

Oxnard Union High School District Pacifica High School

Grades 9 through 12
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2016-17 School Accountability Report Card *Published January 2018*

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Principal's Message

Pacifica High School is committed to the success of EVERY student. Our Superintendent, Dr. DeLeon, is committed to a vision of "High Expectations and Powerful Futures for EVERY Student" and we work tirelessly to bring that vision to life every single day at Pacifica High School. EVERY student at PHS wears a bracelet that reads, "TRITONS – WE ARE ONE / #expectexcellence", which serves as a reminder that EVERY student at Pacifica High School is a part of the Triton family and is expected to work very hard in pursuit of a powerful future. With that said, it is with great enthusiasm that I invite you to explore Pacifica High School's Annual School Accountability Report Card. This valuable tool provides very important information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities and staff. It is critical that our school and community engage in never-ending daily improvement, and a thorough understanding of our educational program, student achievement, and curriculum development can assist us with this endeavor. As you know, Pacifica High School is an outstanding school that is committed to excellence in academics, athletics, and the arts.

Pacifica High School is on a mission to be the very best high school in Ventura County and we made great strides during my first year as Principal! That mission requires us to look at data on a daily basis to ensure that we are providing the best education possible to our students. At Pacifica High School, we closely analyze a-g completion rates, graduation rates, attendance, suspensions / expulsions, college applications, CAASPP scores, AP participation and scores, FAFSA applications, and D/F rates in an effort to engage in never ending daily improvement. That staff at PHS loves their Tritons and works diligently to serve them in an elite manner.

My vision for Pacifica High School is that we #wintheday and #expectexcellence EVERY DAY! "Winning the day" reflects our commitment to remaining focused on the task at hand, working diligently to complete that task effectively, and pursuing excellence through positivity and teamwork. At PHS, we focus on being the best school we can be one day at a time, one student interaction at a time, one parent interaction at a time, one lesson plan at a time, and everything else we put our hearts and souls into. Through diligence and hard work, we strive to "win" each day, improve each day, and continue to be the outstanding school community that we already are. "Expectexcellence" reflects Pacifica High School's commitment to setting high expectations for every member of the Triton community. We set very high expectations for ourselves, our students, and each other. By creating a culture where high expectations are the norm, there is nothing we cannot accomplish at Pacifica High School as we work to produce graduates who are ready to embrace powerful futures.

Pacifica High School and its staff of diligent, dedicated, hard-working professionals is committed to equity and providing all students with the opportunity and resources necessary to achieve at a very high level. We are the proud home of the following six Academies: Academy of Business, Culinary Arts Academy, Code Developer Academy, Environmental Science and Engineering Academy, Health Science Academy, and the Teaching and Educational Careers Academy. In addition to our academies and strong vocational programs, PHS takes great pride in our rigorous academic programs, stellar athletic programs, and a multitude of extracurricular activities that allow our students to achieve "connectedness" as they enjoy a well-rounded educational experience. Holistically, PHS works very hard to create a college-going culture where students are challenged and pushed to be a-g certified so they have a multitude of choices when they leave the gates of our school as proud graduates.

Pacifica High School is rooted in a strong sense of teamwork whereby we unite as a powerful force to create a learning environment that is conducive to academic and social development. Students learn the critical importance of responsibility and pride as they are pushed to become lifelong learners who make a difference in the world. Community members, too, are key players in the success of our students and we appreciate your efforts as you help us create future-ready, responsible, successful, caring citizens. And please know that parents, guardians and friends of PHS are always encouraged to get involved in all PHS organizations, including ELAC, Migrant, School Site Council, PTSA, Athletic Boosters and Band Boosters.

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 2016-17 school year, 3186 students were enrolled, including 8.3% in special education, 17.7% qualifying for English Language Learner support, and 82.5% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African-Amer.	1.30%	Grade 9	805
Amer. Indian or Alaskan Native	0.00%	Grade 10	842
Asian	1.10%	Grade 11	828
Filipino	2.40%	Grade 12	711
Hisp. or Latino	93.20%	Ungraded	0
Pacific Islander	0.20%		
Caucasian	1.30%		
Multi-Racial	0.50%		
Students with Disabilities	8.30%		
Socioeconomically Disadvantaged	82.50%		
English Learners	17.70%		
Foster Youth	0.40%		
Total Enrollment			3,186

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 reported 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 2016-17			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Ninth	24.5	18.1	29.6

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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, 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 2016-17, 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. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program Status 2017-18		
	PHS	OUHSD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement	Year 5	Year 3
No. of Schools Currently in Program Improvement	7	
% of Schools Currently in Program Improvement	87.5%	

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Pacifica High School		District		California	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy (grades 3-8 and 11)	54	45	54	50	48	48
Mathematics (grades 3-8 and 11)	21	17	28	29	36	37

Note: Percentages are not calculated 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.

