

Pacifica High School WASC Visiting Committee Report



600 E. Gonzales Rd. Oxnard, CA 93035

Oxnard Union High School District

March 18th-21st, 2018

WASC Visiting Committee

Mr. Hector Preciado

Principal
Marco Antonio Firebaugh High School
Lynwood, CA

Mrs. Griselda Castro

Assistant Principal of Curriculum
Santa Fe High School
Santa Fe Springs, CA

Mr. Thomas Coburn Harrison, III

Teacher
Century High School
Santa Ana, CA

Mr. Long C. Nguyen

Teacher
Adolph Leuzinger High School
Lawndale, CA

Mr. Robert Clarke

Principal
Valley Alternative Magnet School
Lake Balboa, CA

Ms. Mary Hazlett

Assistant Principal
Agoura High School
Agoura Hills, CA

Mr. Richard O'Neill

Teacher
Claremont High School
Claremont, CA

PHS Leadership Team

Administration

Mr. Ted Lawrence
Principal

Mrs. Marissa Cervantes
Assistant Principal

Mr. Guillermo Lopez
Assistant Principal

Mr. Angel Silva
Assistant Principal

Mr. Cameron Salehi
Assistant Principal

Self-Study Coordination Team

Mr. Robert Edison
Department Chair-ELA

Ms. Allison Holicky
Focus Group Leader D,
Instructional Coach,
Triton Transition
Coordinator

Mrs. Kara Hamilton
Content Lead-ELA 11th
Focus Group C Writer

Members

Aaron Ferguson	Tech Coach, AoB
Araceli Martell	English Language Dev. & Foreign Language Chair
Brian Brister	Content Lead - Science
Burna Hartman	Focus Group E Leader
Carly Simpson	Physical Education Chair
Cathi Rogers	Music/ Performing Arts Chair
Clint Dawson	Focus Group B Leader
Colin Harvey	Focus Group A Leader
Diana Stroh	Focus Group E Leader
Diane Winter	Science Co-Chair
Gabe Valdez	Content Lead - ELA 10th, Tech Coach
Gheorghe Ceara	Business & Technology Chair, CODE
Gina Rodriguez	Content Lead - Social Science
Ian McFadyen	Tech Coach, TECA
Janice Zehner	Science Co-Chair, Focus Group A Leader
Jesse Gonzalez	Mathematics Co-Chair
Kimberly Filar	Content Lead - ELA 12th, Focus Group B Leader
Lucas Sydlaske	Content Lead - ELA 10th
Lupe Vazquez	Content Lead - Math
Marina Garcia	Consumer & Family Science Chair
Nic Gaffuri	Focus Group C Leader
Rachael Carver	Mathematics Co-Chair, Content Lead - Math
Ramon Rodriguez	Content Lead - Social Science, Focus Group C Leader
Randy Guzick	Focus Group D Leader
Roman Garcia	Social Science Chair
Shelly Kohnle	Visual Arts Chair
Stefanie Davison	Content Lead - Math
Victor Farias	Guidance Department

CHAPTER 1

School and Community Profile and Supporting Data

Community of Oxnard

The city of Oxnard is the largest city in Ventura County with a population of 207,906. Oxnard is approximately 62 miles northwest of downtown Los Angeles and 35 miles south of Santa Barbara. The area encompassed by the incorporated limits of the city of Oxnard is approximately 26.89 square miles. The city of Oxnard encompasses six school districts and a community college, Oxnard College, which is one of three community colleges within Ventura County. In close proximity is a four-year university, California State University, Channel Islands located in the southern adjacent city of Camarillo. The city is home to Naval Base Ventura County, (Naval Construction Battalion Center, Port Hueneme, and Naval Air Station, Point Mugu), which is the largest employer and responsible for 15,000 jobs. The major industry in the city of Oxnard continues to be agriculture.

Oxnard is comprised of 73.5% persons of Hispanic or Latino origin, 14.9% white, 7.4% Asian, 2.9% African American, 1.5% American Indian and Alaskan Native, and 0.3% Native Hawaiian and other Pacific Islander. 68.2% of Oxnard households report they speak a language at home other than English. 65.6% of the community are high school graduates and 16.2% have a Bachelor's degree or higher. The median household income is \$60,621 with a median value of home-owner occupied homes of \$345,800. 16.6% of the community lives below the state-defined poverty level with a 4.5% unemployment rate.

Oxnard Union High School District

Oxnard Union High School District currently consists of 13 different entities located at 12 different locations in Oxnard and Camarillo. These include comprehensive high schools, a continuation high school, an independent study school (some of whose students also attend community college classes), and an adult education school. District leadership consists of a five member school board, the superintendent and three assistant superintendents. Total enrollment for 2017-18 is approximately 17,000. As most high schools at, or over capacity, the board is actively working on a bond measure for new construction to alleviate the overcrowding. This school year, students from independent studies were re-distributed to their home schools. The impact on PHS was sharing of classrooms and travelling from classrooms by some teachers.

Pacifica High School

Pacifica High School was established in 2001. Over the last ten years, the student population has continued to grow to its current enrollment of 3,200 students from a portion of the Oxnard Community. Pacifica High School resides in a richly diverse area of Oxnard. Though primarily residential and suburban, some areas have become more commercial and industrialized. Oxnard, however, has its primary roots in agriculture. In fact, Pacifica High School was built on an agricultural site that was previously lemon orchards.

Although Pacifica High School's attendance area is the smallest in the district, the population is the largest in Ventura County. Pacifica High represents a cross-section of society. The attendance area covers nine square miles, and many of the students reside in apartments or multi-family units. Pacifica is

surrounded by newer homes, apartments, and subsidized government and low-income housing, known as Colonia. Until Pacifica was built, students in the Colonia area were bussed to either Oxnard High or Rio Mesa High. Although pride for these schools has run deep for decades, members of this community embraced their new “home school” and proudly support the Tritons. The Colonia area tends to be high-poverty with many of our families currently residing in homes with other families. Neighborhoods directly behind Pacifica, to the east, and across the street are newer and tend to be more lower-to-middle income. The student population continues to be diverse, both racially and socioeconomically.

The staff at Pacifica has worked earnestly to increase the college-going culture while simultaneously celebrating the rich culture of the city of Oxnard. Pacifica remains rooted in tradition, celebrating the cultures of all students, while providing the skills necessary for students to further explore their identity through a college education.

The faculty, staff, and administration at Pacifica High School continue to work together ensuring high expectations for all students. The faculty and staff tend to stay at Pacifica and few seek intra-district transfers to other sites. As the student population grows, the need for staff does as well. The culturally diverse staff endeavors to serve the needs of all students.

Student Profile Data and Demographics

Table 1 Enrollment

Enrollment	2012-13	2013-14	2014-15	2015-16	2016-17
	3328	3249	3346	3306	3186

Table 2 PHS Average Class Size

Average Class Size	2012-13	2013-14	2014-15	2015-16
Pacifica High School	31.3	31.2	31.1	31.9
OUHSD	28.8	29.1	29.2	29.6
Ventura County	24.9	25	25	25.3

Table 4 PHS Ethnic Breakdown

Group	2012-13	2013-14	2014-15	2015-16	2016-17
African American	50	58	59	44	41
American Indian	5	5	3	3	1
Asian	58	59	56	41	35
Filipino	140	133	118	94	77
Hispanic	2939	2872	3010	3049	2968
Pacific Islander	7	9	9	7	7
White	115	98	78	55	42
Two or More Races, Not Hispanic	8	15	13	13	15
Not Reported	6	0	0	0	0

- Enrollment has fluctuated over the course of these last few years.
- In 2016-17, there was a noticeable drop as compared to the last few years.
- Numbers of females have decreased, but other than 2012-13, the ratio of males to females has stayed essentially the same.
- As for ethnic groups, Hispanics have steadily increased while most other groups, especially Caucasians, African-Americans, Asians, and Filipinos have steadily dropped.

Table 3 PHS Total Enrollment

Group	2012-13	2013-14	2014-15	2015-16	2016-17
Male	1654	1650	1706	1666	1607
Female	1674	1599	1640	1640	1579

Table 4 Free and Reduced Lunch

	2012-13	2013-14	2014-15	2015-16	2016-17
Free and Reduced Lunch	n/a	2330	2445	2324	2525

Special Programs

- FEP, RFEP, SPED trending up

- ELLs trending down. May remain up though because of new ELPAC
- Free and reduced lunch is consistent
- Foster/ Homeless Youth growing because of identification requirement by the State

Table 6 PHS Special Programs

Subgroup	2012-13	2013-14	2014-15	2015-16	2016-17
FEP	1437	1514	1585	1745	1776
RFEP	62	81	87	271	173
EL Learners	723	677	721	574	563
Migrant	53	50	29	33	46
Special Education	53	104	151	215	265
Low S.E.S.	859	908	939	776	2628
Free and Reduced Lunch	2330	2445	2599	2324	2525
Foster Youth/Homeless	4	7	607	564	460

Faculty/Staff Profile Data

Table 8 Certificated Staff

Total Number	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Administration	5	5	5	5	5	5
Teachers	145	131	136	133	126	128
Teacher Per Pupil Ratio	26.3	27.5	25.5	27.1	28.1	*

*Data not availableThe demographics of Pacifica’s staff are changing racially, while stabilizing in regards to new teachers. As veteran teachers retire, new teachers are hired, many graduates of Pacifica. Newer teachers have more diverse racial backgrounds, which gives Pacifica a faculty makeup that is more closely resembling that of its students. Additionally, the number of brand-new teachers hired each year has decreased, providing stability.

- As a newer school PHS boasts a Performing Arts Center, Culinary Arts Kitchen and a Video Production Room
- PHS does not have a swimming pool. Nautical based sports teams hold pre-dawn practices at Oxnard HS and come back in time for period 2.

Student Outcome Data

Table 16 Graduation and Dropout Rates by %

Subgroup	2012-13	2013-14	2014-15	2015-16
Graduation Rate	79.9	85.3	84.1	83.4
Dropout Rate (Cohort)4yr	15.5	10.8	10.9	11.5
OUHSD Dropout Rate	14.8	10.9	9.4	8.3
OUHSD Graduation Rate	77.5	80.2	82.1	83.7

- Graduation rates have remained steady
- Slight increase 80% and 83%
- ELs and Foster Youth represent the highest drop out rate

Table 19 Percentage of Graduates with all courses Completed for UC / CSU Entrance

Institutional Level	2012-13	2013-14	2014-15	2015-16	2016-17
PHS	28.1	36.5	29.8	31.1	30.6
OUHSD	25.5	29.1	26.3	27.1	28.0
Ventura County	36.2	36.9	36.6	34.2	n/a

- PHS has more students completing A-G requirements
- Numbers have leveled off but are still above the district average
- Counselors worked closely with students. Taught students how to read TES reports and provided incentives such as t-shirts and ice cream.
- Over 650 10th and 11th graders are meeting A-G
- About 326 10th and 11th graders were close to meeting A-G. Met with Counselors to create a plan to get on track.
- Beginning Spring 2018 11th graders will take the SAT/ PSAT free of charge. The district will absorb the cost

Table 22 CAASPP EAP – College Ready / Conditional

		2015 ELA	2016 ELA	2017 ELA	2015 Math	2016 Math	2017 Math
PHS	College Ready	0.05	0.21	0.17	0.03	0.05	0.04
	Conditional	0.23	0.34	0.28	0.12	0.16	0.13
OUHSD	College Ready	0.12	0.19	0.17	0.06	0.07	0.08
	Conditional	0.29	0.33	0.29	0.12	0.17	0.16

- Since the 2015 CAASPP implementation, there has been a narrowing of the gap of college ready students from PHS compared to the district in ELA
- In 2016, there was a loss of momentum
- Teachers are analyzing test scores to see what the areas of greatest need are
- The number of Hispanics going to both university and community college has increased

Table 24 PHS Discipline

Sub Group	2012-13	2013-14	2014-15	2015-16	2016-17
Total Suspensions	219	190	268	370	344
Total Expulsions	18	19	18	26	15
Violence/Drug Suspensions	122/88	65/42	119/70	139/113	199/69
Violence/Drug Expulsions	8/0	11/1	9/2	9/10	10/2

- The number and cause for suspensions have remained relatively steady over the past several years
- 2014-15 saw an increase in suspensions due to the abuse of Xanax
- The city of Oxnard saw a rise in gang violence and drug related crimes, in the 2015-2016 school year, which had a trickle-down effect here at Pacifica.
- A more recent analysis of the suspension data, comparing quarter 1 from the 2016-17 and 2017-18 school years, indicates a continued decrease, 31%, in the number of overall suspensions.

