Oxnard Union High School District
Pacifica High School

Grades 9 through 12
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2014-15 School Accountability Report Card
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Principal's Message

Welcome to Pacifica High School's School Accountability Report Card. I am proud to provide this Principal's Message and share our core beliefs and values with regards to providing our students a quality educational experience. Pacifica is an exceptional high school, with a strong tradition of excellence in academics, athletics, and the arts. We are proud of the myriad of impressive achievements of our Pacifica Tritons and look forward to continued success.

Pacifica High School enjoys an outstanding staff of dedicated and hard-working professionals clearly committed to teaching and serving all of our students; we are committed to embracing the four "R's" of success by providing a rigorous and relevant curriculum while establishing strong relationships, all for the purpose of achieving stellar results. Further, we are committed to providing an outstanding education in a safe, caring, and personalized environment where students focus on academic achievement, have the necessary supports to be successful, and have the opportunity to be involved in extracurricular sports and clubs of the highest quality.

Families – parents, guardians, and friends – you are a valued and key factor in achieving true success. It is my sincere hope you will continue to support Pacifica High School and participate in all opportunities for our students – your children – to learn and succeed. When we work together as partners, our students benefit from all a school and community has to offer, ultimately becoming life-long learners, model citizens, and positive members of society. As a resident of the City of Oxnard, I believe the community and parents are a vital factor in achieving these goals and encourage you to become involved; with that, I am encouraging you to join any of our parent organizations such as School Site Council, PFSO, Athletic Boosters, Band Boosters, Migrant, and ELAC.

Students – I am looking forward to getting to know each of you better over the year. It is my desire you find Pacifica High School to be an enjoyable learning place. As you may know, we at Pacifica will encourage you to become involved in as many school activities as possible. Don't just sit back and watch; instead, get out and participate in the rich and varied co-curricular activities and athletics available to you. By participating in activities, you will add immeasurably to your personal development, enrich your days, and further prepare for all of your future endeavors. Goethe states "Knowing is not enough, we must apply. Willing is not enough, we must do." At Pacifica, we want you to be active participants in your high school education. You must be willing to participate, willing to learn, willing to grow. You need to set goals for yourself and then work to meet them, constantly pushing yourself to do more. As Michael Jordan states, "You have to expect things of yourself before you can do them." So, I encourage every one of you to set those expectations, and then - JUST DO IT!!

I promise we will ALWAYS give you our very best and in return we only expect your very best effort. Your high school years should be ones in which you grow intellectually, mature socially, develop and refine skills, and in general, prepare yourself for life-long learning and active participation in life. Take pride in yourself, your accomplishments, in our school, and in our community. Make this your best year ever!! Think of Peter Marshall's statement as you prepare for this coming year – "Let us not be content to wait and see what will happen, but give us the determination to make the right things happen."

Tritons, you can make anything happen – the choice and power is yours!!! As all of us believe here at Pacifica High School, every one of you has the right to be successful and to have numerous choices upon graduation. We have the highest expectations of ourselves in terms of serving you, our students, parents, and community. The work all of us do, including you, is extremely important; we will never give up on you; and we know you can be successful!! We believe in you!! Believe in yourself!! Here's to another great year Tritons!!

Mission Statement

We the staff of Pacifica High School are committed to delivering superior customer service that meets the needs of the students, parents, community members, and our fellow colleagues in a consistent manner; unsurpassed in professionalism, politeness and promptness.

School Profile

Pacifica High School is located in the northeastern region of Oxnard and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2014-15 school year, 3346 students were enrolled, including 9% in special education, 21.5% qualifying for English Language Learner support, and 81.8% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2014-15				
Ethnic Group	%	Grade Level	#	
African-Amer.	1.80%	Grade 9	899	
Amer. Indian or Alaskan Native	0.10%	Grade 10	863	
Asian	1.70%	Grade 11	802	
Filipino	3.50%	Grade 12	782	
Hisp. or Latino	90.00%	Ungraded	0	
Pacific Islander	0.30%			
Caucasian	2.30%			
Multi-Racial	0.40%			
Students with Disabilities	9.00%			
Economically Disadvantaged	81.80%			
English Learners	21.50%			
Foster Youth	0.20%			
		Total Enrollment	3,346	