CAASPP Test Results in ELA by Student Group (2016-17)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	795	789	99.25	45.37
Male	405	401	99.01	44.39
Female	390	388	99.49	46.39
African-Amer.	--	--	--	--
Asian	--	--	--	--
Filipino	25	25	100.00	72.00
Hisp. or Latino	730	725	99.32	43.17
Pacific Islander	--	--	--	--
Caucasian	17	17	100.00	70.59
Multi-Racial	--	--	--	--
English Learners	229	227	99.13	14.98
Socioeconomically Disadvantaged	672	667	99.26	43.03
Students with Disabilities	59	59	100.00	6.78

CAASPP Test Results in Mathematics by Student Group (2016-17)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	796	787	98.87	16.90
Male	405	397	98.02	16.12
Female	391	390	99.74	17.69
African-Amer.	--	--	--	--
Asian	--	--	--	--
Filipino	25	25	100.00	36.00
Hisp. or Latino	731	723	98.91	14.66
Pacific Islander	--	--	--	--
Caucasian	17	17	100.00	35.29
Multi-Racial	--	--	--	--
English Learners	228	224	98.25	0.89
Socioeconomically Disadvantaged	673	665	98.81	16.39
Students with Disabilities	60	59	98.33	1.69

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Pacifica High School		District		California	
	14-15	15-16	14-15	15-16	14-15	15-16
Science (grades 5, 8, and 10)	38	40	47	46	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment

(CAPA) in grades five, eight, and ten. Scores are not shown 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. Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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.

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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

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 Volunteer

Committees

English Learner Advisory Council
Parent Teacher Student Association
School Site Council
Migrant Advisory Council
Athletic Booster Club

School Activities

Back to School Night
Sports Events
Student Orientation
Academy Showcase
Parent Teacher Conferences
Performing Arts Showcases
Parent Project
College/Career Workshops

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:

- Installation of perimeter fencing for increased student safety
- Installation of new track
- Refurbished press box
- Refurbished administration office

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 Saturday, April 1, 2017 through Friday, June 30, 2017. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Thursday, June 30, 2016			
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)	Culinary Art Classroom Space 117 & Classroom 109 - Cabinet missing handle; Faculty Center RR Space 119/120 - Deficiency noted; Classroom 108 - Cabinet missing a drawer; Classroom MO 12 - Hole in wall
(D)	Classroom Space 123 & Classroom Space 120 - Plug missing cover; ASB/Activity Room Space 107 - Missing plug cover; Classroom 102 - Outlet cover missing; Classroom 103 & Classroom 220 - Two outlet covers missing
(E)	Classroom 109 - Eye wash station no water
(H)	Culinary Art Classroom Space 117 - One broken window, one window screen missing

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 significant 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, teachers, and campus supervisors patrol the campus, entrance areas, and designated common areas. The principal, assistant principals, teachers on duty, and campus supervisor 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 September 2017.

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			
	14-15	15-16	16-17
	PHS		
% Students Suspended	5.0	6.3	6.2
% Students Expelled	0.5	0.7	0.5
	OUHSD		
% Students Suspended	5.2	5.8	6.3
% Students Expelled	0.4	0.5	0.2
	California		
% Students Suspended	3.8	3.7	3.6
% Students Expelled	0.1	0.1	0.1

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 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2014-15			
	Avg. Class Size	Number of Classrooms		
		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
	2015-16			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	29.4	22	34	71
Mathematics	32.1	9	25	62
Science	33.5	16	18	60
Social Science	33.3	19	24	62
	2016-17			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	32.0	11	52	45
Mathematics	37.0	13	18	52
Science	33.0	13	12	58
Social Science	35.0	8	19	44

*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, monthly SART meeting with community representatives, Triton Transition, a rich selection of career pathway academies, the Condor Educational Options Center (onsite independent study program), home visits by the attendance advisors, monthly SART meetings with community representatives, SES credit recovery after school, 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, 2015-16 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 (Four-Year Cohort Rate)			
	PHS		
	13-14	14-15	15-16
Dropout Rate	10.8%	10.9%	11.5%
Graduation Rate	87.5%	84.1%	83.4%
	OUHSD		
	13-14	14-15	15-16
Dropout Rate	10.9%	9.4%	8.3%
Graduation Rate	78.3%	82.1%	83.7%
	California		
	13-14	14-15	15-16
Dropout Rate	11.5%	10.7%	9.7%
Graduation Rate	81.0%	82.3%	83.8%

