

California Department of Education
School Accountability Report Card
Reported Using Data from the 2017–18 School Year
Published During 2018–19

For Port View Preparatory

Address: 23705 Via Del Rio, Yorba Linda, CA 92887
463-6390

Phone: (714)

Principal: Melaura Tomaino and Edward Miguel

Grade Span: K-12+

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

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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About This School

School Contact Information – Most Recent Year

School Name	Port View Preparatory
Street	23705 Via del Rio
City, State, Zip	Yorba Linda, Ca, 92887
Phone Number	714.463.6390
Principal	Edward Miguel and Melaura Tomaino
E-mail Address	Edward Miguel: emiguel@portviewpreparatory.com Melaura Erickson Tomaino: mtomaino@portviewpreparatory.com
Web Site	www.portviewpreparatory.com
County-District-School (CDS) Code	30-66647-0129429 <input type="checkbox"/>

School Description and Mission Statement – Most Recent Year

Port View Preparatory is a collaborative educational community that caters to the individual needs of students with disabilities incorporating evidence-based practices to ensure, above all, personal and educational growth.

We believe that our students are entitled to an education that allows them to achieve their goals and to reach the highest level of success and fulfillment that will allow for a high quality of life. We believe that every individual has the ability to contribute and serve his or her community. We know that every student is unique and important in his or her own way, therefore, all of our students shall receive an individualized, personalized education that they will take with them when they leave PVP and use to assist them in contributing to and assimilating into their community.

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	0
Grade 1	1
Grade 2	2
Grade 3	3
Grade 4	1
Grade 5	2

Grade 6	0
Grade 7	4
Grade 8	7
Ungraded Elementary	0
Grade 9	6
Grade 10	6
Grade 11	8
Grade 12	7
Transition	11
Total Enrollment	58

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	3.82%
American Indian or Alaska Native	3.92%
Asian	21.76%
Filipino	0%
Hispanic or Latino	26.14%
Native Hawaiian or Pacific Islander	0%
White	39.65%
Two or More Races	4.72%
Socioeconomically Disadvantaged	8.3%
English Learners	10.34%
Students with Disabilities	100%
Foster Youth	1.6%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2015–16	School 2016–17	School 2017–18	District 2017–18
With Full Credential	4	5	5	DPL
Without Full Credential	0	0	0	DPL
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	DPL

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015–16	2016–17	2017–18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

Year and month in which the data were collected: July 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<p>Reading/Language Arts</p>	<p>California Treasures, Grade K California Treasures, Grade 1 California Treasures, Grade 2 Book 1 California Treasures, Grade 2 Book 2 Reflections: Our Communities Grade 3 California Treasures, Grade 4 California Treasures, Grade 5 California Treasures, Grade 6 Glencoe Literature California Treasures Course 2 Grade 7 Glencoe Literature California Treasures Course 3 Grade 8 Holt Literature and Language Arts, 3rd Course Grade 9 Literature Language Arts, 4th Course Grade 10 Holt Literature and Language Arts, 5th Course Grade 11 Literature Language Arts Grade 12</p>	<p>Yes</p>	<p>0</p>

<p>Mathematics</p>	<p>California Math Grade K California Math Grade 1 California Math Grade 2 California Math Grade 3 California Math Grade 4 California Math Grade 5 California Math Grade 6 CA Algebra Readiness: Concepts, Skills, and Problem Solving Grade 7 California Algebra: Concepts, Skills, and Problem Solving Grade 8 Holt Algebra 1 Grade 9 Algebra 1 Grade 10 Algebra 1 Connections Grade 11 Algebra 2 Grade 12</p>	<p>Yes</p>	<p>0</p>
<p>Science</p>	<p>California Science Grade K California Science Grade 1 Science: Learn and Explore Grade 2 California Science Grade 3 California Science Grade 4 California Science Grade 5 California Science Grade 6 Focus on Life Science Grade 7 Focus on Physical Science Grade 8 Holt Earth Science Grade 9 Earth Science Grade 10 Biology Grade 11 California Biology Grade 12</p>	<p>Yes</p>	<p>0</p>

History-Social Science	Reflections: A Child's View (California Series) Grade 1 Reflections: Our Communities (California Series) Grade 3 Reflections: California, A Changing State Grade 4 Reflections: The United States, Making A New Nation Grade 5 California Series Discovering Our Past Ancient Civilizations Grade 6 California Series Discovering Our Past Medieval Early Times Grade 7 CA Series: Discovering Our Past American Journey to WWI Grade 8 Economics: Principles and Practices Grade 10 American Anthem Grade 11 Magruder's American Government Grade 12	Yes	0
Foreign Language	0	0	0
Health	0	0	0
Visual and Performing Arts	0	0	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0

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

School Facility Conditions and Planned Improvements – Most Recent Year

The following information is about the safety, cleanliness, and adequacy of school facilities, including the condition of the school grounds, buildings, and restrooms. Additional information can be obtained by contacting the schools principals.

Year and month in which the data were collected: July 2018

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

Overall Facility Rate – Most Recent Year

Year and month in which the data were collected: JULY 2018

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and

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

Port View Preparatory is a Non-Public School which contracts with public school districts. Results for the students who participate in statewide assessments are sent directly to the district and we do not have records of scores.