Student Achievement

Physical Fitness

In the spring of each year, Pacifica High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
	Number of Standards Met:		
Grade Tested	Four of Six	Five of Six	Six of Six
Ninth	18.7%	19.9%	23.5%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient. The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the CDE's website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Criteria & Compared to District and State Performance 2014-15			
Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below?			
AYP Criteria	PHS	OUHSD	California
Overall Results	No	No	Yes
Participation Rate			
English Language Arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Percent Proficient			
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Met Attendance Rates	*	*	Yes
Met Graduation Rate	Yes	Yes	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Pacifica High School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2015-16		
	PHS	OUHSD
PI Status	In PI	In PI
First Year of PI	2010-2011	2008-2009
Year in PI	Year 5	Year 3
No. of Schools Currently in PI		7
% of Schools Currently in PI		77.7%

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

California Standardized Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on CDE's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Tests for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Pacifica High School			District			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science (grades 5, 8, and 10)	51	42	38	54	53	47	59	60	56

California Standards Tests Results by Student Group in Science (School Year 2014-15)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	47
All Students (School)	38
Male	39
Female	37
African-Amer.	33
Amer. Indian or Alaskan Native	
Asian	54
Filipino	83
Hisp. or Latino	36
Pacific Islander	
Caucasian	72
Multi-Racial	6
English Learners	
Economically Disadvantaged	1
Migrant Educ.	6
Students with Disabilities	29
Foster Youth	

Note: Scores are not shown when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Pacifica High School	District	California
English-Language Arts/Literacy	26	39	44
Mathematics	13	18	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students is ten or less, either because the number of students in this cateogry is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

2014-15 CAASPP Assessment Results Disaggregated by Student Groups English Language Arts - Grade 11							
			% Tested of All Students Total Enrollment	Percent Performance Level			
Student Groups	Total Enrollment	# Tested		1	2	3	4
All Students	762	709	93.0	40	27	22	5
Male		357	46.9	46	27	17	4
Female		352	46.2	34	28	26	5
African-Amer.		10	1.3	--	--	--	--
Amer. Indian or Alaskan Native		1	0.1	--	--	--	--
Asian		12	1.6	17	8	42	25
Filipino		34	4.5	15	21	47	12
Hisp. or Latino		631	82.8	43	27	20	4
Pacific Islander		0	0.0	--	--	--	--
Caucasian		20	2.6	25	40	25	5
Multi-Racial		1	0.1	--	--	--	--
English Learners		71	9.3	76	6	3	0
Economically Disadvantaged		457	60.0	44	27	19	3
Migrant Educ.		8	1.0	--	--	--	--
Students with Disabilities		53	7.0	81	6	0	0
Foster Youth		--	--	--	--	--	--

2014-15 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 11							
			% Tested of All Students Total Enrollment	Percent Performance Level			
Student Groups	Total Enrollment	# Tested		1	2	3	4
All Students	762	698	91.6	62	21	11	3
Male		354	46.5	65	16	12	3
Female		344	45.1	60	25	10	2
African-Amer.		10	1.3	--	--	--	--
Amer. Indian or Alaskan Native		1	0.1	--	--	--	--
Asian		12	1.6	8	42	42	8
Filipino		34	4.5	44	24	18	15
Hisp. or Latino		620	81.4	63	21	10	2
Pacific Islander		0	0.0	--	--	--	--
Caucasian		20	2.6	80	5	10	0
Multi-Racial		1	0.1	--	--	--	--
English Learners		71	9.3	89	3	0	0
Economically Disadvantaged		449	58.9	67	20	7	2
Migrant Educ.		9	1.2	--	--	--	--
Students with Disabilities		54	7.1	87	4	2	0
Foster Youth		--	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills

during their high school years. Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 82% of Pacifica High School's tenth grade students who took the test passed the math portion of the exam and 79% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Note: The CAHSEE, formerly a graduation requirement for students in California public schools, was suspended effective January 1, 2016.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Pacifica High School			OUHSD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
English Language Arts	48	46	47	51	44	48	57	56	58
Mathematics	57	59	52	54	50	48	60	62	59