Graduation Requirements

Students must accumulate 230 course credits to receive a high school diploma from Pacifica High School. Alternative methods of acquiring a diploma are available through the Continuation School, Community Day School, 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 Graduating Class of 2016			
Group	PHS	OUHSD	State
All Students	82.58%	83.59%	87.11%
African-Amer.	100.00%	96.30%	79.19%
Amer. Indian or Alaskan Native	100.00%	84.62%	80.17%
Asian	100.00%	97.56%	94.42%
Filipino	94.59%	97.96%	93.76%
Hisp. or Latino	81.35%	81.27%	84.58%
Pacific Islander	100.00%	100.00%	86.57%
Caucasian	71.43%	88.20%	90.99%
Multi-Racial	100.00%	92.86%	90.59%
English Learners	60.47%	50.27%	55.44%
Socioeconomically Disadvantaged	85.77%	85.47%	85.45%
Students with Disabilities	56.41%	69.33%	63.90%

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 2016-17 school year, Pacifica High School held staff development training devoted to:

- Student Engagement (TAPPLE & Think Pair Share)
- Technology Training
- Advancement Via Individual Determination (AVID) Strategies
- Job Alikes/Lesson Study by Department
- WICOR
- CAASPP Preparation
- Desire2Learn
- Equity, Rigor, Relevance, Access

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 weekly early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or trainings session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2016-17 school year, Pacifica High School's teachers attended the following events hosted by the Oxnard Union High School District:

- Next Generation Science Standards (NGSS)
- Wellness & Safety
- Advancement Via Individual Determination (AVID)
- Technology Training
- 21st Century Learning

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		
2014-15	2015-16	2016-17
0	2	3

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 13, 2017, 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 #17-25 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2017-18 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, <i>Language Network</i>	0 %
2005	McDougal Littell, <i>The Language of Literature</i>	0 %
2007	Pearson Prentice Hall, <i>Timeless Voices, Timeless Themes</i>	0 %
2007	SRA/McGraw-Hill, <i>Reach</i>	0 %
English Language Development		
2007	National Geographic / Hampton Brown, <i>EDGE</i>	0 %
Foreign Languages		
1995	D.C. Heath, <i>Discovering French</i>	0 %
2006	D.C. Heath, <i>Spanish for Mastery</i>	0 %
2004	Holt, <i>Ven Conmigo</i>	0 %
2000	Holt, Rinehart and Winston, <i>Komm mit!</i>	0 %
2007	McDougal Littell, <i>Abriendo Puertas: Lenguaje</i>	0 %
2003	McDougal Littell, <i>Abriendo Puertas: Tomo I & II</i>	0 %
2005	McDougal Littell, <i>En Espanol</i>	0 %
History-Social Science		
1993	D.C. Heath, <i>The American Pageant: A History of the Republic</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Economics: Principles and Practices</i>	0 %
2007	Glencoe/McGraw-Hill, <i>World Geography and Cultures</i>	0 %
2006	Houghton Mifflin, <i>Economics 6th Edition</i>	0 %
2001	McDougal Littell, <i>The Americans</i>	0 %
2006	Pearson Prentice Hall, <i>Economics: Principles in Action</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
1999	Pearson Prentice Hall, <i>US History - America - Pathways to the Present</i>	0 %
2006	Pearson Prentice Hall, <i>World History</i>	0 %
2007	Pearson Prentice Hall, <i>World History: The Modern World</i>	0 %
Mathematics		
2001	CPM Educational Program, <i>Basic Algebra, Algebra, Algebra 1</i>	0 %
2001	CPM Educational Program, <i>Foundations for Algebra</i>	0 %
2001	Glencoe/McGraw Hill (Sopris West), <i>Algebra Concepts and Applications</i>	0 %
2002	Glencoe/McGraw-Hill, <i>Algebra 2 - Integration, Applications, Connections</i>	0 %
2005	Glencoe/McGraw-Hill, <i>Geometry: Concepts and Applications</i>	0 %
1996	Glencoe/McGraw-Hill, <i>Mathematics: Applications and Connections</i>	0 %
2001	Glencoe/McGraw-Hill, <i>Pre-Algebra</i>	0 %
1996	Holt, Rinehart and Winston, <i>Algebra II</i>	0 %
1995	Houghton Mifflin, <i>Pre-Calculus</i>	0 %
2004	Key Curriculum Press, <i>Calculus</i>	0 %
1998	Key Curriculum Press, <i>Discovering Geometry</i>	0 %
1995	McDougal Littell, <i>Algebra 2</i>	0 %
2001	Prentice Hall, <i>Precalculus</i>	0 %
2005	South Western-Thomson, <i>Business Math</i>	0 %
Science		
2007	Addison Wesley, <i>Conceptual Physics</i>	0 %
2007	AGS, <i>Biology - Cycles of Life</i>	0 %
2007	Globe Fearon, <i>Concepts and Challenges in Earth Science</i>	0 %
2007	Globe Fearon, <i>Concepts and Challenges in Physical Science</i>	0 %
2007	Holt, Rinehart and Winston, <i>Environmental Science</i>	0 %
2007	McDougal Littell, <i>World of Chemistry</i>	0 %

