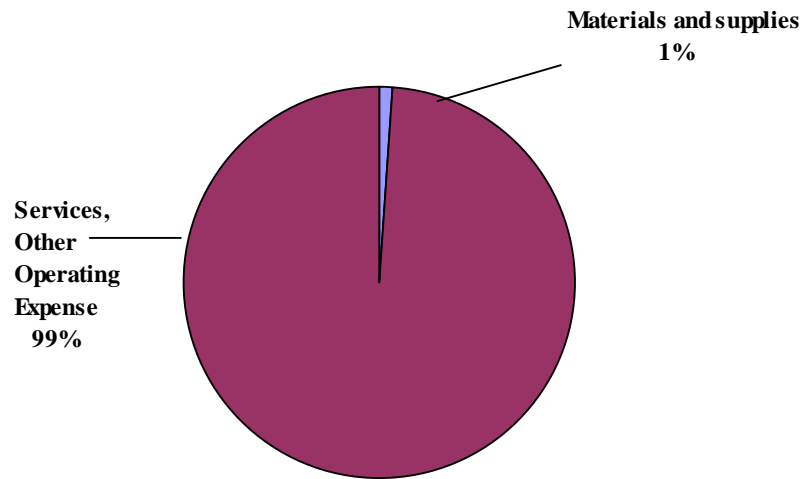
**Pacific View Charter School
2007/08 Special Reserve Fund
for Capital Outlay Projects - Revenues**

Chart 1



**Pacific View Charter School
2007/08 Special Reserve Fund
for Capital Outlay Projects - Expenditures**

Chart 2



Student Performance

10th Grade Students Passing CAHSEE

	ELA	Math
2005	59/73 students 81%	46/80 students 58%
2006	61/73 students 84%	51/76 students 67%
2007	51/65 students 78%	48/65 students 74%
2008	45/66 students 68%	52/70 students 74%

In order to raise math scores, math tutoring taught by a credentialed teacher was increased from three times per week in 2005 to five times per week in 2007. The Technology Coordinator and two instructional aides assist with both language arts and math tutoring in the full-day study hall.

English classes are provided twice per week for English 9A, 9B, 10A, and 10B which help students practice their writing skills necessary to pass the CAHSEE. The twice per week Read Naturally program not only provides reading practice, but also writing practice for any students who score less than 8th grade level on the North West Evaluation Association (NWEA.)*

*NWEA is an assessment tool given twice a year to all students in grades 2-11 to identify their skill level in mathematics and language arts.

Current CAHSEE Information for 12th Grade Students December 2008

Dec. 2008	Passed	Still Need to Pass
ELA	83/90 students 92%	7 students
Math	76/90 students 84%	14 students

The CAHSEE Prep online class is offered to any student who needs to practice either ELA or math skills. In addition, students with IEP's or those who need extra assistance are offered CAHSEE Prep classes twice per week held at PVCS.

Academic Performance Index (API)

Number of Students Included for 2005 Growth API	2005 Growth	2004 Base	2005 State Ranking	2005 Similar Schools
164	609	682	2	9

Number of Students Included for 2006 Growth API	2006 Growth	2005 Base	2006 State Ranking	2006 Similar Schools
144	686	609	5	10

Number of Students Included for 2007 Growth API	2007 Growth	2006 Base	2007 State Ranking	2007 Similar Schools
166	669	695	4	8

Number of Students Included for 2008 Growth API	2008 Growth	2007 Base	2008 State Ranking	2008 Similar Schools
152	666	669	Available May 2009	Available May 2009

Many of the students who take the CAHSEE test have not been enrolled at Pacific View Charter School from the October CBEDS count through the April-May testing period, consequently providing somewhat distorted information for the school's API. The most recent information shows that our school had 9% fewer students in the count this year, but only fluctuated ½% from our 2007 Base to the 2008 Growth, compared to last year where the score fluctuated 4%. Although the State Ranking changes each year, this score does not show the capability of the students or the progress they are making. However, the Similar Schools Ranking which has always remained at a high level, is a true indicator of our clientele when compared to other schools who have the same type students as does Pacific View Charter School.