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2014-15						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students (District)	46	24	30	46	35	18
All Students (School)	53	24	23	48	35	17
Male	58	20	22	49	33	19
Female	48	27	24	47	38	16
African-Amer.	67	20	13	67	27	7
Filipino	17	29	54	25	33	42
Hisp. or Latino	55	23	22	49	35	16
English Learners	91	8	1	80	19	1
Economically Disadvantaged	57	23	20	50	36	14
Students with Disabilities	96	4		98	2	

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments & NCLB Compliance charts; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in *California Assessment of Student Performance and Progress*, including the CST - Science Results and CAASPP charts; *Academic Performance Index*, including API chart; and *College Preparation & Work Readiness*, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in *California High School Exit Exam*, including the CAHSEE charts; and *Physical Fitness*, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in *Parent Involvement.*

Pupil Engagement – State Priority 5: Covered in *Dropouts* and in *Graduation Requirements*, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan.*

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, school newsletters, and the school website. Contact the school office at (805) 278-5000 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone
Campus Volunteers

Committees
Athletic Booster Clubs
School Site Council
Parent Faculty Student Organization

School Activities
Sports Events
Student Orientation
Student Performances

School Facilities & Maintenance
The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Pacifica High School's original facilities were built in 2001; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

• Maintenance/recharging of fire extinguishers
• Service of existing kitchen hood fire systems
• Answering services for elevators
• Asphalt tennis court

Every morning before school begins, the custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Six day custodians and seven evening custodians are assigned to Pacifica High School. The day custodians are responsible for:

• Cafeteria setup/cleanup
• General grounds maintenance
• Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	2001
Acreage	55
Square Footage	248720
	Quantity
Permanent Classrooms	80
Portable Classrooms	16
Restrooms (sets)	5
Cafeteria	1
Performing Arts Center	1
Library	1
Art Classrooms	2
Band Room	1
Carreer Center	1
Classroom Buildings	4
Computer Labs	7
Dance Room	1
Drama Room	1
Gymnasium	1
Lab Science Rooms	9
Portable Computer Labs	3
Sewing Machine Lab	1
State of the Art Culinary Arts Kitchen	1
Teacher Work Center	6
Video Production Room	1
Weight Room	1

Facilities Inspection

The district's maintenance department inspects Pacifica High School on an annual basis in accordance with Education Code §17592.72(c)(1). Pacifica High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on April 1, 2015 - June 31, 2015. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: 6/2015			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✔		
B. Interior	✔		
C. Cleanliness	✔		
D. Electrical	✔		
E. Restrooms / Fountains	✔		
F. Safety	✔		
G. Structural	✔		
H. External	✔		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	D120 - Lockers in need of repair, wall in need of repainting.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✔			

Rating Description
Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not signifcant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, assistant principals, and campus supervisors patrol the campus, entrance areas, and designated common areas. The principal, assistant principal, teachers, and campus supervisors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the principal, assistant principals, teachers, and campus supervisors monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Pacifica High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Pacifica High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in January 2014.

Classroom Environment

Discipline & Climate for Learning

Pacifica High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	12-13	13-14	14-15
	PHS		
# of Students Suspended	219	117	176
# of Students Expelled	18	19	18
	OUHSD		
# of Students Suspended	1260	832	923
# of Students Expelled	103	54	73
	California		
# of Students Suspended	329370	279383	243603
# of Students Expelled	8266	6611	5692

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
		2012-13		
	Avg. Class	Number of Classrooms		
Subject	Size	1-22	23-32	33+
English	25.0	21	16	92
Mathematics	32.0	15	13	72
Science	30.0	17	11	67
Social Science	30.0	19	18	67
		2013-14		
	Avg. Class	Number of Classrooms		
Subject	Size	1-22	23-32	33+
English	30.0	21	34	73
Mathematics	31.0	12	32	57
Science	30.0	15	19	61
Social Science	29.0	20	25	63
		2014-15		
	Avg. Class	Number of Classrooms		
Subject	Size	1-22	23-32	33+
English	31.0	22	34	70
Mathematics	34.0	7	18	67
Science	29.0	17	18	60
Social Science	30.0	18	24	62

Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Dropouts

Pacifica High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring test results and performance, parent conferences, counseling, ASB, Triton Transition (available in 2014/15), a rich selection of career pathway academies, and other interesting classes to increase student engagement and involvement. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2013-14 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Dropout & Graduation Rates			
	PHS		
	11-12	12-13	13-14
Dropout Rate	8.3%	15.5%	10.8%
Graduation Rate	84.8%	79.9%	87.5%
	OUHSD		
	11-12	12-13	13-14
Dropout Rate	10.8%	14.8%	10.9%
Graduation Rate	81.5%	77.5%	78.3%
	California		
	11-12	12-13	13-14
Dropout Rate	13.1%	11.4%	11.5%
Graduation Rate	78.9%	80.4%	81.0%

Graduation Requirements

Students must accumulate 230 course credits, earn a passing grade in Algebra 1, and earn a passing grade in Computer Literacy to receive a high school diploma from Pacifica High School. Alternative methods of acquiring a diploma are available through the Continuation School, Community college, Adult school, and Condor High School (Independent Study) for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Pacifica High School. The following table illustrates the percentage of students graduating from Pacifica High School who have met district graduation requirements.

Completion of High School Graduation Requirements for the Graduating Class of: 2014			
Group	PHS	OUHSD	State
All Students	87%	78%	50%
African-Amer.	83%	76%	76%
Amer. Indian or Alaskan Native	100%	55%	78%
Asian	100%	91%	93%
Filipino	97%	94%	96%
Hisp. or Latino	86%	76%	81%
Pacific Islander	100%	83%	84%
Caucasian	89%	85%	90%
Multi-Racial	100%	88%	83%
English Learners	71%	64%	51%
Economically Disadvantaged	84%	77%	81%
Students with Disabilities	62%	57%	61%
Foster Youth	-	-	-

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Pacifica High School revolve around the California State Content Standards and Frameworks. During the 2014-15 school year, Pacifica High School held staff development training devoted to:

• Essential Question
• Smarter Balanced Assessments
• Other Assessments
• Strategic Schooling
• Student Engagement
• Transition to Common Core State Standards
• Use of Technology in the Classroom
• WASC Action Plan
• Writing Across the Curriculum

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.Pacifica High School supports ongoing professional growth throughout the year on collaborative PLC days. Teachers met in department level teams to conduct data analysis to identify areas of need.

Pacifica High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
0	0	0

Instructional Materials

All textbooks used in the core curriculum at Pacifica High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, September 09, 2015, the Oxnard Union High School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #15-28 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, Oxnard Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2005	McDougal Littell, *Language Network*	0 %
2005	McDougal Littell, *The Language of Literature*	0 %
2007	National Geographic / Hampton Brown, *EDGE*	0 %
2007	Pearson Prentice Hall, *Timeless Voices, Timeless Themes*	0 %
2007	SRA/McGraw-Hill, *Reach*	0 %
Foreign Languages		
1995	D.C. Heath, *Discovering French*	0 %
2006	D.C. Heath, *Spanish for Mastery*	0 %
2004	Holt, *Ven Conmigo*	0 %
2000	Holt, Rinehart and Winston, *Komm mit!*	0 %
2007	McDougal Littell, *Abriendo Puertas: Lenguaje*	0 %
2003	McDougal Littell, *Abriendo Puertas: Tomo I & II*	0 %
2005	McDougal Littell, *En Espanol*	0 %
History-Social Science		
1993	D.C. Heath, *The American Pageant: A History of the Republic*	0 %
2006	Glencoe/McGraw-Hill, *Economics: Principles and Practices*	0 %
2007	Glencoe/McGraw-Hill, *World Geography and Cultures*	0 %
2006	Houghton Mifflin, *Economics 6th Edition*	0 %

