

Oxnard Union High School District Pacifica High School

Grades 9 through 12
Ted Lawrence, Principal
Ted.Lawrence@oxnardunion.org



600 East Gonzales Road
Oxnard, CA 93036
PH: (805) 278-5000 FAX: (805) 278-7187
www.pacificahigh.us
CDS #: 56725465630389

2017-18 School Accountability Report Card *Published January 2019*

Oxnard Union High School District
309 South K Street
Oxnard, CA 93030-5212
(805) 385-2500

Website Address

www.oxnardunion.org

2018-19 Board of Trustees

Gary Davis, Ed.D.
President

Karen M. Sher
Vice President

Beatriz R. Herrera
Clerk

Wayne Edmonds
Member

Steve Hall, Ed.D.
Member

District Administration

Penelope DeLeon, Ed.D.
Superintendent

Tom McCoy, Ed.D.
Assistant Superintendent
Educational Services

Robert "Rocky" Valles, Ed.D.
Assistant Superintendent
Human Resources

Jeff Weinstein
Assistant Superintendent
Business Services

Contents

- Principal's Message
- Mission Statement
- School Description
- Student Achievement
- Local Control Accountability Plan (LCAP)
- Parent Involvement
- School Facilities & Maintenance
- Classroom Environment
- Curriculum & Instruction
- College Preparation & Work Readiness
- Professional Staff
- District Expenditures
- SARC Data

Principal's Message

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

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

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

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

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

Mission Statement

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

School Description

Pacifica High School is located in the northeastern region of Oxnard and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2017-18 school year, 3153 students were enrolled, including 8.3% in special education, 18.7% qualifying for English Language Learner support, and 80.2% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2017-18			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	1.00%	Grade 9	824
Amer. Indian or Alaska Native	0.00%	Grade 10	769
Asian	1.10%	Grade 11	778
Filipino	2.30%	Grade 12	782
Hisp. or Latino	93.40%	Ungraded	0
Native Hawaiian or Pacific Islander	0.30%		
White	1.50%		
Two or More Races	0.50%		
Students with Disabilities	8.30%		
Socioeconomically Disadvantaged	80.20%		
English Learners	18.70%		
Foster Youth	0.20%		
Total Enrollment			3,153

Student Achievement

Physical Fitness

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2017-18			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Ninth	16.7%	22.1%	31.8%

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible

students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Pacifica High School		District		California	
	16-17	17-18	16-17	17-18	16-17	17-18
English-Language Arts/Literacy (grades 3-8 and 11)	45.0	43.0	50.0	47.0	48.0	50.0
Mathematics (grades 3-8 and 11)	17.0	18.0	29.0	29.0	37.0	38.0

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

CAASPP Test Results in ELA by Student Group (2017-18)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	750	742	98.93	42.99
Male	359	353	98.33	34.28
Female	391	389	99.49	50.90
Black or African-Amer.	--	--	--	--
Amer. Indian or Alaska Native				
Asian	--	--	--	--
Filipino	13	13	100.00	76.92
Hisp. or Latino	711	703	98.87	41.68
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
English Learners	236	232	98.31	12.50
Socioeconomically Disadvantaged	603	596	98.84	39.93
Students with Disabilities	59	57	96.61	1.75
Students Receiving Migrant Ed. Services	12	11	91.67	9.09
Foster Youth				

CAASPP Test Results in Mathematics by Student Group (2017-18)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	745	722	96.91	17.73
Male	357	344	96.36	18.02
Female	388	378	97.42	17.46
Black or African-Amer.	--	--	--	--
Amer. Indian or Alaska Native				
Asian	--	--	--	--
Filipino	13	13	100.00	61.54
Hisp. or Latino	706	683	96.74	16.40
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
English Learners	234	224	95.73	3.13
Socioeconomically Disadvantaged	600	581	96.83	15.32
Students with Disabilities	59	55	93.22	0.00
Students Receiving Migrant Ed. Services	12	10	83.33	0.00
Foster Youth				