Based upon this data, Pacific View Charter School meets the standards for renewal based upon Education Code 47607 (per AB 1137), in that the school was ranked in deciles 4 through 10 in the past two years on a non-adjusted basis, as well as for demographically comparable schools.

**ELA STAR 2006, 2007, and 2008
Proficient/Advanced**

Grade Level 2006 & # students included	Prof	Adv	Grade Level 2007 & # students included	Prof	Adv	Grade Level 2008 & # students included	Prof	Adv
2 (3 students)	33%	0%	2 (2 students)	50%	0%	2 (8 students)	25%	0%
3 (5 students)	60%	0%	3 (3 students)	33%	0%	3 (2 students)	50%	50%
4 (6 students)	17%	50%	4 (6 students)	33%	33%	4 (4 students)	75%	25%
5 (7 students)	29%	14%	5 (6 students)	33%	50%	5 (8 students)	38%	25%
6 (9 students)	0%	33%	6 (10 students)	40%	40%	6 (12 students)	17%	25%
7 (17students)	24%	12%	7 (10 students)	40%	10%	7 (9 students)	44%	44%
8 (10 students)	40%	20%	8 (18 students)	0%	6%	8 (24 students)	33%	21%
9 (42 students)	26%	12%	9 (44 students)	25%	27%	9 (50 students)	26%	4%
10 (68 students)	18%	19%	10 (71 students)	10%	10%	10 (86 students)	15%	12%
11 (76 students)	16%	7%	11 (85 students)	16%	11%	11 (87 students)	15%	6%

Due to the low number of students enrolled in the Elementary Program, Grades 2-8 didn't have enough students included in the testing calculations to determine an accurate picture of Pacific View Charter School. Some individual students score quite well (Proficient and Advanced) on the STAR tests since they may be moving at a quicker pace than the average student in their grade level. Other students who are working below grade level are enrolled at Pacific View Charter School who need the flexibility of the personalized learning program in order to work at their own individual instructional level.

When analyzing the scores, it is evident that high school students need more practice in language arts skills. Readiness classes have been created for these students in order to develop their skills and give them the opportunity to succeed in their reading and writing ability. English classes include workshops which provide students with more practice to increase their writing skills.

Proficient/Advanced on Math STAR 2006, 2007, & 2008

Grade Level 2006 & # students included	Prof	Adv	Grade Level 2007 & # students included	Prof	Adv	Grade Level 2008 & # students included	Prof	Adv
2 (3 students)	33%	0%	2 (2 students)	100%	0%	2 (8 students)	13%	0%
3 (5 students)	60%	20%	3 (3 students)	67%	0%	3 (2 students)	50%	0%
4 (6 students)	17%	0%	4 (6 students)	33%	0%	4 (4 students)	50%	0%
5 (7 students)	29%	0%	5 (6 students)	33%	0%	5 (8 students)	0%	0%
6 (9 students)	11%	22%	6 (10 students)	50%	0%	6 (12 students)	42%	0%
7 (17 students)	6%	12%	7 (8 students)	0%	0%	7 (9 students)	44%	11%
			7 (2 students) Algebra 1	50%	0%	7 (0 students) Algebra 1	N/A	N/A
8 (6 students) General Math	0%	0%	8 (17 students) General Math	12%	0%	8 (21 students) General Math	24%	5%
8 (3 students) Algebra 1	33%	0%	8 (1 student) Algebra 1	0%	0%	8 (3 students) Algebra 1	100%	0%
9 (30 students) General Math	0%	0%	9 (12 students) General Math	0%	8%	9 (25 students) General Math	12%	4%
9 (26 students) Algebra 1	12%	0%	9 (26 students) Algebra 1	23%	0%	9 (22 students) Algebra 1	0%	0%
9 (9 students) Geometry	0%	0%	9 (4 students) Geometry	25%	0%	9 (1 students) Geometry	0%	0%
10 (30 students) Algebra 1	13%	0%	10 (30 students) Algebra 1	0%	0%	10 (47 students) Algebra 1	2%	0%
10 (16 students) Geometry	13%	0%	10 (19 students) Geometry	11%	0%	10 (12 students) Geometry	8%	0%
10 (7 students) Algebra II	0%	0%	10 (4 students) Algebra II	0%	0%	10 (4 students) Algebra II	0%	0%
10 (15 students Did Not Take Any Extra Math Test)			10 (18 students Did Not Take Any Extra Math Test)			10 (24/86 students did not take any extra math test)		
11 (30 students) Algebra 1	7%	0%	11 (29 students) Algebra 1	7%	0%	11 (21 students) Algebra 1	5%	0%
11 (18 students) Geometry	6%	0%	11 (17 students) Geometry	12%	0%	11 (12 students) Geometry	0%	0%
11 (5 students) Algebra II	0%	0%	11 (8 students) Algebra II	13%	0%	11 (8 students) Algebra II	0%	0%
11 (23 students Did Not Take Any Extra Math Test)			11 (31 students Did Not Take Any Extra Math Test)			11 (46/87 students did not take any extra math test)		