2001	McDougal Littell, *The Americans*	0 %
2006	Pearson Prentice Hall, *Economics Principles in Action*	0 %
2006	Pearson Prentice Hall, *Magruder's American Government*	0 %
1999	Pearson Prentice Hall, *US History - America - Pathways to the Present*	0 %
2006	Pearson Prentice Hall, *World History*	0 %
2007	Pearson Prentice Hall, *World History: The Modern World*	0 %
Mathematics		
2001	CPM Educational Program, *Basic Algebra, Algebra, Algebra 1*	0 %
2001	CPM Educational Program, *Foundations for Algebra*	0 %
2001	Glencoe/McGraw Hill (Sopris West), *Algebra Concepts and Applications*	0 %
2002	Glencoe/McGraw-Hill, *Algebra 2 - Integration, Applications, Connections*	0 %
2005	Glencoe/McGraw-Hill, *Geometry: Concepts and Applications*	0 %
1996	Glencoe/McGraw-Hill, *Mathematics: Applications and Connections*	0 %
2001	Glencoe/McGraw-Hill, *Pre-Algebra*	0 %
1996	Holt, Rinehart and Winston, *Algebra II*	0 %
1995	Houghton Mifflin, *Pre-Calculus*	0 %
2004	Key Curriculum Press, *Calculus*	0 %
1998	Key Curriculum Press, *Discovering Geometry*	0 %
1995	McDougal Littell, *Algebra 2*	0 %
2001	Prentice Hall, *Precalculus*	0 %
2005	South Western-Thomson, *Business Math*	0 %
Science		
2007	Addison Wesley, *Conceptual Physics*	0 %
2007	AGS, *Biology - Cycles of Life*	0 %
2007	Globe Fearon, *Concepts and Challenges in Earth Science*	0 %
2007	Globe Fearon, *Concepts and Challenges in Physical Science*	0 %
2007	Holt, Rinehart and Winston, *Environmental Science*	0 %
2007	McDougal Littell, *World of Chemistry*	0 %
2007	Pearson, *Anatomy and Physiology*	0 %
2007	Pearson Prentice Hall, *Chemistry*	0 %
2007	Pearson Prentice Hall, *Earth Science*	0 %
2006	Pearson Prentice Hall, *Miller & Levine Biology*	0 %
2007	Pearson Prentice Hall, *Physical Science Concepts in Action*	0 %
	Science Laboratory Equipment	0 %

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

<u>University of California</u>
Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements, please visit the University of California website located at www.universityofcalifornia.edu/admissions/general.html.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the CSU website at ww.calstate.edu/admission/.

Courses for UC/CSU Admission	
	%
2014-15 Students enrolled in courses required for UC/CSU admission	97.4
2013-14 Graduates who completed all courses required for UC/CSU admission	36.5

Advanced Placement

In 2014-15, Pacifica High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered & Student Participation 2014-15		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	0	N/A
English	6	N/A
Fine and Performing Arts	0	N/A
Foreign Language	7	N/A
Mathematics	7	N/A
Science	6	N/A
Social Science	6	N/A
All Courses	32	0.7

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

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four year academic plan and are introduced to Pacifica High School's technical and career education programs. The counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Pacifica High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

• Work Experience
• Regional Occupational Programs
• Workability
• Career/Partnership Academies
• Career Pathways

Individual student assessment of work readiness skills takes place through:

• End of course exams
• Completion of course-required projects
• Course grades (work experience)

Work experience students are partnered with local community organizations and local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

Pacifica High School's career/partnership academies are a "school within a school" program. Components include rigorous academics with a career focus, a team of teachers, and active business involvement. During the 2014-15 school year, Pacifica High School offered the following career academy programs:

• Culinary Arts Academy
• Health Science Academy
• Teaching & Education Careers (TECA)
• DECA Academy of Business

Students enrolled in the career/partnership academies are enrolled in core classes where instructional content is more closely related to the student's chosen field of study. Core curriculum teachers and partnership academy teachers collaborate regularly to ensure three year terms and coursework are in alignment with state standards and students' needs.