Note: ELA/Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3 – Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students						
Science (grades 5, 8, and 10)	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Pacifica High School		District		California	
	16-17	17-18	16-17	17-18	16-17	17-18
	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered optionally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Local Control Accountability Plan (LCAP)

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

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

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

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

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

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

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

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

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

Parent Involvement

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

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

Opportunities to Volunteer

Chaperone
Campus Volunteers

Committees

English Learner Advisory Council
Parent Teacher Student Association
School Site Council
Migrant Advisory Council

School Activities

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

School Facilities & Maintenance

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

- Upgrades to fitness lab
- Repairs to the plumbing, heating, and HVAC systems
- Upgrades to the computer lab
- Resurface parking lot for student and staff safety
- Painting of the interior and exterior of buildings
- Enhancing of security throughout campus
- Installation of new flooring where needed

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

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

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

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

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

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

Facilities Inspection

The district's maintenance department inspects Pacifica High School on an annual basis in accordance with Education Code §17592.72(c)(1). Pacifica High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place April 01, 2018 to June 1, 2018, 2018. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Sunday, April 01, 2018			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Staff Office RR/Shower Space 124/123, Girls Locker RR/Shower Space 137/138 - Hallway in need of painting; Bldg E 1 Classroom 101, Bldg F 2 Classroom 201 - Wall cover in need of repair/hole in wall of need of repair, area in need of painting; Classroom 111, Bldg E2 Classroom 201, Classroom 109, 124, Classroom MO4 - Wall cover in need of repair; Classroom 112, 203, 220 - Wall cabinet missing handle; Classroom 108 -0 Wall cabinet missing a drawer; Bldg M Classrooms MO1, MO2, MO3, MO4, MO5, MO6 - Door in need of painting
(D)	Classroom Space 120 & 123, ASB Activity Room Space 107 - Plug missing cover; Classroom 102, 103 - Outlet covers missing, hood light blown out; Classroom 203 & 204 - Outlet cover plate missing; Classroom 220 - Two outlet covers missing
(E)	Classroom 109 - Eye wash station (no water)

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

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Pacifica High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in September 2018.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	15-16	16-17	17-18
	PHS		
% Students Suspended	6.3	6.2	4.6
% Students Expelled	0.7	0.5	0.1
	OUHSD		
% Students Suspended	5.8	6.3	5.2
% Students Expelled	0.5	0.2	0.1
	California		
% Students Suspended	3.7	3.6	3.5
% Students Expelled	0.1	0.1	0.1

Class Size

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
Subject	2015-16			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	29.4	22	34	71
Mathematics	32.1	9	25	62
Science	33.5	16	18	60
Social Science	33.3	19	24	62
	2016-17			
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	32.0	11	52	45
Mathematics	37.0	13	18	52
Science	33.0	13	12	58
Social Science	35.0	8	19	44
	2017-18			
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	32.0	7	41	60
Mathematics	29.0	19	41	45
Science	26.0	27	19	60
Social Science	31.0	11	26	60

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

Dropouts

Pacifica High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring test results and performance, parent conferences, counseling, ASB, monthly SART meetings with community representatives, Triton Transition, a rich selection of career pathway academies, the Condor Educational Options Center (onsite independent study program), home visits by the attendance advisors, SES credit recovery after school, and other interesting classes to increase student engagement and involvement. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2016-17 data is the most current information available, since state certification/release dates for dropout data occur too late for

inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates (Four-Year Cohort Rate)				
		PHS		
		14-15	15-16	16-17
Dropout Rate		10.9%	11.5%	5.8%
Graduation Rate		84.1%	83.4%	88.1%
		OUHSD		
		14-15	15-16	16-17
Dropout Rate		9.4%	8.3%	7.1%
Graduation Rate		82.1%	83.7%	85.6%
		California		
		14-15	15-16	16-17
Dropout Rate		10.7%	9.7%	9.1%
Graduation Rate		82.3%	83.8%	82.7%

For the formula to calculate the 2016-17 adjusted cohort graduation rate, see the 2017-18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