Table 25 D and F Schoolwide Data

Yr/Term/Gr	D	F	FA	Grand Total (All Grades)	D Rate	F Rate	D/F Rate
2014-2015	4,666	4,024	312	39,616	11.8%	11.0%	23.0%
S1	2,456	2,158	145	20,337	12.1%	11.0%	23.0%
➤ 9	641	687	16	5,382	11.9%	13.0%	25.0%
➤ 10	689	649	45	5,275	13.1%	13.0%	26.0%
➤ 11	620	495	44	4,971	12.5%	11.0%	23.0%
➤ 12	506	327	40	4,709	10.7%	8.0%	19.0%
S2	2,210	1,866	167	19,279	11.5%	10.5%	22.0%
➤ 9	614	691	36	5,260	11.7%	13.8%	25.5%
➤ 10	586	584	62	5,037	11.6%	12.8%	24.5%
➤ 11	563	442	37	4,766	11.8%	10.1%	21.9%
➤ 12	447	149	32	4,216	10.6%	4.3%	14.9%
2015-2016	4,385	4,069	417	39,583	11.1%	11.3%	22.4%
S1	2,298	2,167	184	20,196	11.4%	11.6%	23.0%
➤ 9	639	549	34	5,277	12.1%	11.0%	23.2%
➤ 10	671	719	69	5,521	12.2%	14.3%	26.4%
➤ 11	562	495	30	4,881	11.5%	10.8%	22.3%
➤ 12	426	404	51	4,517	9.4%	10.1%	19.5%
Yr/Term/Gr	D	F	FA	Grand Total (All Grades)	D Rate	F Rate	D/F Rate
S2	2,087	1,902	233	19,387	10.8%	11.0%	21.8%
➤ 9	576	567	48	5,120	11.3%	12.0%	23.3%
➤ 10	583	679	100	5,457	10.7%	14.3%	25.0%
➤ 11	482	473	58	4,699	10.3%	11.3%	21.6%
➤ 12	446	183	27	4,111	10.8%	5.1%	16.0%
2016-2017	4,286	3,679	166	38,215	11.2%	10.1%	21.3%

S1	2,237	1,850	73	19,494	11.5%	9.9%	21.3%
➤ 9	623	526	14	4,834	12.9%	11.2%	24.1%
➤ 10	624	562	34	5,238	11.9%	11.4%	23.3%
➤ 11	599	495	18	5,139	11.7%	10.0%	21.6%
➤ 12	391	267	7	4,283	9.1%	6.4%	15.5%
S2	2,049	1,829	93	18,721	10.9%	10.3%	21.2%
➤ 9	541	589	16	4,703	11.5%	12.9%	24.4%
➤ 10	612	580	47	5,071	12.1%	12.4%	24.4%
➤ 11	490	462	24	4,977	9.8%	9.8%	19.6%
➤ 12	406	198	6	3,970	10.2%	5.1%	15.4%
➤ 12	406	198	6	3,970	10.2%	5.1%	15.4%

- Overall the D/F rate has decreased but remains high
- Science has the highest D/F rate
- Teachers embracing the concept of “re”- reteach, retake, and/ or retest
- The Math department has a test correction policy
- Additional support for students in a tutorial class versus an elective (more time on task)
- Cyber High (which replaced APEX) provides an additional layer of support where students recoup credits during the instructional day
- Counselor pull out student in “blitz” fashion to impress upon them the importance of passing all classes. Of 272 9th graders who were targeted, 35% did not receive a D or an F.

Table 26 CAASPP / ELA

ELA-- All Students	2015	2016	2017
Exceeded	5%	21%	17%
Met	24%	34%	29%
Nearly Met	30%	26%	28%
Not Met	41%	20%	27%
ELA-- English Learners	2015	2016	2017
Exceeded	0%	0%	2%
Met	3%	7%	0%
Nearly Met	7%	39%	13%
Not Met	90%	55%	86%
ELA-- Economically Disadvantaged	2,015	2,016	2,017
Exceeded	3%	18%	17%
Met	21%	33%	27%
Nearly Met	29%	28%	28%
Not Met	47%	21%	29%
ELA-- Migrant	2015	2016	2017
Exceeded	n/a	0%	6%
Met	n/a	25%	36%
Nearly Met	n/a	33%	18%
Not Met	n/a	42%	41%
ELA-- SPED	2015	2016	2017
Exceeded	0%	0%	0%
Met	0%	4%	4%
Nearly Met	7%	27%	25%

Not Met	93%	69%	71%
---------	-----	-----	-----

Table 27 CAASPP / Math

Math-- All Students	2015	2016	2017
Exceeded	3%	5%	4%
Met	12%	16%	13%
Nearly Met	22%	22%	25%
Not Met	63%	57%	58%
Math-- English Learners	2015	2016	2017
Exceeded	0%	0%	0%
Met	0%	3%	0%
Nearly Met	3%	8%	5%
Not Met	97%	89%	95%
Math-- Economically Disadvantaged	2015	2016	2017
Exceeded	2%	4%	4%
Met	7%	13%	13%
Nearly Met	21%	23%	23%
Not Met	70%	60%	60%
Math-- Migrant	2015	2016	2017
Exceeded	n/a	0%	0%
Met	n/a	8%	19%
Nearly Met	n/a	25%	19%
Math-- SPED	2015	2016	2017
Exceeded	0%	0%	0%
Met	2%	0%	0%
Nearly Met	4%	2%	6%

Not Met	94%	98%	94%
---------	-----	-----	-----

CAASPP

- PHS encountered challenges adjusting to the CAASP assessments
- During the first trial year, many students failed to properly submit the test resulting in seemingly low scores
- The issue was addressed during the second administration of the test the following year
- Teachers collaborated on common strategies in preparation for the assessment including practice tests and writing assignments aligned to the test
- Teachers also created assessments for 9th and 10th graders to better prepare them
- In 2017, 98% of the junior class submitted their assessment correctly giving PHS the highest participation rate in the district.
- ELA meeting or exceeding standards wen from 55% to 46% from year to year
- ELs went from 7% down to 2%
- Math overall went from 21% meeting or exceeding standards to 17%
- In Math ELs were at 0% meeting or exceeding
- Migrant students made the most progress of all groups in both ELA and Math
- PHS has identified the need for employing common instructional strategies to support all students
- For the initial CAST test PHS had 99% participation overall with 100% participation from severely handicapped Seniors. The district has made the CAST a graduation requirement

Table -1- English Language Acquisition Status

Group	2013-14	2014-15	2015-16	2016-17
English Language Learners	677	721	574	563
Fluent English Proficient	1,389	1,437	1,514	1,703
Redesignated Fluent English	81	87	271	99

English Learners

- PHS has identified the need for bilingual courses due to its high migrant population
- ELs are cohorted into ELD classes. Placement is based on language ability
- LTELs are placed in grade-level college prep ELA classes.
- Math placement is based on level (Math 9, Bilingual Math 1, Bilingual Math 2)
- Other classes are required during the first two years of enrollment pending reclassification
- The English Language Review Team (ELRT) meets and discusses the needs of English Learners.

Specific plans of action are then developed to address individual needs of specific English Learners, as well as ELs as a group. English Learners are moved to an upper (or lower) level of English or Math based on teacher recommendation. Teachers assess the students in their class and if they are performing

above academic level, students are moved to the appropriate level; likewise, students may be moved to a lower level if they need additional support.

Reclassification procedures are in a time of change for the school and the district. As of the 2017-2018 school year, the CELDT will no longer be administered to all English Learners as a measure of reclassification. Instead, all English Learners will take the ELPAC in the Spring of 2018 to reclassify. When students are reclassified, they are celebrated in a special ceremony on campus. The CELDT will still be administered to initial English Learners new to the district in the 2017-2018, but will be fully replaced by the ELPAC by the spring of 2018.

In the 2016-2017 school year, the district supported each school site by creating an ELCC (English Learner Coordinating Council). The ELCC was formed to provide greater support to our English Learners. In order to do this, the district brings site and district administrators, mainstream content teachers, ELD specialists, Instructional Coaches, LDCs, general education and categorical counselors together to build instructional, administrative and counseling capacity, to support each other and our colleagues, with the purpose of accessing the goals in the California EL Roadmap.

English Learners at Pacifica are provided with academic tutoring after school. In this program, California Mini-Corps teacher assistants help out in the tutoring class geared towards newcomers, which is comprised of students who have been in the country a short time.

In addition, Pacifica has an English Language Advisory Committee (ELAC). The district office, through the district English Language Advisory Committee, provides parent and student conferences on weekends in which the focus is on increasing student achievement and creating a college going culture. Pacifica also has a very active parent support group for English Learners, providing additional support for the students at home.

Table 28 English Language Acquisition Status

Math-- All Students	2015	2016	2017
Exceeded	3%	5%	4%
Met	12%	16%	13%
Nearly Met	22%	22%	25%
Not Met	63%	57%	58%
Math-- English Learners	2015	2016	2017
Exceeded	0%	0%	0%
Met	0%	3%	0%
Nearly Met	3%	8%	5%
Not Met	97%	89%	95%

Math-- Economically Disadvantaged	2015	2016	2017
Exceeded	2%	4%	4%
Met	7%	13%	13%
Nearly Met	21%	23%	23%
Not Met	70%	60%	60%
Math-- Migrant	2015	2016	2017
Exceeded	n/a	0%	0%
Met	n/a	8%	19%
Nearly Met	n/a	25%	19%
Not Met	n/a	67%	63%
Math-- SPED	2015	2016	2017
Exceeded	0%	0%	0%
Met	2%	0%	0%
Nearly Met	4%	2%	6%
Not Met	94%	98%	94%

Table 29 California English Language Development Test (CELDT) Assessment

2016-17	Grade	9	10	11	12
Performance Level	Advanced	4%	7%	4%	6%
	Early Advanced	32%	19%	21%	24%
	Intermediate	38%	43%	34%	41%
	Early Intermediate	11%	17%	20%	18%
	Beginning	12%	17%	18%	14%
Domain Mean Scores	Listening	570.90	551.40	552.10	575.60

	Speaking	547.20	512.50	513.80	538.30
	Reading	551.50	536.20	544.50	551.80
	Writing	535.90	518.30	518.70	507.70
2015-16		9	10	11	12
Performance Level	Advanced	6%	2%	1%	4%
	Early Advanced	27%	16%	26%	36%
	Intermediate	38%	77%	41%	27%
	Early Intermediate	16%	14%	14%	21%
	Beginning	13%	23%	18%	12%
Domain Mean Scores	Listening	558.90	532.60	544.50	566.40
	Speaking	533.10	518.10	522.80	549.60
	Reading	543.30	525.80	549.50	561.80
	Writing	533.50	518.40	528.30	535.20

2014-15 CELDT 2-year Proficiency Level Movement Analysis

CELDT Score, EL, and AMAO

As the total numbers of FEPs and RFPs increased (see table 5), total numbers undergoing CELDT testing have been going down. Within those numbers, however, the percentage of students scoring below the intermediate level has been going up (after a major drop in the 2013-14 school year) while the percentage of students scoring early advanced or advanced has gone down, dramatically in the 2015-16 school year. This corresponds to the low level of EL students scoring at proficient levels on the CAASPP as well, suggesting that Pacifica staff need to give more thought to what can be done in instruction to assist the learning of these students.

The 2013-14 school year mean scores also reflected the highest percentage of achievement in CELDT scores; in the years that followed, total mean scores dropped in most categories, most dramatically in the speaking and writing areas. Listening and reading, the most common practices in many classrooms, had higher mean scores. With the advent of Common Core strategies, more emphasis is placed on writing

and especially speaking, which could help raise mean scores in those areas. Performance levels have also dropped since the 2013-2014 school year, with fewer students placing “Advanced” each year. Although the “Early Advanced” numbers fluctuate wildly, it is because some years more students are being labeled as “Intermediate” instead of going up a level to “Advanced.”

Beginning in the 2017-2018 school year, the CELDT will only be administered to initial English Learners who have recently come into the country or students who are new to the district and do not have any language information on file. All other English Learners, including long-term English Learners (LTELs), will complete the ELPAC. This test, given partially in digital format, will use the CAASPP testing system and will be administered within the same spring window. Pacifica piloted this test in the fall of 2017 and proctors were able to preview what language skills would be assessed.

SAT scores are improving and narrowing the gap between Pacifica and the overall district results although the gap with county averages remains high. Pacifica teachers have been using Khan Academy to help students prepare for the SAT. In the spring of 2017, the English department got all 9th, 10th, and 11th graders on Khan Academy and linked their College Board account, giving students personalized PSAT and SAT practice in both English and Math. Spring 2018 will mark the first time in school (and district) history that all juniors will be administered the SAT free of charge during the school day.

For the ACT, scores are dropping slightly and continue to lag behind the overall district results as well as those of the county.

Table 30 SAT Report

SAT Report	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15	2015-16	2015-16
School	Math	Writing	Math	Writing	Math	Writing	Math	Writing
PHS	466	442	460	443	467	454	445	420
OUHSD	495	468	488	471	490	471	483	460
County	540	527	533	516	531	514	527	508
State	508	492	506	489	500	484	494	477

Pacifica has made huge gains in PSAT participation in the past few years thanks to the support of the district. In the fall of 2015, College Board offered the PSAT 8/9 for the first time ever to 8th and 9th graders. The test was designed to predict their future performance on the PSAT/NMSQT and the SAT, and to provide valuable feedback as to their strengths and weaknesses. That year, only eighteen freshmen completed the assessment. The following year, in the fall of 2016, all freshmen district-wide were provided access to the PSAT 8/9 free of charge thanks to the district’s initiative at providing all students the opportunity for a bright future. Although scores went down significantly, the number of freshmen completing the test increased by 685, for a total number of 703 test-takers.