Due to the low number of students enrolled in the Elementary Program, Grades 2-8 didn't have enough students included in the testing calculations to determine an accurate picture of Pacific View Charter School. Some individual

students score quite well (Proficient and Advanced) on the STAR tests since they may be moving at a quicker pace than the average student in their grade level. Other students who are working below grade level are enrolled at Pacific View Charter School who need the flexibility of the personalized learning program in order to work at their own individual instructional level.

Math is an area that requires intensive teaching for many of our high school students. Math tutoring is available twice per week at PVCS in addition to four adults in the study hall who assist students with any tutoring that is needed. The online students are provided a weekly math tutoring session for any questions that may arise.

Instructional Program

Teacher Credentials

	2003	2004	2005	2006
Total Teachers	13	16	16	17
Teachers with Full Credentials	13	16	16	17

PVCS continues to operate as a school within the District for special education support. The school has been assigned a resource specialist who conducts the IEP meetings and provides services as needed.

Instructional Materials

High School

English/Language Arts 9-12	Holt, <i>Literature & Language</i>
Math	Prentice Hall
U.S. History	Boorstein Killey, <i>History of the U.S.</i>
World History	Prentice Hall, <i>World History</i>
Civics	Prentice Hall, Mac Gruder's <i>American Government</i>
Economics	Prentice Hall, <i>Economics and Principles in Action</i>
Science	Prentice Hall
Spanish	Holt
World Cultures	Prentice Hall
Contemporary Living	West Publishing Co.

Elementary

Language Arts, K-3	K12®, Macmillan/McGraw Hill Saxon Phonics
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Language Arts, 4 & 5	K12®, Harcourt Brace
Math, K-5	K12®, Saxon Math Harcourt Math
Social Studies, K-3	K12®, Macmillan/McGraw Hill
Social Studies, 4 & 5	K12®, Houghton-Mifflin
Science, K-5	K12®, Harcourt Science

Middle School

Language Arts, 6-8	K12®, Holt
Math, 6	K12®, Saxon Harcourt
Math, 7-8	K12®, Saxon Prentice Hall
History/Social Studies, 6	K12®, McGraw Hill
History/Social Studies, 7	K12®, Houghton Mifflin
History/Social Studies, 8	K12®, Glencoe McGraw Hill
Science, 6-8	K12®, Holt Science and Technology

The Elementary and Middle School curriculum has expanded to include K12® Curriculum. Parents now have a choice to use the Virtual K12® curriculum or the publishers listed above. The K12® Curriculum is a virtual learning program which includes online lessons along with textbook instruction. Teachers are able to monitor student progress online.