Graduation Requirements

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

Completion of High School Graduation Requirements Graduating Class of 2017 (One Year Rate)			
Group	PHS	OUHSD	State
All Students	87.48%	85.95%	88.72%
Black or African-Amer.	100.00%	86.11%	82.15%
Amer. Indian or Alaska Native	.00%	87.50%	82.81%
Asian	100.00%	97.62%	94.93%
Filipino	95.83%	96.05%	93.45%
Hisp. or Latino	86.80%	83.74%	86.54%
Native Hawaiian or Pacific Islander	100.00%	95.24%	88.56%
White	90.00%	94.06%	92.12%
Two or More Races	75.00%	89.47%	91.15%
English Learners	50.88%	59.30%	56.74%
Socioeconomically Disadvantaged	88.25%	85.14%	88.64%
Students with Disabilities	63.49%	66.35%	67.12%

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Pacifica High School revolve around the California State Content Standards and Frameworks. During the 2017-18 school year, Pacifica High School held staff development training devoted to:

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

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Pacifica High School supports ongoing professional growth throughout the year on weekly early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2016-17, 2017-18, and 2018-19 school years, Pacifica High School's teachers attended the following events hosted by the Oxnard Union High School District:

2016-17 Training:

- Next Generation Science Standards (NGSS)
- English Language Arts (ELA)
- APEX Online Curriculum
- Office 365 Portal Training
- SIRAS Training
- iLit Training

2017-18 Training:

- Next Generation Science Standards (NGSS)
- English Language Arts
- English Language Development/World Language
- Mathematics
- Social Science
- Career Technical Education

2018-19 Training:

- Next Generation Science Standards (NGSS)
- English Language Arts (ELA)
- Mathematics
- Social Science
- iLit Training

Pacifica High School's teachers also have the opportunity to attend supplemental professional development trainings offered by the district such as the following:

- Social Science
- CAASPP Assessments
- Growth Mindset
- ELA Projects in Inquiry Based Units
- Close Reading and Text Dependent Questions
- Project Based Learning
- ELA Co-Teaching Teams
- English Content Job-Alike
- iLit Model Lesson and Coaching
- Digital Literacy
- The 4 C's and Literature
- Discovery Education
- Flocabulary
- PSAT/SAT/Khan Academy
- Big Ideas Math Curriculum
- College Preparatory Math Curriculum
- Statistics Job-Alike
- Integrated Physics and Chemistry
- Biology Job-Alike
- Biology and Earth Science
- Biology OER Stemscopes
- Dual Language Immersion Job-Alike
- Teaching for Biliteracy
- Edge Fundamentals Curriculum
- Dual Language Immersion
- EPLAC Assessments
- Advancement Via Individual Determination (AVID)

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

Staff Development Days Three-Year Trend		
2016-17	2017-18	2018-19
3	1	1

Instructional Materials

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

On Wednesday, October 10, 2018, the Oxnard Union High School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #18-36 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Oxnard Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2008	Bedford Fremont and Worth, <i>The Language of Composition: Reading, Writing, Rhetoric Student</i>	0 %
2005	Holt McDougal, <i>The Language of Literature</i>	0 %
2005	McDougal Littell, <i>Language Network</i>	0 %
2016	Pearson, <i>The Longman Reader</i>	0 %
2007	Prentice Hall, <i>Timeless Voices, Timeless Themes The British Tradition</i>	0 %
Foreign Languages		
2007	EMC Paradigm, <i>Que Chevere 1, 2, 3</i>	0 %
2007	McDougal Littell, <i>Abriendo Puertas: Lenguaje</i>	0 %
2003	McDougal Littell, <i>Abriendo Puertas: Tomo I & II</i>	0 %
2007	McDougal Littell, <i>Discovering French Nouveau</i>	0 %
2007	Prentice Hall, <i>Abriendo paso: Gramatica</i>	0 %
2007	Prentice Hall, <i>Abriendo paso: Lectura</i>	0 %
2004	Prentice Hall, <i>Momentos de los literaturas hispanicas</i>	0 %