During the 2014-15 school year, Pacifica High School offered the following career technical education programs as elective courses:

• ROP Courses: Auto Paint, Auto Body Repair, Auto Service Air, Culinary Art, Dental/Radiology, Emergency First Response, Floral Design, Fashion/Retail Md, Graphic Design, Health/Term, Medical/Office Assistant, Nursing 1, Screenprint, Welding, Construction
• Pathways: Arts, Media, & Entertainment Pathways, Fashion & Interior Design Pathways , Finance & Business Pathways, Hospitality, Tourism, & Recreation Pathways, and Health Science & Medical Technology Pathways
• Other elective courses: Digital Photography Production & Technology, Consumer Economics, Fashion Textiles & Apparel, Food & Nutrition, Housing & Furnishings, Other Consumer and Family Studies, Teaching Careers, Computer Operations/Science, General Office Occupations, Business Technology, Other Health Science & Medical Technology, Education, Child Development, and Family Services

Pacifica High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Pacifica High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. The CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's CTE website at www.cde.ca.gov/ci/ct/.

Professional Staff

Counseling & Support Staff
Pacifica High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Pacifica High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2014-15	No. of Staff	FTE
Academic Counselor	7	7.0
Campus Supervisors	10	6.1
Guidance Technician	3	2.3
Psychologist	2	1.5
Adaptive PE	1	0.2
Career Center Technician	1	1.0
Nurse	1	1.0
Textbook/Library Media Technician	1	1.0

Counselor-to-Student Ratio: 1:478
Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment
During the 2014-15 school year, Pacifica High School had 132 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2014-15	Taught by NCLB-Compliant Teachers	Taught by non-NCLB- Compliant Teachers
Pacifica High School	95.0 %	5.0 %
District Totals		
All Schools	90.0 %	10.0 %
High-Poverty	89.0 %	11.0 %
Low-Poverty	97.0 %	3.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments	PHS			OUHSD
	13-14	14-15	15-16	15-16
Total Teachers	132	132	126	670
Teachers with full credentials	132	132	125	659
Teachers without full credentials	0	0	1	11
Teachers teaching outside subject area of competence (with full credential)	26	0	0	0
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	4
Vacant teacher positions	0	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.

District Expenditures

Salary & Budget Comparison
State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2013-14	OUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	$44,587	$44,363
Mid-Range Teacher Salary	$80,035	$71,768
Highest Teacher Salary	$86,574	$92,368
Superintendent Salary	$196,461	$210,998
Average Principal Salaries:		
High School	$124,718	$133,673
Percentage of Budget:		
Teacher Salaries	38%	36%
Administrative Salaries	4%	5%

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

Expenditures Per Student
For the 2013-14 school year, Oxnard Union High spent an average of $8,546 of total general funds to educate each student (based on 2013-14 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Oxnard Union High receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received categorical, special education, and support programs funds for:

• Agricultural Vocational Incentive Grants
• California Clean Energy Jobs Act
• California Partnership Academies: Green & Clean Academies
• Common Core State Standards Implementation

- Department of Rehabilitation
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Linked Learning Pilot Program
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally defined
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education
- Vocational Programs

Expense of Education Per Pupil 2013-14					
	Dollars Spent per Student				
	PHS	OUHSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	3036	N/A	N/A	N/A	N/A
Total**	$6,291	N/A	N/A	N/A	N/A
Restr.†	$1,203	N/A	N/A	N/A	N/A
Unrestr.††	$5,088	$5,501	92.50	$5,348	95.14
Avg. Teacher Salary	$73,170	$75,554	96.84	$74,908	97.68

Note: Cells with N/A values do not require data.
* Average Daily Attendance

SARC Data

DataQuest
DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Pacifica High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to AYP, CST & CAASPP results, enrollment, and staffing.

Public Internet Access Location
Parents may access Pacifica High School's SARC and access the internet at any of the county's public libraries. The closest public library to Pacifica High School is Oxnard Public Library.

Address: 251 South A St., Oxnard
Phone Number: (805) 385-7527
WebSite: http://www.oxnard.org
Number of Computers Available: 30

Disclosure
The statistical information disclosed in this report is obtained from the California Department of Education and the Oxnard Union High. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in January 2016.