2007	Pearson, <i>Anatomy and Physiology</i>	0 %
2007	Pearson Prentice Hall, <i>Chemistry</i>	0 %
2007	Pearson Prentice Hall, <i>Earth Science</i>	0 %
2006	Pearson Prentice Hall, <i>Miller & Levine Biology</i>	0 %
2007	Pearson Prentice Hall, <i>Physical Science Concepts in Action</i>	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

University of California

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 at <http://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 California State University Website at <http://www.calstate.edu/admission/>.

Courses for UC/CSU Admission	
	%
2016-17 Students enrolled in courses required for UC/CSU admission	98.3
2015-16 Graduates who completed all courses required for UC/CSU admission	31.1

Advanced Placement

In 2016-17, 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.

Number of Advanced Placement Courses Offered 2016-17		
	No. of Courses Offered*	% of Students in AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	1	N/A
All Courses	10	15.5

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

* Where there are student course enrollments of at least one student.

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
- Career Education Center
- 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.

Career Education Center (CEC) 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 2016-17 school year, Pacifica High School offered the following career academy programs:

- Culinary Arts Academy
- Health Science Academy
- Teaching & Education Careers (TECA)

- Academy of Business
- Academy of Information Technology (CODE)
- Environmental Science & Engineering

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 2016-17 school year, Pacifica High School offered the following career technical education programs as elective courses:

- CEC 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, Digital Broadcasting, Mariachi, Teacher Assistant, Office Assistant, Food Services
- Pathways: Arts, Media, & Entertainment Pathways, Fashion & Interior Design Pathways
- Other elective courses: Digital Photography Production & Technology, General Office Occupations, Business Technology, Child Development, and Consumer 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. For more information on career technical programs, CEC, 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) 2016-17		
	No. of Staff	FTE
Academic Counselor	8	8.0
Campus Supervisors	10	6.1
Guidance Technicians	3	2.5
Psychologists	2	1.5
Adaptive PE	1	0.2
Career Center Technician	1	1.0
Health Technician	1	0.75
Librarian	1	1.0
Nurse	1	1.0
Speech Pathologist	1	1.0
Textbook/Library Media Clerk	1	1.0
Counselor-to-Student Ratio: 1:398		

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 2016-17 school year, Pacifica High School had 123 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Teacher Credentials & Assignments			
	PHS			OUHSD
	15-16	16-17	17-18	17-18
Total Teachers	120	126	124	691
Teachers with full credentials	117	123	122	683
Teachers without full credentials	3	3	2	8
Teachers teaching outside subject area of competence (with full credential)	24	18	24	121
Teacher misassignments for English learners	0	0	0	1
Total teacher misassignments	1	1	0	0
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: 2015-16 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2015-16		
	OUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$50,266	\$50,221
Mid-Range Teacher Salary	\$90,230	\$83,072
Highest Teacher Salary	\$97,715	\$104,882
Superintendent Salary	\$206,000	\$226,121
Average Principal Salaries:		
High School	\$139,023	\$146,114
Percentage of Budget:		
Teacher Salaries	35%	34%
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 2015-16 school year, Oxnard Union High School District spent an average of \$10,510 of total general funds to educate each student (based on 2015-16 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 School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- California Clean Energy Jobs Act
- CA Partnership Academies: Green & Clean Academies
- Career Technical Education Incentive Grant Program
- 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
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Tobacco-Use Prevention Education
- Vocational Programs

Expenditures Per Pupil and School Site Teacher Salaries 2015-16					
	Dollars Spent per Student				
	PHS	OUHSD	% Diff. School & Dist.	State Avg.,	% Diff. School & State
				Dist. Same Size & Type	
Total**	\$7,601	N/A	N/A	N/A	N/A
Restricted	\$1,449	N/A	N/A	N/A	N/A
Unrestricted	\$6,152	\$7,024	87.59	\$6,574	93.58
Average Teacher Salary	\$81,486	\$84,220	96.75	\$82,770	98.45

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

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, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

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 School District. 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 section were acquired in November 2017. Data to prepare the school facilities section were acquired in January 2018.