2003	Prentice Hall, <i>Sendas Literarias 1 & 2</i>	0 %
2015	Vista Higher Learning, <i>D'accord (French)</i>	0 %
2008	Vista Higher Learning, <i>Imaginez</i>	0 %
2008	Vista Higher Learning, <i>Imaginez: le francais sans frontieres (IB)</i>	0 %
2007	Wayside Publishing, <i>Azulejo</i>	0 %
Health		
2007	Pearson Prentice Hall, <i>Health</i>	0 %
History-Social Science		
2007	Cengage Learning, <i>American Pageant</i>	0 %
2007	Cengage Learning, <i>American Pageant, AP Edition</i>	0 %
2007	Glencoe/McGraw-Hill, <i>World Geography and Cultures</i>	0 %
2008	Houghton Mifflin Harcourt, <i>Psychology - Principles in Practice</i>	0 %
2010	Houghton Mifflin Harcourt, <i>Sociology: The Study of Relationships</i>	0 %
2010	J. Wiley & Son, <i>Human Geography in Action</i>	0 %
2007	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2006	McGraw Hill, <i>Economics: Principles, Problems & Policies</i>	0 %
2006	Pearson Prentice Hall, <i>Economics: Principles in Action</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
2007	Pearson Prentice Hall, <i>The Western Heritage Since 1300 (AP European History)</i>	0 %
2007	Pearson Prentice Hall, <i>World History: The Modern World</i>	0 %
2011	Prentice Hall, <i>The Cultural Landscape: An Introduction to Human Geography</i>	0 %
1999	Steck-Vaughn, <i>Fearon's American Government</i>	0 %
2007	Wadsworth, <i>AP Psychology</i>	0 %
2010	Worth Publishers, <i>Myers Psychology Second Edition for AP</i>	0 %
Mathematics		
2004	Brooks/Cole, <i>Physics: Calculus</i>	0 %
2005	Cengage Learning, <i>Business Mathematics</i>	0 %
2014	CPM Educational Program, <i>Core Connections, Course 3</i>	0 %
2013	CPM Educational Program, <i>Core Connections, Integrated 1</i>	0 %
2015	CPM Educational Program, <i>Core Connections, Integrated 2</i>	0 %
2016	CPM Educational Program, <i>Core Connections, Integrated 3</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Mathematics with Business Applications</i>	0 %
2005	Houghton Mifflin, <i>Calculus of a Single Variable</i>	0 %
2006	Houghton Mifflin, <i>PreCalculus with Limits, A Graphing Approach</i>	0 %
2017	Houghton Mifflin Harcourt, <i>Big Ideas Math, Course 1</i>	0 %
2017	Houghton Mifflin Harcourt, <i>Big Ideas Math, Course 2</i>	0 %
2017	Houghton Mifflin Harcourt, <i>Big Ideas, Integrated Math 1, 2 & 3</i>	0 %
2007	W. H. Freeman, <i>The Practice of Statistics</i>	0 %
Science		
2007	Addison Wesley, <i>Biology: Concepts & Connections</i>	0 %
2007	Addison Wesley, <i>Conceptual Physics</i>	0 %
2012	Cengage Learning, <i>Living in the Environment</i>	0 %
2007	College Board, <i>Biology: Principles of Life, AP Edition</i>	0 %
2007	Current Publishing, <i>Life on an Ocean Planet</i>	0 %
2007	Houghton Mifflin, <i>World of Chemistry</i>	0 %
2008	Houghton Mifflin Harcourt, <i>Environmental Science</i>	0 %
2006	Houghton Mifflin Harcourt, <i>General</i>	0 %

Chemistry		
2007	It's About Time, <i>Active Chemistry: A Project Based Inquiry Approach</i>	0 %
2007	It's About Time, <i>Active Physics: A Project Based Inquiry Approach</i>	0 %
2006	J. Wiley & Son, <i>Fundamentals of Physics</i>	0 %
2007	Pearson Prentice Hall, <i>Conceptual Physics</i>	0 %
2007	Pearson Prentice Hall, <i>Earth Science</i>	0 %
2007	Pearson Prentice Hall, <i>Essentials of Human Anatomy & Physiology</i>	0 %
2004	Pearson Prentice Hall, <i>Physical Science Concepts in Action</i>	0 %
2007	Prentice Hall, <i>Biology</i>	0 %
	Science Laboratory Equipment	0 %