The fall of 2016 marked the first time that sophomores and juniors were given the PSAT/NMSQT free of charge during school hours under the same college-bound initiative as the freshmen. The drop in scores

was clearly noticeable in these grade levels as well, but the increased exposure followed the same trend as the freshmen: sophomore test-takers jumped from 85 to 767, while juniors rose from 263 to 702.

The PSAT data was also used to determine the AP potential of students who are not currently enrolled in AP courses. Collegeboard.org provided suggested AP courses that individual students could excel in based on their PSAT performance. This allowed counselors to target students for AP enrollment who may not have otherwise been interested.

Table 31 ACT Report

ACT	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15	2015-16	2015-16
School	% Tested	Average Score						
PHS	13.93	20.00	15.01	19.50	13.43	19.25	12.76	18.75
OUHSD	12.96	20.74	14.48	20.25	15.20	21.00	13.68	20.75
County	17.75	23.50	18.49	23.25	19.58	23.75	18.92	23.75
State	18.31	21.87	19.58	21.75	20.98	22.00	22.05	22.00

Table 32 PSAT Data

Year	9th Math	9th Reading/Writing	9th Scaled Score	10th Math	10th Reading/Writing	10th Scaled Score	11th Math	11th Reading/Writing	11th Scaled Score
2013	n/a	n/a	n/a	41	39/39	n/a	46	46/44	n/a
2014	n/a	n/a	n/a	45	43/41	n/a	44	42/41	n/a
2015	436	429	864	478	468	945	476	474	950
2016	379	386	765	406	407	814	422	428	850

PHS Staff and Faculty

Teacher- student ratios are consistently close to the Collective Bargaining Agreement average of 28 used for staffing purposes. Average class sizes in most subjects are higher than in 2013-14; math classes in particular have reduced the number of smaller classes. In order to allow for a variety of AP classes and

smaller numbers in reading and freshman English classes, administration endeavors to keep most teacher class sizes and daily student contacts as close to the contractual limits as possible.

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. In addition, 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.

CHAPTER 2 **Progress Report**

Significant Developments

Pacifica has seen many significant developments since the last full WASC Visit in 2011. The school has developed a supportive college and career culture and has introduced new academies. The school and the district office have a clear focus on education and community. These are the most significant changes that have impacted our school community since 2012:

1. Administrative Leadership and Staff Changes:

Dr. DeLeon has a career in education spanning over twenty years, most of them spent at the high school level. She is focused on closing the achievement gap for all OUHSD students and subscribes to the motto “every”-- as in, every student here can succeed, every student is capable of learning, every student can graduate high school. Pacifica staff subscribes to DeLeon’s philosophy. New principal Ted Lawrence become a Triton in the fall of 2016. Mr. Lawrence proved to be the right person to give fresh voice and renewed vigor to Pacifica’s culture of positivity and high expectations. His Principal’s vision of #expectexcellence #wintheday was immediately embraced by students and staff. The Assistant Principal position has been more fluid and continues to be so.

2. Loss of Revenue/Grants:

The school lost its Safe and Supportive Schools S3 grant which it used to reduce tardies from 2011-12 until recently. Regular tardy sweeps have been replaced by less frequent sweeps.

The Oxnard Union High School District is the recipient of the College Readiness Block Grant, worth a total of just over \$1,500,000. The district allocated the money to funding the PSAT for all district students in grades 9, 10, and 11, and, for the first time in spring 2018, the SAT for all 11th graders in the district. The money will also be used to pay for one college application for all eligible seniors in the fall of 2018, with those receiving free and/or reduced lunch being eligible for up to four free college applications.

3. Course Offerings and Master Schedule Updates (2012 - 2017):

Student need continues to drive our master schedule.

In the absence of CAHSEE, the English department brought back an Expository Reading and Writing (ERWC) course that they had previously been offered in the 2014-2015 school year. The former reading elective for lower readers that used Edge was replaced with iLit, a digital reading program that has

students read and assessed on laptops. The Journalism class is also keeping up with both growing student demand and need for technology by offering an online version of the school newspaper.

Math restructured from Algebra 1 and 2 and Geometry to Math 1,2, and 3 to align with Common Core. The Math courses use a curriculum called College Preparatory Mathematics (CPM). Summer Accelerated Bridge courses are offered to incoming freshmen to better prepare them for the demands in Math 1 and Math 2.

The Visual Arts department has incorporated more technology to showcase student work. Digital Photography courses have added writing components to promote literacy. The department continues to adopt and use the latest software such as Adobe Suite CS6. The student demand for these courses increases every year and more courses within the Visual Arts department now satisfy UC A-G requirements.

The Business and Technology department now offers classes in video editing basics, multimedia, and programming applications, in addition to courses offered for the COde Developers Academy (CODE). The department now offers AP Computer Science, as well as an after-school robotics program for which a course has already been written. Additionally, in the summer of 2015, two teachers received training from the CISCO Corporation, enabling them to offer the courses IT Essentials and Internet Engineering 1. The department strives to ensure that all of its teachers have up to date computers, cameras, and other equipment to keep up with industry standards and curriculum.

The Social Science Department has greatly increased the number of sections of Advanced Placement (AP) courses begin offered at each grade level. Pacifica began offering AP Human Geography to freshmen in response to the demand for an honors curriculum in social science for freshmen. Psychology returned to the master schedule in the fall of 2017 after a brief hiatus and a growing demand from the students: there are currently two sections of AP Psychology and one section of college-prep Psychology/Sociology. One Social Studies teacher is piloting a new digital World Civilizations course and curriculum and has computers on wheels or (COW), which will replace textbooks. He will be using an Online Educational Resource (OER), which is a digital textbook created by teachers from the Oxnard Union High School District.

The Science Department rewrote the existing Earth Science course description to become Earth and Space Science. The change allowed the course to be recognized as a D-level course in A-G certification.

The World Languages department continues to evolve in order to better meet the needs of our students. They have a new language lab utilized by all teachers. Each year, this department spearheads the efforts to increase the number of students who qualify for the prestigious Seal of Biliteracy. This department is currently in the midst of a new textbook adoption.

The Performing Arts department continues its mission of expanding course offerings to increase the number of students who enroll in their courses. New courses that have been offered since 2012 include Theatre Production and Comedy/Improv.

Until the fall of 2013, all 9th grade students enrolled in Health and Geography classes were offered a one-month transition curriculum to introduce them to high school and 21st century learning skills called COIN. In 2013, the district acquired use of Naviance that begins with the ninth grade students outlining a four-year plan, career exploration, and UC A-G requirements.

The English Language Development department also changed ELD 103 to become an English 11 course to better prepare students for passing the CAHSEE. Although the CAHSEE was discontinued in 2015, the ELD department continues to prepare the students for CAASPP testing.

The Special Education department provides invaluable support to the students and staff at Pacifica. SDC and ED math curriculum and books have been updated since 2012. The SPED department uses data to create specialized academic instruction, ensuring that students with IEPs or 504s are receiving appropriate access to general education classes. Pacifica continues to foster a thriving team-teaching culture, with team-taught classes in all major content areas (English, Math, Science, and Social Studies) and at all grade levels. The 2017-2018 school year marks the first time Pacifica is offering a zero period Directed Studies class, which allows for greater flexibility with student scheduling and provides more supports and accommodations during the school day.

4. Small Learning Communities/Academies (2012 - 2017):

By 2012, Pacifica had formed a strong academy model, with the Health Sciences Academy (HSA), the Teaching and Education Careers Academy (TECA) and the Culinary Arts Academy.

A new academy, the DECA Business Academy, was created in the fall of 2013 to provide information, a cohort, and internship opportunities for students with entrepreneurial skills. In the fall of 2016, DECA officially became the Academy of Business (AoB). The AoB focuses on not only entrepreneurship, but the spirit of altruism, running many fundraisers and partnering with companies that give back. #thathustle

The Code Developers academy (CODE) began in 2015 with its first sophomore class. The goal is to engage students through work-based project learning and give them a successful transition to postsecondary education as members of the 21st century workforce.

The ESEA (Environmental Science and Engineering Academy) completed its year of planning in 2015-2016, and welcomed its first sophomore class in the fall of 2016. It is now in its second year. ESEA is a community of learners focused on eco-literacy, sustainable design and clean engineering, while dedicated to actively conserving the environment through community service. This academy was created to provide a career pathway for students into the 21st century, in which they explore the fields of Environmental Science, Green Engineering and Green Entrepreneurship. In addition to preparing students for green careers through hands-on experiences in and out of the classroom, the ESEA focuses on interpreting and analyzing environmental issues connected to the current political and economic state of the US, embedded within a supportive and integrated educational environment. This academy prepares students for careers in the fields of Environmental Science and Environmental Engineering, focusing on local water management, local sustainable agriculture and local options for alternative energy.

The three existing academies (Health Science Academy, Teaching and Education Careers Academy, and Culinary Arts Academy) ran on funding from California Partnerships Academy (CPA). These three academies receive funding based on following certain guidelines for recruitment: by law, at least 50% of the students in each incoming class of CPA sophomores must meet three of the following six "at-risk" criteria: having a poor attendance record, being significantly behind in credits, demonstrating low motivation for the regular school program, being economically disadvantaged, having low state test scores, or having a low grade point average. These academies continue to receive financial support from CPA.

The three newer academies (AoB, CODE, and ESEA), however, were started with funds from the National Academy Foundation (NAF). The focus on NAF academies is not “at-risk” students; instead, the focus has shifted to a work-based learning model with internships and greater flexibility with student schedules, and a push towards integrating AP classes into the academy model.

The three NAF-based academies at Pacifica, along with the other NAF-based academies in the district, have lost their funding. Academy directors and content-area teachers have turned towards Career Technical Education (CTE) as a means of funding. CTE certification allows a teacher to use past career experience, along with a few other requirements, to add a CTE designation to an existing teaching credential, allowing a teacher to teach an elective course specific to an academy, such as an Entrepreneurship class for AoB which focuses on finances. CTE then provides funding based on teachers who are CTE-certified, and helps alleviate costs for materials and field trips. A significant amount of academy money spent before the funding ended was on technology. Many academy content teachers have greater access to academy-funded COWs (computers on wheels) than ever before.

The 2014-2015 school year marked the implementation of an AVID (Advancement Via Individual Determination) program at Pacifica, targeting approximately 30 freshmen. The program now provides support through the AVID elective and cohort classes to all four grade levels in the 2017-2018 school year. AVID students learn study skills, engage in rigorous academic activities, think critically through the tutorial process, and bond in team-building activities.

5. Professional Development

Triton staff has been hard at work integrating technology and Common Core. The majority of professional developments since 2012 have addressed one or both of those factors.

The district mandated the creation and implementation of a PLC (Professional Learning Community) model that Pacifica molded into the Pacifica Way. The PLCs have focused on the Common Core state standards, writing across the curriculum, and literacy. Departments at Pacifica take a data-driven approach, often meeting to analyze common formative assessments (CFAs) and CAASPP Interim Assessment Blocks (IABs).

Most departments continue to meet in grade-level groups to collaborate and plan, with many staff members planning to attend outside professional developments. These collaborations are supported by the Instructional Coach and the ten content-area leads appointed in the fall of 2017. These content leads (four English, four Math, two Social Studies, and one Biology) provide instructional support and lead collaborations, along with facilitating the creation and implementation of common formative assessments. AP teachers on campus have formed an AP Teacher Collaboration group, where they meet monthly and share best practices, curriculum, and support to teach each other in order to increase student success.

Increasing PD opportunities are shared with the staff through email or other digital means. These PD chunks provide tips, information, reading material, or directions meant to help teachers. Tech coaches often send “how to” guides for skills such as converting PDFs into Microsoft Word documents. The Instructional coach has sent out “skill of the month” emails focusing on different cross-curricular skills.

The district has increased the amount of in-house professional development they offer, as well. The past few years Pacifica has hosted the district's English Learner conference, where teachers throughout the district are invited to present best practices in targeting English Learners in different content areas. Topics presented included AVID for English Learners, assessments for English Learners such as CELDT and the new ELCAP, and the EL Roadmap created by the California Department of Education. Additionally,

the district held an Equity conference in the fall of 2017, promoting equitable education rights for all students.

Many of the cutting-edge technology professional development has been largely the result of a brand new position created at the district: Ed Tech Coordinator. Jay Sorenson is very hands-on with tech, supporting growing numbers of teachers attending the annual CUE conference (Computer-Using Educators) and gamifying professional development through the game OU Express on the Alludo app. OU Express asks teachers to complete “sorties,” or tasks, that are both instructionally and technologically based. Some sorties are simple and can be done alone (create a Google Classroom account), while others force teachers to try something completely new (complete a Breakout EDU with your students). All sorties ask teachers to provide some type of evidence (a selfie, link, or screenshot). OU Express is free for teachers, can be done in the classroom or at home, provides quick “how to” videos for new technology, and increases teacher exposure to the newest technological and instructional resources.

Additionally, through Sorenson and supported by our district TAC (technology advisory committee), Google Bootcamp PDs have been offered on the weekends. The district also participated in an EdCamp with other high school (and middle school) teachers in the county; EdCamps are technology and instruction-centered professional learning events that are teacher-created and teacher-driven, with focus and objectives being decided the day of the event by participating teachers. Several Pacifica high school teachers have also participated in newer, more flexible forms of professional development such as #VCHSChat, a monthly Twitter-based professional learning community, and BrewEDU, a meet-up at a local brewery focused on informal discussion about all things tech and instruction.