WASC Accreditation

In Spring 2003 Pacific View Charter School received a six year WASC accreditation with a three year visit. The School completed a successful three year visit in Spring of 2006. PVCS is currently preparing for the School's WASC renewal visit scheduled for Fall 2009.

Director's End of the Year Report 2007-2008

Curriculum/Instruction

Provide more workshops, labs, sessions, and groups to support student learning.

- **An online writing tutorial component, Write at Home, has been added to support English 9 through 12. Students submit an essay weekly to an assigned writing coach and receive feedback for revisions. At the end of each course, two essays are completed and graded and Supervisory Teachers count them towards the overall course grade.**
- **Math tutoring has continued to meet twice a week.**
- **English Language Arts and Math CAHSEE prep classes continued to be offered to Sophomores, Juniors and Seniors throughout the year. These classes were scheduled before the test date to maximize student learning.**
- **The Spanish I classroom component has continued to meet two times per week for one and a half hours per class. This has been very successful, supporting students and helping them meet their foreign language requirement.**
- **A policy for native Spanish speakers was implemented for native Spanish speaking students to test out of Spanish 1. All 17 students who have taken it have passed.**
- **Read Naturally has continued this year to support students who struggle with reading. Students receive instruction at the school two times per week for one and a half hours each session. We are finding this to be a valuable tool to help students improve their reading skills.**
- **The classroom component for Work Experience continued this year. Students attend once a week for one hour to receive instruction on work place related issues. This class gives the work experience course more accountability.**
- **The Biology Lab classroom component has continued for high school Biology students twice a week to meet the state standard wet lab requirement.**
- **PVCS offered Successful High School Transition workshops for incoming 9th grade students and students transitioning from other high schools**

Continue to develop the Ready To Learn program. Train more staff members in the Ready To Learn process.

- **One teacher for training in the fall of 2007. Due to state budget cuts, the program is currently on hold with the County Office and there were no training sessions offered the spring semester of 2008.**
- **The high school Ready to Learn (RTL) program continued in the fall and spring semesters with 19 participants in the fall and 13 participants in the spring.**
- **The Middle School Muscle (MSM) program continued for our middle school students. The group ran for six months and finished the year with 18 students.**

- Both programs are part of an extensive training series that aim to assist students to improve in areas of attendance, behavior, and academic achievement. A trained Supervisory Teacher facilitates the program.

Develop more age-appropriate middle school and high school activities and clubs in order to engage students in opportunities beyond the academic program.

- Every new course developed includes end-of-course exams. Courses already established continue to be revised with end-of-course exams.
- **Friday Night Live:** Students consistently attended group meetings and participated in Friday Night Live (FNL) activities. The members of FNL organized two bake sales and participated in a 5K for “Youth Walks for MADD” and donated \$100.00 to the cause of educating youths against drinking and driving. The club members also sponsored a school wide food drive for the North County Food Bank and collected over 800 food items. Pasta for Pennies – PVCS participated in a school wide fundraiser for The Leukemia & Lymphoma Society. We collected over \$300.00 for the cause and reached our intended goal. PVCS has raised \$553.98 for local patients and their families since the beginning of our school’s involvement.

Continue to align curriculum to standards, create elective course work, and refine current course work.

- All core classes have been aligned to State Standards.
- Elective courses continue to be researched. Sociology, psychology and many other electives are being considered for adoption.
- Current coursework continues to be refined as feedback is analyzed by the curriculum committee.

A complete series of AGS core courses was implemented this year to support students with lower reading levels, including two English readiness courses that count as electives and prepare students for our mainstream English

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Develop end-of-course exams for core high school courses

- Every new course developed includes end-of-course exams.
- Courses already established continue to be revised with end-of-course exams.

Implement the K12 curriculum for K-8 students in four subject areas: Language Arts, Math, Science, and History.

- Language Arts and History were successfully implemented last school year. This year, K12 Math and Science were implemented. Efficient technological support has been refined with K12. The K-8 program runs smoothly with all four subjects available.