Career Technical Education Programs (School Year 2017–18)

Off-site job opportunities are available to students who are sixteen years and older. They are designed to prepare students for the work environment after completing school. Each student is able to carry over their academic and vocational goals to the job sites, such as counting, sorting, proper money usage, and domestic tasks. The students are accompanied by staff who oversee the student's attention and quality of work. Transportation is provided by the school to the various job placement locations. Job placements include Quality Furniture, California Elwyn, Petco, CrossFit Inversion, and California Discovery Cube. Students participate in a variety of vocational training activities including but not limited to customer service, packaging and mailing service, stocking and inventory service, and janitorial service.

Career Technical Education Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	9
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

California Physical Fitness Test Results (School Year 2017–18)

Port View Preparatory is a Non-Public School which contracts with public school districts. Results for the students who participate in the physical fitness test are sent directly to the district and we do not have records of scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement – Most Recent Year

Parents are always invited to attend Community Based Outings and other events held throughout the year. Additionally, parents are free to schedule observations and/or meetings for clarification or training with school administrators, teachers, and/or service providers. In addition, parents are involved in their student's progress through quarterly progress reporting procedures and IEP meetings.

State Priority: Pupil Engagement

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

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

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

Indicator	School		
	2015–16	2016–17	2017–18
Dropout Rate	N/A	N/A	N/A
Graduation Rate	0	3*	0

* Certificate of Completion

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School
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	2015–16	2016–17	2017–18
Suspensions	0	0	0
Expulsions	0	0	0

School Safety Plan – Most Recent Year

Each classroom is equipped with a comprehensive first aid kit which includes bandages, ointments, scissors, and other equipment necessary in an emergency. Fire drills are performed monthly throughout the school year. Evacuation maps are posted in every classroom and throughout the school. All individuals on campus during a fire drill, including visitors, are asked to meet outside in the staff parking lot where an attendance check is done by each classroom teacher. In addition to classroom first aid kits, there are emergency backpacks available to take off campus. Each transportation vehicle has a first aid kit and cell phones in case of an emergency when transportation staff and students.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary-Transition)

Given the needs and unique strengths and challenges of our students, all class sizes are no larger than 12 students. There are 12 students per 1 teacher. In addition, students may be in a 1:1, 1:2, or 1:3 teacher to student ratio depending on their individual needs as outlined in their IEP.

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

Academic Counselors and Other Support Staff (School Year 2017–18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Classroom Support Provider (Paraprofessional)	54	0
Classroom Support Supervisor	3	N/A
Occupational Therapist	1	N/A
Certified Occupational Therapy Assistant	2	N/A
Psychologist	1	N/A
Board Certified Behavior Analyst (BCBA)	4	N/A

Board Certified Assistant Behavior Analyst (BCaBA)	1	N/A
Speech-Language Pathologist	2	N/A
Speech-Language Pathologist Assistant	2	N/A
Administrative Staff	5	N/A

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

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	2,355.28			60,000
District	N/A	N/A	N/A	DPC
Percent Difference – School Site and District	N/A	N/A	N/A	DPL
State	DPC	DPC	DPC	DPC
Percent Difference – School Site and State	DPC	DPC	DPC	DPC

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

Types of Services Funded (Fiscal Year 2017–18)

Each classroom has one credentialed teacher and 6-12 Classroom Support Providers/Classroom Support Supervisors depending on each students' needs. Throughout the school day, various goals which are predetermined in each students Individual Education Plan (IEP) are worked on by the classroom staff. Some of these goals include matching, mathematics, reading comprehension, and social skills. Outside of academics, other services are provided such as Occupational Therapy and Speech & Language Therapy if stated in the IEP. Community Based Instructions (CBI) are provided at least once a week for students to experience learning outside of the classroom. It is also a great opportunity for the students to enjoy new experiences and to learn about and participate in the community around them. Vocational Training is available to students in the Transitional classroom, age 16 and older. Vocational Training allows students to apply the vocational skills learned in the classroom in a variety of different settings. Successful application or mastery of the application of these skills in community settings allows for students to integrate into the community as a contributing member and to train for future employment. Finally, monthly assemblies and elective courses are provided for each student. Assemblies occur once per month and each student participates.

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	PVP Amount	State Average For Districts In Same Category
Beginning Teacher Salary	50,000-65,000	
Mid-Range Teacher Salary	65,000-80,000	
Highest Teacher Salary	80,000-100,000	
Average Principal Salary	100,000	
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	6%	
Percent of Budget for Administrative Salaries	4.9%	

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development – Most Recent Three Years

There are 185 days of Regular School Year (RSY) and 35 days of Extended School Year (ESY) totaling 220 days, provided for professional development. Many staff started in the classrooms as Classroom Support Providers and have moved up due to their hard work and dedication to the school and students. Teachers are supported through after school meetings with other teachers and the principals to discuss the needs of their classrooms. Classroom Support Providers are supported by their teacher and the Classroom Support Supervisors. Non- student days and Modified days are spent training all staff on various topics. In addition, all administrative, teaching, and service employees are allotted a yearly monetary amount for outside professional development at conferences or trainings.