6. Goodbye CAHSEE, hello CAASPP and Common Core

One major change that affected curriculum and assessment in the English and Math departments was the elimination of the California High School Exit Exam (CAHSEE), and the implementation of the California Assessment of Student Performance and Progress (CAASPP). Teachers collaborated to dissect the sample exams in order to identify skills and testing strategies necessary for the exam. Junior teams collaborated numerous times to share best practices and ideas for administering this demanding exam. Also in 2015-2016, the freshman and sophomore teams met to discuss which CAASPP skills they could begin to incorporate in their instruction and curriculum. In the fall of 2017, the Science department was also introduced to the world of SBAC testing when the senior students were chosen to complete the CAST (California Science Test) pilot for the CAASPP system. Full CAST testing will take place in the spring of 2018.

English and Math departments have been working in grade-level teams to implement common core state standards and to integrate CAASPP testing strategies.

The science department adopted the Next Gen Science Standards (NGSS) and then created a Pacifica pathway to incorporate four subjects in three years. The department continues to strengthen curriculum by adopting more inquiry-based approaches, incorporating analytical skills such as graphing and interpreting data/results, and an increased number of writing assignments, mathematical analysis, and research/project-based learning.

Social Studies teachers continue to use AVID (WICOR) strategies in their classrooms, as well as increased opportunities for project-based learning. In the 2016-2017 school year, the department also began working with the Instructional Coach to increase common core strategies and writing skills.

Teachers at Pacifica have been given access to a wealth of online resources to aid all students in mastering common core standards and preparing for the CAASPP over the past several years, including Edmodo, Shmoop, and Study Island. Additionally, many teachers continue to use free versions of online resources that support common core state standards such as Khan Academy, CommonLit.org, and NewsELA.

Pacifica, and the district as a whole, are supported by four Learning Design coaches at the district level: Mona Pinon (English), Josh Chancer (Social Studies), Sonny Sajor (Math), and Erik Ward (Special Education). These coaches work closely with department chairs and Instructional Coaches to promote common core and to train teachers on the CAASPP testing system. These Learning Design Coaches also present professional development opportunities throughout the year such as district-wide jobalikes.

The increased focus on tech has also led to different tech positions as the site level, with one teacher serving as site Tech Coach in the 2016-2017 school year. Due to the increasing demand for technology trainings and support, the position is now split into four separate positions in the 2017-2018 school year with four new teachers serving as Tech Coaches. The Tech Coaches have each taken on the role of resident expert on various technology that supports instruction, such as Turn It In, Alludo, Synergy, etc. Additionally, three other teachers have been named PHS Web Masters, and will be responsible for updating the content and style of Pacifica's website.

7. Technology

The use of technology continues to evolve at Pacifica High School. In the fall of 2012, teachers began learning the district's new student information system, Synergy, which increased teachers' ability to communicate with each other and parents about student attendance, grades, and needs via seating chart notes, digital referrals, emails to students and parents, and class-wide postings.

The district trained teachers on the learning management system called Desire2Learn for several years. Pacifica had three tech coaches/teachers take the lead in training all teachers about the use and capability of the program. Desire2Learn is a learning management system that helps teachers extend the physical classroom into a virtual environment as well as provide a more individualized educational experience.

In the 2014-2015 school year, the Oxnard Union High School District provided all enrolled students with office 2013 suite and Office 2013 for mobile at no cost. Students are able to download this software for home use on a PC, Mac, iPad, or Android app due to our partnership with Microsoft Corporation. With office 365, all Oxnard Union High School District students have access to the latest versions of Microsoft Word, Excel, PowerPoint, OneNote, and 1 Terabyte of OneDrive cloud storage. Between 2013 and today, Pacifica has acquired a large number of COWs (Computers on Wheels). These portable laptop labs have increased the number of teachers able to incorporate research, simulations, streaming, etc. in their classrooms. This increase in technology has allowed English teachers to better meet Common Core State Standards that directly incorporate technology and has allowed all teachers to better promote college and career readiness anchor standards. Additionally, the greater access to technology on campus has allowed English and Math teachers to provide more practice time using the CAASPP system, which has made our students more familiar with the test.

While laptops have been the gold standard on campus, in the spring of 2017 the district and school sites began exploring other, less costly ways to increase technology. In the fall of 2017, several teachers on Pacifica's campus will be piloting Chromebooks as a result of a technology focus group. To date, we

currently have 46 total carts made up of laptops and Chromebooks, a 110% increase in the amount of carts available to teachers in the 2013-14 school year.

The Oxnard Union High School District has continued to dedicate resources to strengthen the school's Wi-Fi network. Each year, our bandwidth has become stronger and has had a greater capacity for connectivity. Consequently, our school's daily news broadcast, Triton Talk, is now streamed live on YouTube.

In the 2015-2016 school year, the OUHSD schools, including Pacifica, were part of a JET (Joint Ed Tech) Review, in which a third party interviewed staff and students and surveyed the current technological state of the district. The JET results gave the OUHSD items to do now, items to do soon, and items to do in the future. Some "do now" items include adding the Google platform, letting site licenses expire for companies no longer used by a majority of the staff, and focusing money on site licenses that would greatly benefit the staff and students in terms of technology and/or Common Core. One of the most beneficial things to arise from the JET Review was the creation of a district Technology Advisory Committee (TAC). TAC is a group of IT staff, teachers, administrators, and supporters who are ready to fully move Pacifica and the OUHSD into the 21st century. The main focus of the tech committee is currently no (or low) cost tech resources to enhance teaching. Led by Ed Tech Coordinator Jay Sorenson, the committee discusses pros and cons of technological changes from all perspectives. TAC has been responsible for increasing technology access, piloting new programs on certain campuses (like No Red Ink at Pacifica in the 2017-2018 school year), and an increased communication between district and site personnel, as well as between teachers and IT techs. One new method of communication is the Ed Tech Newsletter, published by the district, which shares technology news with all district employees.

Currently, Pacifica, along with OUHSD as a whole, is in the midst of some major technological changes. After listening to a great deal of teacher and student feedback and heeding the advice of the JET Review, the district has become dual-platform. In addition to Microsoft access, all staff and students now have Google access, with many of our teachers utilizing Google Classroom to streamline their digital footprint. In 2017 the district not only opened up access to Google and all of its free apps, but also abandoned the costly D2L for the free Canvas, an online learning management system utilized by local community colleges. Both Canvas and Google Classroom replace D2L as learning management systems supported by the district. Many of these decisions were fostered by TAC, and were only reached after lengthy discussion and research.

8. Culture and Community Connection (2012 - 2017):

One of the biggest cultural unifiers in the past two years has been principal Ted Lawrence's vision statement #expectexcellence and #wintheday. Lawrence has turned the hashtags into a marketing campaign for raising expectations and taking things day by day, one step at a time. He can often be seen on Triton Talk, our daily news program and, no matter what the reason for his appearance, he always ends with his uplifting motto, which staff and students alike shout along with him: #expectexcellence #wintheday GO TRITONS!

Triton Athletics continue to be increasingly successful. Both boys and girls sports have taken home several Pacific View League Championships since 2012, including four sports who won league for the first time ever: Boys Track and Field (2017), Boys Tennis (2017), Girls Tennis (2017), and Football (2017). Pacifica was also recognized three times as CIF Champions of Character: winners were Coach Randy Guzik in 2014 for tennis, Coach Jon McFarland in 2015 for swimming, and student-athlete Cristian Ayala in 2015 for wrestling and football.

The Pacifica High School Associated Student Body has been hard at work building school spirit and trying to unify our school community. In 2015, ASB sponsored a one-week workshop called "Breaking Down the Walls," in which a guest speaker brought together students and teachers from different backgrounds and experiences in an emotional team-building day. In the process, both students and teachers let down their "walls" and shared experiences that humbled and shaped them. When the former ASB director stepped back into the position in the 2015-2016 school year, he made some changes to further promote positivity and culture on campus. ASB continues to put on the most popular dances in the district, especially after adding "Caile to the Baile" in the spring of 2016. The dance was a huge success, celebrating the culture of many of our students through music and dance.

In 2012, the TIDE club (Tritons Involved and Driven to Excellence) began recognizing students on a monthly basis and began a new awards program, the People's Choice Awards. Throughout the year teachers and staff members were invited each month to nominate the one student that they felt was making the most impact in class. The People's Choice Awards were designed for teachers to choose the one student that could be considered the student of the year. The teacher recognizes one student for making a difference while celebrating the diversity on campus. Although the formal TIDE club is not currently active on campus, the PBIS team has taken over with promoting positivity with both staff and students. There are thank-you cards in the mailroom for teachers to acknowledge their colleagues, and there are postcards to send home to students' parents and guardians to acknowledge student success on campus.

Positivity is the focus with PBIS, or Positive Behavioral Interventions and Supports. PBIS was implemented on all campuses in the Oxnard Union High School District in the fall of 2016. The program seeks to change the culture and climate of the school community by focusing on positives, rather than negatives. This fall the PBIS team tackled school cultural issues, such as the dress code. They've also focused on acts of kindness, such as mailing home postcards of praise to increase student buy-in and connection to campus, and recognizing students who exhibit kindness by celebrating them on Triton Talk and providing them with a gift card.

Our counselors are also spreading the joy on campus, by partnering with Toys 4 Tots and delivering gifts to the children enrolled at the daycare program on campus. They're also brightening up our week with "Counselor's Corner" on Triton Talk, complete with its own opening credits.

Our teachers also work hard to impact the lives of those around them. Many have been recognized for their dedication to students, including Diane Winter receiving a letter of recognition from a former Triton now attending Stanford University and Aaron Ferguson winning the prestigious Milken Award for Educators (and \$25,000!!!!!!).

Our students have also played a huge role in creating a sense of community. Led by campus supervisor Jennie Montgomery, our Tritons dedicate the holiday season to raising money for Toys for Tots-- in fact, we donate more bicycles than any local other organization. When Montgomery began the program years ago, she was able to secure only two bikes. The next year, four bikes. Every year, she has inspired Tritons to donate funds to purchase bicycles, and in the fall of 2017 the number had increased to sixty bicycles.

The true spirit of Tritons was seen in December 2017 when the Thomas Fire ripped through our neighboring community. Students led the way, showing up on their days off to collect donations and disperse them. Thanks to the hard work of about 200 Triton students, Pacifica had the largest number of donations in the entire county.

Triton students' academic dedication is paying off-- US News and World Report has awarded Pacifica High School with a Silver Medal, up from the previous ranking of Bronze. The ranking is based on ranking the following: college readiness, number of students taking AP exams, number of students passing AP exams, mathematics proficiency and English proficiency. Next stop: gold! #expectexcellence #wintheday

II. Schoolwide Critical Areas for Follow-up

In the fall of 2011, the visiting committee left 3 critical areas for follow-up. They are as follows:

1. Administration and staff need to continue to improve opportunities for student and parent participation, increasing their involvement as critical partners in the educational process and continuing to build a universal feeling of school pride and commitment to meeting the TIDE.
2. The staff should deepen and refine consistent implementation of targeted instructional strategies to promote student learning of rigorous curriculum at all levels.
3. The school needs to expand the systematic use of common formative assessments across all curricular areas, including analysis of results for subgroups, and identification of implications for program improvement.

III. Ongoing Follow-Up Process

The Single Plan for Student Achievement (SPSA) is implemented and monitored by the School Site Council, with input from the English Language Advisory Council (ELAC). The participants analyzed the school progress report, CAASPP scores, graduation/dropout rate, student/parent feedback, PSAT participation rates, and more, and created goals identified as Pacifica's Local Control and Accountability Plan (LCAP). The four LCAP goals are as follows:

LCAP Goal #1:

In a positive, "win the day" environment, PHS will build a culture of collaboration /planning / inquiry and college readiness in an effort to focus on STUDENT ENGAGEMENT IN ALL AREAS. Points of emphasis will be personal connections to content/lessons, relevant 21st Century technology, modalities that allow for different learning styles, and student-centered learning. This will ensure improved literacy and critical thinking for all students.

LCAP Goal #2:

Pacifica High School will maximize the use of technology on campus so students can engage in situated cognition as they prepare for the CAASPP, ELPAC, and CAST (Science Test). PHS staff will engage in lesson study, CFA's, common lesson building / planning, in an effort to increase student engagement and prepare students for the rigors of high stakes exams.

LCAP Goal #3:

Pacifica High School is committed to the full implementation of PBIS over the course of three years. The entire staff will engage in PD opportunities, embrace PBIS, and interact positively with students to improve academic achievement, while reducing suspensions and expulsions.

LCAP Goal #4:

Pacifica High School will continue to seek the input of all stakeholders (parents, guardians, business owners, community members) in an effort to guarantee that PHS meets the needs of all students and that all initiatives are reflective of the diverse community we serve. Ultimately, building a close relationship with the community we serve, will result in improved student achievement.