Provide classes to the high school students using on-line sources.

- **Apex Online Learning was adopted this year for all high school math courses. Apex Online Learning offers a rigorous, standards-based online curriculum that provides teachers with effective assessment tools. The assessment tools allow the teachers and students to analyze test results and create lesson plans that review concepts not yet mastered. Staff has been trained and Algebra 1 and 2 have been implemented. The next courses to be implemented will be Geometry and Algebra 2.**
- **Apex Online Learning was also adopted for all newly developed online core courses.**

Receive University of California A-G requirement approval for all High School Core Subjects.

- **The University of California College Board has developed criteria for independent study schools and reopened the submission process for independent study schools. We have submitted our core courses and continue to submit all other courses before the submission process is closed in October, 2008. We expect to hear back from the Board sometime this summer.**

Provide high school students with information about scholastic opportunities and other career possibilities that may assist them in formulation their personal plans for the future.

- **Teachers and students were updated regularly regarding scholarships and financial aid information. We had one student apply for the MLK scholarship, one student receive a \$250.00 scholarship from the JAYCEEs and two students received scholarships from our Parent Advisory Committee (PAC).**

Assessment/Accountability

Staff will analyze individual assessment scores and use this information to monitor student growth.

- **Staff used Filemaker to access assessment scores (NWEA, STAR, CAHSEE, end of course grades) as well as written reports from each of the assessments to monitor student growth. Teachers were able to determine areas of concern for individual students and discuss areas for improvement during the weekly meetings. Students were apprised of which areas needed more attention (Ex., General Math: Student scored “Below Basic”: 18% on measurement and geometry compared to those students who scored 63% in the “Proficient” range)**

Provide academic assistance and interventions based on assessment data or by students, parent, or teacher request.

- **Teachers meet weekly with students and are available for additional appointments if assistance or interventions are needed. Instructional aides are available in the computer lab/study hall to answer questions or give assistance in all subject areas. Students may be assigned to attend PVCS on a set schedule (Ex. M., W., & F. from 8:00-11:00) to keep students on track and allow them access to teachers or instructional aides.**
- **During the 2007 – 2008 school year, 77 students in Grades K-12 had a Student Success Team (SST) meeting. Thirty-six (36) students are planning to continue their enrollment at PVCS, thirty (30) students disenrolled, nine (9) students graduated, one (1) student passed the proficiency, and one (1) student took the GED.**
- **Two –thirds of the total student population who went through the Student Success Team process have shown improvement and have benefited from this process. This represents more than a 60% success rate with “success” identified as continuing enrollment at PVCS and/or graduation from PVCS.**
- **The Student Success Team Meeting and Follow-up Meeting were highlighted at the 15th Annual California Charter Schools (CCSA) Conference in Sacramento March 4-7, 2008. The SST team leaders have also been invited to present this same information in the Fall at the A+ Personalized Learning Conference in Del Mar.**

Use Filemaker to analyze data when evaluating school performance.

- **Data was analyzed using Filemaker through inputting of NWEA scores, CAHSEE scores, STAR scores, and course grades. Teachers were able to determine areas of concern for individual students. Administration was able to print various reports such as how many students scored Proficient of Below Basic; how many students passed the CAHSEE in 10th grade; and which students made A’s and B’s in Algebra class.**

Increase the School’s API score and meet the State’s API Growth Target.

- **An assessment grid was created to assist teachers in targeting courses in which to enroll students, making them eligible for the appropriate STAR assessment. This would assist the school in increasing its API score. The 2006 Base API was 695 and the 2007 Growth API was 669. Although PVCS did not reach the growth target, several factors entered into this decrease. Only 166 students were used in the API calculations, although 308 students were enrolled during the CBEDS date in October. Teachers targeted the correct math and science courses for students, but some high school students do not take these tests seriously; students may show up for the test, but do not perform to their highest level. Scores on the STAR test are only included if there are more than ten students per grade level, which excluded all students in Grades 2-7. However, one area that PVCS consistently scores high in is the STAR participation rate which was 98% for students in Grades 2-11. The staff will continue to impress upon the students the importance of doing their best on this test**

Provide students the opportunity to take the CAHSEE. All graduating seniors will pass the CAHSEE.