The four LCAP goals complement the WASC Action Plan goals:

- LCAP Goal #1 is addressed in Action Plan Goal #1: the LCAP calls for increased student engagement, with the Action Plan Goal calling for implementation of research-based instructional strategies and a rigorous curriculum in order to increase student engagement and success
- LCAP Goal #2 is addressed in both Action Plan Goals #1 and #2: the use of technology and technology-based instructional strategies will increase student engagement and achievement, and will increase staff use of common formative assessments (CFAs) and data analysis
- LCAP Goal #3 is addressed in Action Plan Goal #3: the focus on positive behavior includes increasing communication with students, parents, and additional stakeholders
- LCAP Goal #4 is addressed in Action Plan Goals #2 and #3: all stakeholders are involved in communication in order to increase student success.

The Pacifica High School school/community profile and annual progress reports, such as the 2014 midterm report, have been reviewed and discussed annually by all major stakeholders including, but not limited to, ELAC, SSC, PTSA, staff members during sanctioned staff meetings, and the WASC self-study process.

Pacifica continues to use the leadership team to monitor the Action Plan and prepare for future WASC visits. The leadership team is composed of department chairs, the principal, the WASC self-study coordinator, lead teachers from each department, mentor teachers for Common Core and technology, instructional coaches, tech coaches, site content leads, and all assistant principals. Several members of the leadership team are also WASC focus group leaders. This team meets monthly to plan for site PLCs and discuss the instructional program of Pacifica. The self-study coordinator meets regularly with the principal to discuss the Action Plan progress while also planning all staff meetings to work on WASC related issues. In the spring of 2014, the faculty formally met to look at the Action Plan, the significant events since the last self-study, and the progress of implementing writing across the curriculum. At that meeting, teachers worked in interdepartmental groups to brainstorm, add to, and comment on the Action Plan. The meeting was inclusive of all stakeholders and gave them a voice in writing Chapter 2. In the spring we also offered focus group leaders the opportunity to step down or switch focus groups; a few changes were made and they will be represented at the mid-term visit.

In order to prepare this report, the self-study coordinator started with updating all the data before sharing results with the principal. Since the last self-study process, there has been a running list of all activities and programs to use in the creation of Chapter 2. The Action Plan was revised after the last visit and

submitted to the Commission in January 2012. With the implementation of the Common Core State Standards, most of the rationales are in need of revision. The Action Plan has been revised to reflect the implementation of the Common Core and was written with the input of all stakeholders and reviewed in September 2014.

Staff members continued to be involved in the WASC process by meeting on a monthly basis beginning in the fall of 2016 to prepare for the 2018 self-study visit. All stakeholders, including administrators, staff, faculty, students, and parents, participated in mixed groups assigned to narratives for Chapter 3, and also participated in home groups based on department, with parents forming a parent home group.

The final version of the report will be available to all stakeholders on the school website, as well as on CDs distributed to all stakeholders, and will be presented to the school board. The report has been reviewed by the Leadership Team and presented at several faculty meetings. All three critical areas for follow-up have been addressed in the current action plan.

Chapter IV: Quality of the School's Program

Category A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. Organization Criterion

To what extent does the school have a clearly stated vision or purpose based on the student needs, current educational research, and the belief that all students can achieve at high levels? To what extent is the school's purpose supported by the governing board and the central administration and further by schoolwide learner outcomes and the academic standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and perform; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision, mission, and schoolwide learner outcomes are effective.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes: Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

Regular Review and Revision: The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, global, national and local needs, and community conditions.

PHS's mission statement is clearly stated, comprehensive, accessible, unambiguous, and recently updated. Standards are pegged to college prep, and the evolving global economic environment is scanned. New research is regularly evoked, and A - G compliance is emphasized. Community input is evident, and awareness of PHS's unique socio-cultural context and learning needs pervades all the essential documents. LCAP alignment is precise and clear.

A philosophy inclusion of all stakeholders is comprehensive and an investment of substantial resource and innovative/creative energy is amply in evidence. The areas of critical growth are squarely and frankly brought into focus, and key metrics include improvement of test scores, graduation and dropout rates, disciplinary patterns, and college-career readiness.

Strategic goals for the road ahead include a positive emphasis on improving student engagement. Technology is regarded as a central strategic element to achieve the plan, and is deployed with a notion toward achieving a research-based 'situational cognition' environment. Research-based PBIS is a newly engaged investment and, over the next three years, a goal of improved academic achievement is envisioned with an eye toward reduction in suspensions and expulsions.

A 1.2 Community input is eagerly sought, and their input is sufficient, and now local business and other community members are seen as needed new inputs. The Work Experience program, the Academies' Internships (these are very much in evidence, especially notable for their impact on the social bearing, confidence, and soft skills of the participating students), and the Academy of Business Outreach are

significant for the growth of community involvement (notably for outreach and innovations in social entrepreneurship). Other 'indirect stakeholders', like regional government agencies and local NPOs, are clearly emerging as an important new input. The TIDE document was shared via Google forms to the stakeholder groups during development for inclusion in the final draft.

A 1.3 There is said to be a 'moderate understanding' of the vision, mission, and learning outcomes among the district stakeholders, but, of note, it is pervasive at all levels of staffing. Most meetings analyze data, and teacher's common prep periods contribute to sharing goals between faculty members. Parents and stakeholders are given multiple opportunities to engage in the review of the DO LCAP and PHS SPSA goals, but participation falls short of desired outcomes. Low participation is endemically a chronic problem for all comprehensive high schools, and at PHS it is regularly addressed.

A2. Governance Criterion

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Governing Board: The policies and procedures are clear regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings.

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes: The governing board's policies are directly connected to the school's vision, mission, and schoolwide learner outcomes.

Understanding the Role of Governing Board: The school community understands the governing board's role, including how parents can participate in the school's governance.

Governing Board's Involvement in Review and Refinement: The governing board is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.

Professional Staff and Governing Board: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Board's Evaluation/Monitoring Procedures: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall school programs and operations, and the fiscal health of the school.

Complaint and Conflict Resolution Procedures: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A 2.1 The clarity of the board's policies, including all its responsibilities, are deemed and demonstrated as sufficient, as evidenced by the Boards Policy web page and the substantial extent to which the policies are understood at the middle management level and classroom levels.

A 2.2 The relationship between the Board and professional staff is clear, and the Board is accessible to all community members and professional staff. The board does not encroach on operational / managerial issues.

A 2.3 There is an across-the-board effort to inform parents and community: email, Blackboard/Connect, PTSA monthlies, back to school night, PHS Zing app, orientation and PT conferences, in addition to the usual processes of LCAD, SSL, ELAC, etc.

A 2.4 The LCAP process is highly evolved and data is regularly fed forward/fed back to the Board and to monthly SSC meetings. The SSP process is evaluated annually, and regular upgrading of the SPSA goals sustains the currency of the plan. The data environment is abundant and substantially tied back to student learning outcomes.

A2.5 Complaint and conflict resolution procedures are varied and include, importantly, the annual Parent Compact, summer mailings that bridge the time out of school, and advisory committees, like the Solution Committee, help to diffuse contention. When resolution procedures at the site level need more input or oversight they are brought to the DO.

A3. Leadership and Staff Criterion

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Broad-Based and Collaborative: The school's planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, and parents.

School Plan Correlated to Student Learning: The school's Single Plan for Student Achievement is directly correlated to the analysis of student achievement about the critical academic needs, schoolwide learner outcomes, and academic standards.

Correlation between All Resources, Schoolwide Learner Outcomes, and Plan: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the Single Plan for Student Achievement.

A 3.1 The self study grades the effectiveness of the continuous improvement plan as moderately effective, and it is clear that critical data is aggressively assessed. Student data is regularly evoked (and rigorously reviewed)from many sources, and including A-G rates, test results, graduation rates, etc. Staff surveys are conducted and structures for collaboration are in place. All these practices can be improved, but they seem sufficient for current needs.

A 3.2 Detailed analysis of student achievement occurs in the five School Site Council. LCAP funding " is linked " to the rate at which SPSA goals are met.

A 3.3 The effectiveness of process and procedures for involvement in shared decision-making, for allocating responsibility, and for self-reflection are sufficient. Administration decisions are shared through all operational levels in PHS, and there is no seeming priority to change the status quo from any stakeholder group.

A 3.4 The structure for internal communication is deemed to be moderately effective, with, as above, no expressed need to change. There are multiple avenues of communication, including such innovations as Collaboration Thursdays and Fireside Chats.

A4. Leadership and Staff Criterion

To what extent does a qualified staff facilitates achievement of the academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Employment Policies and Practices: The school has clear employment policies/practices related to qualification requirements of staff.

Qualifications of Staff: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Maximum Use of Staff Expertise: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to the impact on quality student learning.

Defining and Understanding Practices/Relationships: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Staff Actions/Accountability to Support Learning: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Evaluation of Existing Processes: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

A 4.1 The DO HR department is responsible for recruiting highly qualified staff, and site interviewing committees are also key to personnel decisions. Hires are made with an eye for capacities to impact student learning and to augment an organization culture based on caring for everyone. The time on the job of so many experienced faculty members attests to the effectiveness of the hiring process and the sufficiency, if not excellence, of the professional environment.

A 4.2 Assignment and new-hire orientation is done through the DO but on-site orientation is considered lacking. More thorough familiarisation training for new hires is envisioned because the PHS campus is vast and the demands of the jobs steep, and anonymity and disorientation is seen as antithetical to the school's complex mission.

A 4.3 The system used to evaluate the critical policies that define responsibilities and operating practices is comprehensive and sufficient, and site employees seem well apprised of policies and procedures. Each year updates are signed off by faculty for changes in key operating policy and procedure documents.

A 4.4 Professional development opportunities are substantial but inconveniently scheduled, and potential conflicts of interest have been cited. The 'My Learning Plan' process conveys the scope of professional development opportunities, but the perception is present that professional development at PHS is mired in a "negative professional development culture", resulting in low participation and enthusiasm. As to what constitutes an effective professional development that would positively impact student achievement has not achieved consensus. Some innovations are newly deployed that address these issues. The English Department seems particularly effective at connecting explicit needs to available and self-generated PD resources, and it is postulated that other departments will in time have a more positive perception of PHS PD, but this remains a critical growth need,

A 4.5 Supervision and evaluation procedures are deemed “ insufficient” in their ability to promote professional growth. Administrative and peer observation, along with portfolios, are the vehicles for evaluation, but these efforts are perceived as often ineffective or improperly focused. No clear connection between TASP Results and district professional development is seen. A recent innovation is peer observation, and it is regarded as effective in promoting better teaching practice.

A5. Leadership and Staff Criterion

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Support of Professional Development: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes.

Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Measurable Effect of Professional Development: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

A 5.1 The discussion about the resource allocation needed to: achieve the vision, schoolwide learner outcomes, critical learning needs, LCAP/SPSA -identified targets, academic standards, and College and Career readiness, highlights a former lack of communication that is said to be improving. The timely acquisition of materials is noted as an example. The SPSA is aligned to LCAP goals, and regularly voted on by the SSC.

A 5.2 Relying on stakeholder input, PHS effectively manages accounts, develops budget, and conducts audits. The principal determines how monies are spent based on the SPSA outlines. Every expenditure is subject to review, and the principal connects them to the LPAC codes.

A 5.3 It is presented that PHS facilities sufficiently enable the school to maintain a learning environment. For example, the theater is effectively used, and technology is increasingly deployed. Air conditioning is seen as an emerging need, and “overpopulation” has put pressure on classroom space. Other issues include reduction in custodians, the challenge of available bathrooms, etc, and these are on the radar to be addressed.

A 5.4 PHS is sufficiently effective at maintenance of its essential capital investment, including Tech, the Library, and Labs. Requisitions are executed effectively.

A major push for student access to technology has been supported with a highly available Help Desk/campus technician many teachers are also strong in voluntary tech support, and innovations are in the pipeline. Faculty are designated as tech coaches and while the COWS investment has increased, the fact that COWS it is expensive has given rise to a search for cheaper solutions. Calculators are available, if occasionally insufficiently, and math text and class sets are sufficient in number. New science standards will require more attention to labs. It is noted that delivery time frames for POs leave something to be desired. The DO has substantially updated the tech support profile, and cites the use of the Cloud, cheaper desktops, and an emerging OUSD standardized classroom Tech vision.

A 5.5 Professional development suffers from under , or insufficiently focused, investment, as regards the orientation of new hires. BTSA is now in place of informal mentoring, though informal guidance exist at

the department level and seems to be increasing. There is push-back about the utility of PBSA compared to site-based mentoring.

Recruitment seems competently executed and 'job alike' add value to Department teaching. There is uncertainty about articulating, in the hiring process, what department needs are, and to some extent professional development falls short of teacher expectations(as above)

A 5.6 LCAP alignment is seen as moderately effective, though its ideals are evident in implementation. Controversy exists as to the best way to deploy LCAP funds. Comprehensive PSAT/SAT access has been instituted, but its efficacy is subject to debate. Naviance has been introduced, but it's still scaling up, and Tech infrastructure needs funds for updating and replacement.

Areas of Strength

- A surge in tech deployment and use.
- Substantial innovation in programs to improve the attendance metrics, with an eye to greater student achievement
- Widely shared awareness of a critical need to improve parent involvement.
- A renewed focus on attacking the persistent D/F list, and the need to enhance the support of stakeholders in this effort
- An organization culture that genuinely cares and acts proactively
- Academies that exceed expectations and foster soft-skill development
- Well evolving LCAP alignment, goals, and development processes
- A highly spited student information and cultural environment as demonstrated by Triton Talks, college and career consciousness infused in so many classrooms, the up-front honesty of PBIS, ect.

Areas of Growth

- More effectively focussed PD, including new hire orientation and user-generated foci.
- An upgrading of evaluation procedures
- More access to the documents of policies and procedures
- Improved stakeholder attendance at meetings
- A too large population of un- or under-informed parents
- Tech updates to support parents information needs
- Class size reduction
- Better mentoring of new hires
- A more operational, collaboratively generated, and tested hypothesis about causes and remediation of D/F lists
- Long term stewardship of the tech hardware infrastructure

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- CAASP data and LCAP alignment
- BTS nights adapted to realities of working families
- Faculty/Dept Meetings, including common preps and room sharing
- PBIS
- Well developed Work Experience and Academy programs
- 'Job-alike' and peer observation
- Dinner program and alike innovations
- Clear and accessible policies and procedures
- Health Tip Tuesdays

- Interviews and conversations with Academy teachers and site Admin.
- Interviews with DO brass, led by the Superintendent
- LCAP allocation/justification executive summary
- Multiple informal conversations with students between classes and at lunch
- Classroom Observations, including Math, English, Tech, and Academy classes
- Spontaneous conversations with classified staff across the campus
- Fabulous meals from engaged, self-confident Culinary Arts students

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are the schoolwide learner outcomes accomplished?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Educational Research and Thinking: The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

Academic Standards for Each Area: The school has defined academic standards for each subject area, course, and/or program, and where, applicable, expectations within the courses that meet the UC “a-g” requirements.

Congruence: There is congruence between the actual concepts and skills taught, the academic standards and the schoolwide learner outcomes.

Student Work — Engagement in Learning: The school’s examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Accessibility of All Students to Curriculum: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for special needs students.

Integration among Disciplines: There is integration among disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Curricular Development, Evaluation, and Revisions: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, grading policies, and homework policy, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Policies — Rigorous, Relevant, Coherent Curriculum: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Articulation and Follow-up Studies: The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.1 Current Educational Research and Thinking

Pacifica High School effectively utilizes current educational research in curricular areas to maintain meaningful and viable instruction via the adoption of new textbooks and curriculum in World Languages and CPM math, the use of POGIL in science, socratic seminars and TAPPLE. Teachers collaborate to discuss contemporary, research - based strategies.

The English Department meets by grade level during department meetings to promote consistency in their instructional practices and employ strategies such as socratic seminars, blended learning and applying essential questions.

The Math Department has aligned their curriculum to Common Core by replacing Algebra 1, Algebra 2, and Geometry with Integrated Math 1, 2, and 3. Some Math 1 and 2 courses are taught as bilingual classes and others are targeted toward 11th and 12th graders to provide them college - readiness skills. Math teachers collaborate to participate in lesson - studies and meet departmentally to examine student work..

The Social Science Department has begun to coordinate professional developments for US History and World Civilization with the English instructional coach to create a common understanding of essential skills as they are identified in the CAASPP assessments. They have also adopted SOAPSTONE for document analysis and Flipgrid to improve communication skills. They also utilize the COWS regularly to integrate technology into the curriculum..

The Science Department have redeveloped their curriculum to reflect the NGSS which include embedding the Common Core math, reading and writing standards into it. They also utilize TAPPLE, data analysis driven labs, inquiry based labs and project based learning. Other adoptions include Google Classroom, Khan Academy, and PHET lab simulations.

The World Languages Department prepares students for college and careers by utilizing Google Classroom, Edmodo Word, and Powerpoints and videos as well as teacher modeling. The department also promotes written and oral proficiency by creating literary samples and use of the language lab to integrate listening, speaking, reading and writing skills.

The Physical Education Department prepares students for the California Physical Fitness Test by offering coursework including Aerobics, Fitness for Life, Dance Technique, Dance Rhythmics, and Street Jazz. These courses emphasize muscle motion and development and allow students to work both collaboratively and individually.

The Special Education Department provides specialized educational instruction tailored to individual student need. Special Education classes are lower in size and and include para-educators who provide further instructional support.

The Coding Academy allows students to satisfy the district computer literacy graduation requirement provides students college-readiness skills by exposing students to Office 365, Google Classroom and other programs.

The Visual Arts Department employs project-based activities including Sculpture, Painting and Yearbook, Photography, Layout and Design. These courses are collaborative in design and provide students with real-world skills including meeting deadlines, utilizing technology and working with others.

The English Language Department runs classes concurrently through ELD 101 and AVID and align their curriculum to the UC standards and implements TPR and visuals to allow EL's to access the core curriculum. Lessons are scaffolded and classes are run concurrently to allow students greater blocks of time to receive instruction.

The Performing Arts Department has revised their curriculum so that it aligns with the UC standards and offers Advanced Dance, Choral Dance, Guitar, and Mariachi. These courses are performance-based and allow students the opportunity to work collaboratively and be exposed to a variety of performance-art mediums and genres.

The Consumer and Family Sciences Department includes the academies of Culinary Arts, Health Sciences, Teaching and Education, Coding, Business, Environmental Engineering as well as a CTE pathway in Hospitality and Tourism. Students receive hands-on training in these areas and utilize real-world experience opportunities through ROP and job shadowing opportunities. Each require Capstone presentations of original research. They also implement programs such as Khan Academy, Lynda.com, Discovery Education and Naviance.

B2. Curriculum Criterion

To what extent do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Variety of Programs — Full Range of Choices: All students have opportunities to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career, and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Monitoring/Changing Student Plans: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Post High School Transitions: The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

B1.2 Academic and College-and Career-Readiness Standards for Each Area

A wide array of classes are aligned to A-G requirements. Over 200 are UC approved and include many AP courses. PHS promotes college readiness and keeps students up to date with deadlines and workshops through Triton Talk, INacoal and TIDE.

B1.3 Congruence

PHS encourages higher-level learning standards and has begun to implement cross-curricular instruction and planning. 9th, 10th and 11th graders take the PSAT using the College Readiness Block Grant and are provided free access to Khan Academy. The English Department has moved to the CAASPP Interim Assessments to inform their instruction and teachers are accessing the CAASPP Digital Library. PHS offers CTE courses, ROP, Job Alikes and Internships.

B1.4 Integration Among Disciplines

Academy teachers have begun to work across departments to integrate disciplines and prepare materials that mirror CAASPP assessments. PHS has identified a need to further enhance this integration to create a broader curricular understanding and articulation. Pacifica has adopted the use of outsourced curriculum including APEX Learning and Cyber High and has adopted the use of supplemental resources including KHAN Academy, Lynda.com, and Virtual Job Shadowing.

B1.5 Articulation and Follow-up Studies

Pacifica articulates curricular programs with feeder schools, local colleges and technical schools. PHS hosts visits from Oxnard and Ventura Colleges, organizes field trips to colleges and universities, utilizes TECA Academy for internship programs, provides FAFSA workshops, as well as activities through the College and Career Center. There are military visits to campus and the Triton Transition (SPED) program that provide further student opportunities.

B2. Curriculum Criterion

To what extent do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Variety of Programs — Full Range of Choices: All students have opportunities to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career, and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Monitoring/Changing Student Plans: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Post High School Transitions: The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

B2.3 Student - Parent - Staff Collaboration

Parents, students and staff collaborate via committees, Blackboard Connect, StudentVUE and ParentVUE, parent classes, FAFSA meetings, 4-Year Plan meetings, after-school programs and school-wide events including Open House, Back to School Night and Parent Conferences. There is evidence to support that PHS provides multiple outreach opportunities to parents to involve them in both student academic progress and college and career awareness and opportunities. There is also evidence to indicate that there is need to provide greater outreach to parents who are not taking advantage of these outreach opportunities or accessing the ParentVUE platform.

B2.4 Post High School Transitions

Counselors help students create a 4-Year Plan. The school provides AP courses as well as ROP opportunities to better prepare students for the college experience. The school implements AVID and provides College Fairs. A career Center Technician is featured on Triton Talk and staff promote college

attendance by wearing college shirts on Wednesdays. There are community-based programs including the Transitional Partnership Program and a partnership with the Department of Rehabilitation and students continue to receive assistance and support for 90 days after graduation. There are internship opportunities with the OUHSD and a Career Exploration teacher.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of Strength: Standards-based Learning: Curriculum

- **Pacifica High School offers a variety of academic and career pathway options as well as a myriad of student activities and events**
- **Pacifica High School provides a rich and positive student - centered learning environment that promotes student and community engagement**
- **There has been an increase in the availability and access to technology for students to utilize in classrooms**
- **Teachers have begun to implement technology to provide students access to the curriculum and create a greater digital literacy**

Areas of Growth: Standards-based Learning: Curriculum

- **Develop a system that ensures that technology is utilized as an instructional tool on a more consistent basis and across all subject areas**
- **Develop a system that encourages greater parent participation in student academic progress, the selection of learning academies as well as college and career decisions**
- **Develop a system that consistently provides opportunities that allow teachers to collaborate and prepare lessons in a more cross-curricular fashion and establish a more common understanding of marking practices.**
- **Synchronize teacher understanding and promotion of student college-and career-readiness**

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Instruction Criterion

To what extent are all students are involved in challenging learning experiences to achieve the academic standards and the schoolwide learner outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Results of Student Observations and Examining Work: The school's observations of student working and the examining of student work provide information on the degree to which all students are involved in challenging learning to assist them in achieving the academic standards and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Student Understanding of Performance Levels: The students know beforehand the standards/expected performance levels for each area of study.

Differentiation of Instruction: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Student Perceptions: **The students understand the expected level of performance based on the standards and the schoolwide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their**

learning experiences, including all specialized programs such as college/career readiness and online instruction regarding the opportunity for teacher-student interaction to reduce isolation and encourage skill transference

Results of Student Observations and Examining Work

The instructional staff at PHS provide student with a challenging and relevant learning environment to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes to a moderate extent. Instruction increasingly aligns to the common core state-standards as the access to technology increases. PHS currently lacks current textbooks in the majority of their departments, so many teachers rely on digital means to supplement aging materials. Teachers rely on digital resources such as Google Classroom, Google Drive, and Canvas to manage their digital resources. In addition to these resources, teachers commonly use Khan Academy, Kahoot, No Red Ink, CommonLit, iLit, CAASPP, Kahoot, Quizizz, Quizlet, Shmoop, Edmodo, and NewsELA to supplement their textbook situation.

The self-study reports that AVID strategies can also be seen throughout the school, with many teachers implementing Cornell notes, WICOR (writing, inquiry, collaboration, organization, and reading) and Socratic seminars. Many departments have begun implementing more writing-specific activities in order to prepare students for the SBAC.

The self-study also report that they are replacing rote methods of learning instructional strategies that require critical thinking and problem solving. There is a growing movement towards project-based learning and instructional strategies that require students to actively participate. The staff at PHS feel with the new Common Core State Standards, there is a push to transition traditional instruction to more project-based learning however, these are more evident in the academies at PHS.

Student Understanding of Learning Expectations

Self-study report states that students understand the standards/expected performance levels that they must achieve and to demonstrate proficiency within an individual class, however, students lack the information necessary to understand how the performance levels are calculated. According to the focus group interview, teachers stated that they are mandated by the district office to proctor the Interim Assessment Tests provided by CAASPP. The results are shared with the students so they can clearly understand the learning expectations for the class.

In the focus group, teachers stated that they shared rubrics, student models, and practice tests designed to help students understand the performance levels that they must achieve to demonstrate proficiency. Various digital resources that teachers use also provided students instant feedback on what they needed to work on in order to gain proficiency such as Kahoot, Quizizz, Khan Academy, etc.

Differentiation of Instruction

PHS uses multimedia tools and technology to increase student understanding and to provide differentiated instruction. The school has 46 COW's (computer and Chromebook carts) available for classroom use and a media center in the library. Teachers supplement instruction with Khan Academy, Kahoot, Quizizz, YouTube videos, and other digital resources. When needed, students can easily access daily lessons, PowerPoints, videos and class resources by visiting these websites. The Visiting Committee observed that document cameras and projectors appear to be available for use in most classrooms and that many teachers used them during instruction.

Students are provided opportunities to work collaboratively with peers and to participate in project-based and real-world learning opportunities, particularly in the magnet programs. These activities are standards-based, rigorous, culturally relevant, and subject students to real-world applications. Activities and/or projects are differentiated to meet the unique needs of the individual(s) needs of the student or group.

Teachers have received professional development and training in AVID strategies by attending AVID conferences and/or training led by the district. The Visiting Committee observed some of these strategies being implemented during instruction, however this was not observed in all classrooms. Some teachers have been trained in AVID (Advancement Via Individual Determination) strategies.

In some content areas, students are placed in team-taught courses which allows differentiated instruction through small group instruction, on-on-ones, re-teaching, and stations. In these courses, content and assessments are accommodating to students' needs.