- **Students are provided the opportunity to take the CAHSEE three times a year. PVCS provides prep classes for students who wish to prepare for their first time taking the CAHSEE in 10th grade or those students who have not passed one or both sections of this test in grades 11 and 12. For the 2007-08 school year, 100% of the students eligible to graduate passed the English-Language Arts (ELA) section and 92% passed the Math.**

Eligible to Graduate 12th Grade (76 students)	100% passed ELA	92% passed Math
12th Grade Not Eligible to Graduate (5 students)	80% passed ELA	0% passed MATH
11th Grade	58% passed ELA	37% passed Math
10th Grade	68% passed ELA	74% passed Math

Staff

Continue to encourage staff participation in planning and development of school procedures and goals.

- **Staff members participate by serving on the Advisory Committee. This committee reviews policies and assists in advising the Director on school issues.**

Analyze staff needs on a continuous basis.

- **Staff has available the Staff Concern Feedback form which can be completed and presented to Advisory.**
- **The Director or the Assistant Director is available to discuss issues.**
- **Staff meetings are conducted on a regular basis, staff is encouraged to discuss any needs.**

Staff development offerings: will address critical areas of skill development; will respond to the interests and needs of employees and parents; are connected to the ESLRs; and support the Personalized Learning Model.

- **Staff members have attended workshops on improving reading skills, motivating students, technology, and developing writing skills at different grade levels. Staff has attended conferences to stay current with Charter School issues.**

Leadership

Continue to promote community relations through participation on the Oceanside Chamber Education Committee.

- PVCS continues to promote the school by serving on the Education Committee through the Oceanside Chamber.

Make the website an effective and interesting source of communication and resources.

- The website has been expanded to include information to prospective families and current families. Online inquiries are using the website to learn more about our school. The website is designed with a feature to acquire information about interested parties.

Develop a comprehensive marketing plan using the assistance of a Marketing Consultant to inform potential PVCS K-12 families and the community about PVCS.

- Horizon Marketing was hired in December to implement short term goals which would allow the school to increase enrollment. The school's enrollment increased to 400 by the end of March (P2). The school planned to continue with long term goals with this marketing firm, however, the school became dissatisfied with the company. There were also budget restraints after the Governor's forecast included revenue limit reductions. The marketing continued using fliers developed by the school, conducting monthly Meet and Greets, eblasts, and updating and improving the website to promote the On-Line program.

Conduct open houses to promote new facility in the Venture Commerce Park.

- PVCS has begun monthly "Meet & Greet" information sessions to recruit new families. Before each session, an EBlast is sent to over 12,000 email addresses advertising the "Meet & Greet". Ten-thousand addresses were purchased through a marketing company and 2,000 were generated in-house. This event is also advertised in the local newspapers. The "Meet & Greet" sessions have proven to be successful.

Promote the teacher and parent relationship to provide a positive learning environment to help students reach their highest potential.

- Parents are strongly encouraged to attend the weekly conference with their student and Supervisory Teacher. If parents can not attend, the Supervisory Teacher often arranges a teleconference at the time of the meeting or communicates with the parent via email.

Offer parenting workshops to PVCS parents and the community to encourage community involvement.

- Parents were trained in the K12 curriculum throughout the year. The school planned to conduct Parent Workshops The Parent Project curriculum. Due to budget restraints the school has had to postpone these workshops.

Increase school enrollment to 460 students.

- **Due to events leading to postponing the move to Venture Commerce the school was not able to grow to the projected numbers. The current facility is not able to accommodate and student enrollment over 400.**

Technology

Continue to train staff in technology.