For students struggling with content, tutoring is available before school, lunch, and afterschool. PHS also have extended library hours as well. In addition to these resources, students may contact their teacher via email or Remind.

Student Perceptions

The Visiting Committee observed that teachers incorporate various digital resources into their instruction. When prompted by Visiting Committee members, students were able to provide a description of what they were doing in class, however, they were unable to discuss how their learning objectives were connected to Common Core State Standards.

Student and teacher groups also spoke about the effectiveness of ParentVUE in communicating student achievement and facilitating school to home communications.

C2. Instruction Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Knowledge: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Teachers as Coaches: Teachers work as coaches to facilitate learning for all students.

Examination of Student Work: Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions, and debates and inquiries related to investigation.

Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as use and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Real World Experiences: Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.

Current Knowledge

As technology has become available, teachers are using technology more and more in their classrooms. Most commonly, teachers are use Google Slides or PowerPoint for instruction and student presentations. The Visiting Committee observed that most classrooms used document cameras and projectors to support instruction. In science classrooms, students worked individually or in pairs to research and explore topics. In some classrooms, teachers and students have access to computer carts and computer labs to support instruction.

Specific departments use specific programs and technology tools, for example:

- Math: Khan Academy, Estimation 360, Desmos
- English: CommonLit, NewsELA, NoRedInk, Quizlet, Quizziz, One Drive
- Science: Kahoot, Quizizz, Zipgrade
- Social Science: Kahoot, Quizlet, Quizizz, NewsELA, and CommonLit
- World Language: Edmodo, EMC Passport, Kahoot, Quizlet, Padlet, Remind, Quizizz, Flickers, and Studyspanish.com
- Business Technology: MS Office, Adobe Photoshop, and various coding programs
- English Language Development: Vocabulary.com, Learn Chocolate, Duolingo, iLit, YouTube, FLIPGrid, Google Docs, and MS Word

Teachers as Coaches

The self-study reports that teachers use coaching strategies to facilitate learning by using a variety of equitable questioning strategies, guided and independent practice, project based learning, and other non-didactic techniques to engage student in their learning. The report stated that teachers that use these strategies have a decrease in negative behavior.

Examination of Student Work

Self study reports that a moderate number of students are able to demonstrate that they are able to organize, access, and apply knowledge they already have acquired. Performance on the CAASPP test has shown gradual improvement. In math, students are expected to explain the process to arrive at a correct answer “solve and justify”. In English, students work through research process in multiple levels. Academy courses have a project based learning or a culminating project per grade level.

The self study report stated that TAPPLE is a checking for understanding technique that involves Teach first, Ask a specific question, Pause/pair share/point, Pick a random volunteer, Listen to the response, and Effective feedback but did not see much opportunities for students to collaborate and apply the learning objective.

Students use technology to assist and support their academic learning. Digital work samples are stored in Google Drive. Students are required to access research databases provided by GALE, eLibrary, or Scholastic and perform common core aligned tasks revolving around inquiry, research, reading, and writing. Academies provides student opportunities to learn beyond the textbook through guest speakers and field trips that offers relevant experiences.

Real World Experiences

Students in CTE pathways and various clubs have direct access to frequent real world experiences. Internships are offered through TECA, HSA, CA, and CODE. AoB also works with many companies the provides students career guidance and worksite tours.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- PHS uses technology for instruction to support all learners with a variety of resources.
- PHS CTE programs provide students with abundant real world, collaborative experience that meet the desired outcomes of the SLO's.
- Continuing AVID strategies training provided for staff through AVID conferences or district PD's.

Key issues for Standards-Based Student Learning: Instruction (if any):

- Access to technology (both physical computers and online resources) and usage to enhance learning needs improvement.
- Maximize writing across curriculum to support students skills in gathering, correctly using, and building upon credible sources.
- State clear lesson objectives that connects to CCSS and refer to them during instruction.
- Formulate common instructional strategies for checking for understanding and embed frequently during instruction.
- Staff should continue to deepen and refine consistent implementation of targeted instructional strategies to promote student learning such as engagement, communication, collaboration, creativity, and critical thinking.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self study report
- Classroom visits
- Focus group interviews
- Student focus group interviews

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Assessment and Accountability Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Professionally Acceptable Assessment Process: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Basis for Determination of Performance Levels: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Appropriate Assessment Strategies: Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Demonstration of Student Achievement: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

Pacifica HS uses a professionally acceptable assessment process in collecting and analyzing a wide variety of student performance data. Data from CAASPP, PSAT and results from these common assessments are made available to teachers via Synergy. The data is discussed by staff members in various WASC meetings, administrator-led faculty meetings and PLC/departments meetings.

In addition to standardized testing, graduation rates, AP scores, A-G completion rates, report cards, Academy and program offerings and many more kinds of student and school information are available to students and parents.

Teachers use essays portfolios, projects, tests, student work and other student output when evaluating student performance and issuing grade.

Parents and students have a wide assortment of means to get information on their student's performance and the school's performance: Mail, teacher/school websites, open house conferences, counselor conferences, IEP/SST/504 meetings, EL reclassification process, transcripts, phone, various program/academy information, social media, grade checks, PTSA, SARC, Triton Talk, etc.

Data is collected and studied by core subject teachers to identify areas of weakness and strength within the curriculum and pacing. Teachers may use the data provided to determine how specific student groups and sub-groups are meeting or not meeting expectations. Disaggregated data (i.e. English Learners and Special Education students) may be analyzed to show which expectations those groups are meeting and which skills need to be prioritized or re-taught. Data is also analyzed by the counseling department and used in one-on-one student meetings to evaluate student transcripts and each student's A-G completion.

Baseline, school-wide PSAT has been discussed school-wide; 2 year comparisons have not been completed yet. School-wide SAT data will soon be available.

PHS would benefit from an analysis of the ELPAC test and data to further the ends of its EL population.

All stakeholders have access to the school website where information tied to assessment is published, such as the SARC report, Friday Updates, a link to the school's daily news show Triton Talk in addition to other important school information. The report maintains that informing and communicating with stakeholders of student achievement and college and career-readiness is an increasing focus at Pacifica. However, measurements of improvement are not offered. Focus groups have indicated that many parents have significant trouble assessing the on-line interfaces.

D2. Assessment and Accountability Criterion

To what extent do teachers employ a variety of strategies to evaluate student learning?

To what extent do students and teachers use assessment results to enhance the educational progress of every student?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Curriculum-Embedded Assessments: The school regularly examines standards-based curriculum embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Student Feedback: Student feedback is an important part of monitoring student progress over time based on the academic standards and the schoolwide learner outcomes.

Modification of the Teaching/Learning Process: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Monitoring of Student Growth: The school has an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes.

Teachers use CAASPP data and standards as well as common core standards in creating assessments to better prepare their students for state tests and in meeting state standards. Many departments use common pacing guides and weekly formative assessments, checking for understanding, to assess and guide instruction.

The English and Math departments, specifically, use a quarterly common formative assessment (CFA) and meet to grade each other's assessments and analyze each other's test results with the goal of creating better common assessments and equitable assessment. The science and math departments are modifying tests and CFU questions to reach across multiple levels in the Depth of Knowledge (DOK) spectrum, thereby better preparing students for state assessments and college readiness. The Social Science teachers are relying more on incorporating English Language Arts Common Core standards into their curriculum and modifying assessments to reflect the literacy skills emphasized in the ELA CCSS. Additionally, the Social Science teachers are incorporating different text types to increase literacy, such as primary sources and current event articles.

The Special Education department creates IEPs to guide student instruction and set goals for student achievement. Also, co-teaching and para-educators are widely used in classrooms to generate individual instructional situations and assessments for students in mainstream classrooms.

Many teachers use frequent formative assessments in the classroom every day to check for understanding. This allows teachers to quickly assess student learning and to reteach as needed. Quick formative assessments also allow teachers to gauge student engagement and modify lessons and activities as needed to foster student participation and learning.

Student feedback is used to monitor student progress and relate when concepts need to be retaught. Student feedback is regularly requested by all content teachers to guide the pace of instruction. Several teachers give an end-of-the-year exit interview. Academies retain some contact with graduates of their respective programs so that they can learn from their graduates what concepts or topics should be covered more in preparation for a real world career.

The following is a partial list of formative assessments found at PHS: Warm-ups, Quickwrites, Department Common Formative Assessments (CFAs), CAASPP Interim Assessment Blocks (IABs), Think-pair-share, Quizzes, KWL (Know, Want to know, Learn), DOL (Daily Oral Language), "Group Tests" in Math, Project-based learning, Kahoot, Quizizz, Quizlet, Checking for Understanding (CFUs), Exit tickets, Chapters tests within a unit, Art projects, Khan Academy.

The following is a partial list of summative assessments found at PHS: Benchmarks, Common assessments by level in Math, Final semester exams, Art projects, Presentations, Chapter tests, Essays, Project-based learning products, Media-based projects, such as videos, Self-evaluations, Book report

D3. Assessment and Accountability Criterion

To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the schoolwide learner outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Assessment and Monitoring Process: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, and parents.

Reporting Student Progress: There are effective processes to keep district, board, and parents informed about student progress toward achieving the academic standards and the schoolwide learner outcomes.

Stakeholders are moderately involved in assessing in monitoring student progress. Although the school puts forth opportunities for parents to be involved in assessing and monitoring their students, many parents lack internet access at home and lack computer skills. Teachers report high interest for parents whenever home contact is made regarding grades and assessments. Parents have the capability of assessing their students' progress through ParentVUE, and programs such as Khan Academy, Crash Course books and YouTube videos; all programs provide enrichment and extra assistance in preparing for the SAT, AP tests, or general education classes. They are also mailed report cards every eight weeks and can monitor their children grades weekly through progress reports or at any time through ParentVUE. Also mailed home are the CAASPP scores, PSAT scores, SAT scores, and AP scores. Community, local business and industry leaders may have been familiar with API/AYP, but have not been brought up to date on CAASSP, they therefore have little to no impact in evaluating and monitoring student progress.

The district funded PSAT in grades 9-11. The results were made available to students, teachers and parents. The board is involved in data regarding EL reclassification, as outlined in our district and site English Learner master plan, and general school and student progress.

Counselors spend focused time meeting individually with each student in monitoring their progress and assessing what classes would best serve the student in their education and in preparation for their further education or career aspirations.

D4. Assessment and Accountability Criterion

To what extent does the assessment of student achievement in relation to the academic standards and the schoolwide learner outcomes drive the school's program, its regular evaluation and improvement, and the allocation and usage of resources?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Student achievement data adequately drives the school's program via school-wide, departmental and PLC review. Teachers modify lessons to account for data and modify curriculum and courses according to past student experience. Students course decisions are influenced by test and grade outcomes and the school's

course offerings are altered according to student needs as identified by performance data. There is some connection between resource allocation via academic coaches and data.

All test results, save AP, are available in Synergy for teachers to analyze and use to guide and structure curriculum. CAASPP scores from previous years are available and that data is used in department collaborations to guide the creation of pacing guides and content curriculum.

PSAT, ELPAC, and CELDT data are, for the first, time being made available for dissemination. The staff is in the process of learning how to best use this information to inform instruction and assessment within the classroom and in pupil placement in classes (such as AP).

CAASPP data, both English and Math, has been disseminated by the district and has been organized into PowerPoints to make clear to stakeholders what standards need to be retaught or reorganize for instruction. Use of this data, along with CAASPP IAB data, is in the beginning stages.

Departments have found that the amount of reading and writing on the CAASPP has been a challenge, especially for EL students. Departments are focused on building lessons that focus on writing across the curriculum, exposing students to more writing more often.

The Math department has aligned tests in Math 1, 2, and 3 that function as common formative assessments (CFAs). AP Calculus and AP Statistics test results are distributed after AP tests and instruction is modified based on results.

The English department uses scores on formative CAASPP Interim Assessment Blocks (IABs) to inform instruction and determine re-teaching. Standardized reading tests are given to all freshmen to assess reading level and to confirm placement in the Reading elective course.

Social Science has aligned curriculum and assessments to support English CCSS and CAASPP preparation. The Science department no longer receives subject-specific data due to lack of district benchmarks, but they collaborate on chapter and unit tests and discuss the results.

The SPED department collects data through observation, work samples, and teacher documentation, and monitors progress through IEP progress reports; this data is used to inform both instruction and student placement.

Student placement can also be determined by analysis of the data, especially the placement of Math students, AP students, and English Learners. CAASPP IAB data can support English Learner reclassification, although it cannot be used as a specific measure.

Finally, data determines the number of course offerings in the master schedule. Specific master schedule changes based on data include English Learner courses, higher-level Math courses, AP courses, and ERWC courses.

Pacifica has used assessment results in changing school programs to drive a results continuous process, such as the reallocation of computer carts to be concentrated in Math and English classrooms; the purchase of additional computers. Results have prompted the district to allocate additional monies towards

purchasing EL instructional resources. Furthermore, assessment results have brought in the LCAP program and after school tutoring.

In the fall of 2016, an Instructional Coach position was created at each site and funded by the district. The Instructional Coach at Pacifica focused on CAASPP preparation and helped prompt schoolwide changes and modifications to instruction. There was an increase in professional development in the past two years that focused on administration of the CAASPP and how to score results.

In response to assessment results, the site has increased support of job-a-likes and professional development days, which likewise have an increased focus on data analysis from assessments.

Both CAASPP and PSAT results are being used as an indicator of probable success in AP classes.

The counselors work with student individually several times over the course of their four years to analyze and evaluate their progress toward graduation. The student and their counselor will analyze their credit completion, graduation requirements, and A-G course completion. Counselors also review assessment data with them at this time, such as CAASPP, SAT, and PSAT results.

As far as assessing the effectiveness of each area, aside from analyzing graduation rates and course completion with regards to those graduates, few processes exist to assess the effectiveness of each program.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- Assessments and analysis of assessment data have led to allocation of resources, such as COWs, tutoring, ASAT, and various course offerings (bilingual classes, etc.)
- Positions such as Instructional coaches and site content leads were created after analysis of assessment data to increase instructional strategies that support assessments and college readiness.
- Increased department collaboration, specifically CFAs in the English and Math departments, skill-based PLCs in the Social Science department, and working on incorporating the NGSS in the Science department.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

- Pacifica staff is encourage to increase communication with stakeholders about assessment data, especially students, parents and community members; all data is given to staff, but there need to be more procedures in place to adequately disperse results. Student-teacher communication regarding assessment results also needs more attention.
- Increased vertical collaboration within departments would greatly benefit students and assessment results.
- Continue to analyze PSAT, SAT and ELPAC data to plan instruction.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Hiring of coaches
- Purchase of computers
- Common assessments and inter/intra departmental cooperation
- Relatively high AP passage rate seems to indicate successful encouragement on students
- Little mention of ELPAC/CELDT use in document
- Parent group
- Focus group
- Self-study
- Self-study Appendix

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. School Culture and Student Support Criterion

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Regular Parent Involvement: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. The school involves non-English speaking parents.

Use of Community Resources: The school uses community resources to support students, such as professional services, business partnerships, and speakers.

Parent/Community and Student Achievement: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

Pacifica High School has processes in place to include its stakeholders in the learning and teaching process. This is done through various forms of meetings, workshops, mailings, technology, "all-calls", and internet. Technology, workshops and meetings continue to be key in conveying information to the parents from the staff, various clubs, organizations, district and school. The self study states that the school regularly involves families and its community through PTSA, ELAC, School Site Council, Parent Project, Counselor's outreach opportunities, and Doughnuts with the Principal. Parents also have the opportunity to participate in Parent Project Workshops, which are 10-week workshop sessions in both English and Spanish. Pacifica's six Academies add another layer of community participation as they work with various businesses in the community for medical internships, presentations, lessons, mentoring of students, community competitions and eventual employment opportunities. Information is shared with spanish speaking families via resources such as the "Friday Update" from the Parent Liaison in the counseling center, the PTSA president's ConnectEd in Spanish and English and through information translated on the school's website. Nevertheless, parent involvement in particular remains an area for improvement. Although parents have access to ParentVue, parents and students indicate a low level of participation and utilization of this resource. It is clear that the school and teachers need to boost the involvement of all parents, especially those that do not attend the monthly meetings or workshops.

Pacifica High School's community participants are key in providing the added enrichment, support and learning activities. This is done primarily through their AVID program and the six Academies by working closely with local businesses and colleges to provide real world applications of learning standards. AVID employs community members to serve as tutors in the AVID elective course, solicits local businesses as guest speakers, and volunteers with many local organizations. Each of the six Academies also foster a relationship with its community. Students take field trips to local businesses that relate to the academy focus and participate in internships, job shadowing, benefit from guest speakers who provide feedback on

projects. The Special Education department also schedules field trips to local community colleges to introduce their students to the colleges and make them aware of the specific services and resources available to them.

E2. School Culture and Student Support Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Safe, Clean, and Orderly Environment: The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning, including internet safety.

High Expectations/Concern for Students: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Atmosphere of Trust, Respect and Professionalism: The school has an atmosphere of trust, respect, and professionalism.

Pacifica High School effectively establishes and implements existing policies, regulations and resources to ensure a safe, clean, and orderly environment that fosters and nurtures learning. Emergency supplies and procedures have been reviewed and re-written over the past 18 months. Members of the Concerns Committee meet bi-monthly to address safety concerns and review procedures. Some staff members have been trained to use the CATAPULT system that uses computers and cell phones to allow staff to communicate with each other as safety issues arise. Additionally, the self-study reports that families and students can access the SPRIGEO system for online bullying reporting. However, some students reported not knowing about the SPRIGEO system and would like to hear more about it, especially with social media pressures. The Peer Resource group provides students with an avenue for resolving conflicts or dealing with difficulties on a student to student level. This program also provides students with opportunities such as buddying with special need students on activity days as well as monthly visits to local shelters. Further support for students is available from the county counselors who provide individual and group support for grief and drug and alcohol abuse issues. The schoolwide PBIS program and campaign also promotes civility and positive behaviors on campus. This includes positive "one-liners" posted around campus, staff appreciation cards to students and parent, the Principal's "Win the Day" and "Expect Excellence" motto, and the 3:1 ratio of positive reinforcement. Students' Latin heritage and ethnicity is celebrated through events such as dances and cultural events. These are all examples of how Pacifica High School demonstrates care, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning. Students, parents and staff attest to Pacifica creating an atmosphere of trust, respect, and professionalism. Stakeholders develop strong, positive relationships that foster student learning and growth in various areas. ELAC members meet monthly, participate in DLAC and contribute to the Single-School Plan through discussions at the school site council. ELAC, SSC, and PTSA also participate in the District LCAP planning and meetings.

E3. School Culture and Student Support Criterion

To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Adequate Personalized Support: The school has available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance, including an individualized learning plan.

Direct Connections: The school demonstrates direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Support Services and Learning: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Equal Access to Curriculum and Support: All students have access to a challenging, relevant, and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Pacifica High School has readily available services to support student's needs. This includes career, personal counseling, health and wellness counseling, and academic assistance to meet students' physical, mental and emotional well-being. Counselors are available for the students before, during, and after school for academic counseling and meet with at-risk students more frequently. The Career Center technician is available to assist students with information about colleges, placement exams, workshops, and scholarships. The Career Center technician also disseminates information via Triton Talk announcements, regular bulletin and email. Pacifica also provides health support services through their full time nurse, school psychologist, part-time county counselor and speech therapist. During the 2017-18 school year, Pacifica contracted Ventura County Behavioral Health to provide a weekly clinician to assist students with major psychological disabilities. Counseling groups are also provided by City Impact to address the social-emotional needs of their students. Through the Peer Resource class, students can avail themselves to assistance from fellow students who have received training to listen to their peers and help them talk through situations that do not require professional help. The onsite child care provider enables teen moms to continue their education while their children are supervised on campus.

Pacifica High School strives to provide the appropriate support, intervention and services, and to monitor the progress of each student's individual needs. Classroom teachers, counselors, and special education case carriers identify when students are not correctly placed in class and work together to make the necessary schedule adjustments in a timely manner. This is evident with the ELD classes that are scheduled in the same period to allow for mobility due to language learners improvement and academic levels. However, the mainstreaming process of ELD students is met with roadblocks during student schedule changes. Other student services available but not well attended include formal and informal tutorial sessions and expanded library hours staffed by certificated teachers. Teaching Academy students have also done some peer tutoring during the academic schedule. However, peer tutoring at a larger scale has yet to be explored. Counselors began a "Freshman Blitz" program in an attempt to help freshmen who had failed an excessive number of classes in their first semester to reverse the trend the second semester.

Because of its successes, this Blitz program was expanded to sophomores. The master schedule also builds in remediation classes (SOAR, OASIS, CyberHigh) to facilitate credit recovery, receive academic tutoring, and be successful with traditional classroom procedures. Other credit recovery opportunities include ROP, summer school, adult school, and work experience classes as well as credit for tutoring and community service hours. Pacifica High School supports students and gives them access to a challenging, relevant, and coherent curriculum. This is demonstrated through counselor and academy presentations and individual consultations during program registration. Information is also routinely disseminated to students via Tritan Talk. Student support in these challenging courses are readily available through after school tutoring, extended library hours, and individual teacher's willingness to work with students before school and during lunch. Students and staff have indicated low participation in these intervention practices, which is an area of continual improvement. Students are offered a wide range of curricular and co-curricular activities. This includes college prep courses, honors/AP classes, club rush week, ASB sponsored events, and athletic events. Triton Transition promotes freshmen involvement prior to attending PHS and throughout their freshman year. However, linking these various activities to academic standards and processes used to evaluate student involvement are areas where there is opportunity for growth.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

Pacifica High School collectively employs a range of strategies that continue to encourage involvement of their families, students, local businesses, industry, and community members.

Parents expressed their appreciation of the teacher's remediation efforts and availability for additional support. Additional emotional support is provided by external counselors. Supporting freshmen in successfully transitioning to high school is an important component of PHS, as evidenced with Triton transition,

Club Rush week, and Freshman Blitz. Partnerships with local businesses and community members support student learning and offer real world experiences.

There are three areas of strength identified by Pacifica. Pacifica excels in maintaining a positive school environment, the school's intervention strategies continue to promote a positive culture for educational success and community resources are readily available for all students.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

Pacifica High School has identified three areas of growth for school culture and student support. First, there is a need for more transparency among administration, staff, and stakeholders from collaboration, group, department, School Site Council and PTSO meetings. This includes giving everyone a voice and an opportunity to share concerns. A second area of growth includes increasing the atmosphere and promotion of a college going culture such as College Wednesdays. There is a need to have a clear school policy implementation plan for all to follow and adhere to. Lastly, there are two environmental needs that need improvement, which are the school security and maintenance. Security needs to be more visible, recognizable and active at the gates, on campus, and on the athletic fields to increase student and staff safety. The cleanliness of the classrooms and campus needs to be routine and on a set schedule. The visiting team noted the campus supervisors were the most visible adult presence on campus including at the gates, and the appearance of the classrooms and outside areas were clean and well maintained.

Part B: Schoolwide Strength and Critical Areas for Follow-up

Schoolwide Areas of Strength (list numerically)

- The school has a variety of support services and a willing staff to help students academically and personally
- The campus is clean and well-maintained
- Triton Talk, the “Friday Update” and ConnectEd messages are effective forms of communication
- The “Triton Way”-PBIS culture is understood by students and staff and is used regularly to encourage and celebrate student success and growth, which has contributed to a strong sense of school spirit.
- The six academies offer various career opportunities, internships and individual support via the school and community resources.

Schoolwide Critical Areas for Follow-Up

(list numerically; include who, what, why, and the impact on student learning)

The Visiting Committee concurs with the school’s identified areas that are outlined in the schoolwide action plan. These are summarized below:

The stakeholders identified their top five critical learning needs:

- Increase parental involvement.
- Foster students' critical thinking skills for academic and real world tasks.
- Increase access to technology.
- Review and revise the master schedule planning to better support student learning needs (academies, AP, remedial, etc.)
- Conduct a comprehensive investigation of and determine data-based response to the root causes of Ds/Fs (non-A-G).

Chapter V: Ongoing School Improvement

Pacifica High School (RHS) has created a very positive and supportive school climate in the last two years under the direction of Principal Ted “Big Teddy” Lawrence. He has instilled a sense of school pride, a newfound college and career focus, and has given a voice to the community that PHS serves. SBAC summative assessments for math and English are being used for 11th grade. The results are being analyzed locally. The assessment for the Next Generation Science Standards (NGSS) are forthcoming. The RHS Schoolwide Action Plan was developed in accordance with WASC Focus on Learning guidelines. Academic and social-emotional student needs were identified, goals were set with actions steps put in place to meet those goals. An annual review of these goals was conducted and adjustments were made based

on student and other relevant data. The PHS action plan is focuses on student growth and achievement with the strong belief that all students will graduate from PHS college and career ready.

The PHS action plan includes three major goals:

- **Increase the percentage of students who are college and career ready**
- **Develop and implement a comprehensive school-wide intervention plan to mitigate student obstacles to learning**
- **Increase the percentage of students who are matriculating into college or career pathways**

The PHS Action Plan will be monitored for the next six years with a review of the action steps at the beginning of each year to evaluate progress. Monitoring of the plan will be agenda items on various council meetings including leadership team, SSC, and Department meetings. The Visiting Committee believes that PHS has the capacity to carry out these plans.

PHS has addressed the Critical Learner Needs through the action plan and the VC agrees with PHS that if the action plan is followed, it will enhance student learning. The RHS action plan is a “user-friendly” schoolwide action plan that has integrated all major school initiatives. It is feasible within existing resources. The VC believes there is sufficient commitment to the action plan among all stakeholder groups.

Existing factors that will support school improvement:

- Commitment of the stakeholders
- Stable and committed faculty
- On-going professional development
- Making FOL an integral part of the culture of the school
- District support
- Parent support
- Enthusiastic student body
- Strength of academies and school culture

Impediments to improvement that the school will need to overcome

- Budget constraints
- Declining student enrollment
- Time for professional development and analysis of data
- Staff and administrative turnover

PHS will update the action plan to include the critical areas for follow-up left by the Visiting Committee. The RHS stakeholders have the capacity and a plan in place to satisfactorily address the issues identified in the action plan.