- **Pacific View Charter School has held two staff development-training sessions for our new Apex online courses. Rachel Tomor (Supervisory Teacher) has also made herself available to answer questions and assist staff members with the new program.**
- **Staff has been trained to access their e-mail and calendars remotely**

Continue to embed technology in course work and in all other aspects of the school.

- **Virtual curriculum (K-12) has been adopted for K-8 students**
- **United Streaming videos (videos that are streamed over the Internet) have been implemented into many of the high school subjects.**
- **Write at Home has been implemented in English 9-12 to assist students in the writing process.**

Use various resources to provide on-line courses for the high school students.

- **Apex Learning has been adopted to provide curriculum for high school students. Apex Learning is web-based learning that is both suitable for our regular students as well as our distance learning students that may reside in San Diego or any of it's neighboring counties.**

Expand database capabilities.

- **Our database can now be accessed securely from remote locations. Teachers that require access need only a Windows based machines and the FileMaker program. Teachers can then connect to the Pacific View internal network via a VPN (Virtual Private Network) connection that encrypts data that is sent and received from our FileMaker server.**
- **Student may also logon to the database to view their course outlines and pacing guides.**

Expand website function.

- **Student may logon through our web site to access their course outlines and pacing guides.**
- **Current well as prospective parents and students can logon to our website to access news letters, calendars, parent info as well as a pre-enrollment form.**
- **An email address is required to log on tour website. These e-mail addresses become part of our database to contact future parents and students**

Seek funding to finance technology projects.

- **We have a state approved Technology Plan in place to take advantage of funding or grants as they become available. The majority of funding requests will not be considered without a state approved Technology Plan.**

Facilities

Successfully complete the escrow and CUP process for the Venture Commerce buildings.

- **The CUP was granted in April however escrow is still pending.**

Relocate the school to the Venture Commerce facility.

- **The process to relocate has taken longer than planned. The school continues to explore funding options. The owner of Venture Commerce has been willing to entertain a lease with an option to buy. The school is pursuing this option.**

Business and Financial

Continue to consult with the school's Business Manager to maintain the fiscal integrity of the school.

- **The Business Manager and the Director consult on a regular basis.**

Maximize the value of the school to its stakeholders.

- **A fundraising committee was formed to explore funding opportunities.**

Pacific View Charter School

Director Goals

2008-2009

Curriculum/Instruction

Maintain current programs and workshops to support student learning.

Receive University of California a-g approval for all High School Core Subjects.

Increase enrollment for the on-line course of study from July 1, 2008 – March 31, 2009 by 20% as measured by the SIS database.

Expand the number of courses available through the on-line course of study.

Assessment/Accountability

75% of the students scoring two grades below grade level will increase their reading and math score by one grade level as measured by the NWEA administered in the Fall and Spring of the same school year. This will include only students enrolled in the Fall who continued enrollment through Spring.

Renew Pacific View Charter School's Charter through the Oceanside Unified School District.

Attain the School's Academic Performance Index (API) growth target, or receive a decile of 7 or better on the API Similar School Ranking or State Wide Ranking as measured by the CST report.

90% of 12th grade students eligible to graduate will pass the CAHSEE in Language Arts and Math as measured by the CAHSEE state testing report.

Staff

Through regular staff meeting continue to encourage staff participation in planning and development of school procedures and goals.

Foster a positive culture within the School as measured by parent, student and teacher surveys.

Leadership

Promote the Pacific View Charter School's new facility through community outreach.

Continue improving the School's website to promote Pacific View Charter School and its various programs.

Increase the School's ADA by 30 as measured from the 2008 P2 report to the 2009 P2 report.

Technology

Continue to promote the use of technology in student's course of study.

Continue to expand website functions.

Use the School's database to analyze the effectiveness of the School's programs and student success.

Facilities

Relocate Pacific View Charter School and be in operation at the new Ocean Ranch facility.

Business and Financial

Continue to consult with the School's Business Manager to maintain the fiscal integrity of the School.

Maximize the value of the school to its stakeholders through increase in enrollment and program expansion to meet the diverse needs of students.