Number of Advanced Placement Courses Offered 2017-18		
	No. of Courses Offered*	% of Students in AP Courses
Computer Science	0	N/A
English	6	N/A
Fine and Performing Arts	0	N/A
Foreign Language	7	N/A
Mathematics	3	N/A
Science	5	N/A
Social Science	7	N/A
All Courses	28	18.8

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

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

College Preparation & Work Readiness

College Preparation Courses

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

Admission Requirements for California Public Universities

University of California

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

California State University

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

Courses for UC/CSU Admission	
	%
2017-18 Students enrolled in courses required for UC/CSU admission	98.4
2016-17 Graduates who completed all courses required for UC/CSU admission	38.1

Advanced Placement

In 2017-18, Pacifica High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Workforce Preparation

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

- Work Experience
- Career Education Center
- Workability
- Career/Partnership Academies
- Career Pathways

Individual student assessment of work readiness skills takes place through:

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

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

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

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

Pacifica High School's career/partnership academies are a "school within a school" program. Components include rigorous academics with a career focus, a team of teachers, and active business involvement. During the 2017-18 school year, Pacifica High School offered the following career academy programs:

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

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

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

During the 2017-18 school year, Pacifica High School offered the following career technical education programs as elective courses:

- CEC Courses: Auto Paint, Auto Body Repair, Auto Service Air, Culinary Art, Dental/Radiology, Emergency First Response, Floral Design, Fashion/Retail Md, Graphic Design, Health/Term, Medical/Office Assistant, Nursing 1, Screenprint, Welding, Construction, Digital Broadcasting, Mariachi, Teacher Assistant, Office Assistant, Food Services
- Pathways: Arts, Media, & Entertainment Pathways, Fashion & Interior Design Pathways
- Other elective courses: Digital Photography Production & Technology, General Office Occupations, Business Technology, Child Development, and Consumer Family Services

Professional Staff

Counseling & Support Staff

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

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2017-18		
	No. of Staff	FTE
Academic Counselor	8	8.0
Campus Supervisors	10	6.1
Guidance Technicians	3	2.5
Psychologists	2	1.5
Adaptive PE	1	0.2
Career Center Technician	1	1.0
Health Technician	1	0.75
Librarian	1	1.0
Nurse	1	1.0
Speech Pathologist	1	1.0
Textbook/Library Media Clerk	1	1.0
Counselor-to-Student Ratio: 1:394		

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

Teacher Assignment

During the 2017-18 school year, Pacifica High School had 122 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	PHS			OUHSD
	16-17	17-18	18-19	18-19
Total Teachers	126	124	124	693
Teachers With Full Credentials	123	122	122	682
Teachers Without Full Credentials	3	2	2	11
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	18	24	28	113
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	1	0	0	113
Vacant Teacher Positions	0	0	0	1

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

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

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2016-17 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2016-17		
	OUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$53,785	\$50,747
Mid-Range Teacher Salary	\$96,547	\$86,127
Highest Teacher Salary	\$104,556	\$106,915
Superintendent Salary	\$220,420	\$238,058
Average Principal Salaries:		
High School	\$153,583	\$150,286
Elementary School	N/A	N/A
Middle School	N/A	\$136,636
Percentage of Budget:		
Teacher Salaries	35%	34%
Administrative Salaries	4%	5%

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

Expenditures Per Student

For the 2016-17 school year, Oxnard Union High School District spent an average of \$16,747,487 of total general funds to educate each student (based on 2016-17 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Oxnard Union High School District receives state and federal categorical funding for special programs. For the 2016-17 school year, the district received categorical, special education, and support programs funds for:

- Agricultural Career Technical Education Incentive
- CA Partnership Academies: Green & Clean Academies
- California Clean Energy Jobs Act
- California Career Pathways Trust
- Career Technical Education Incentive Grant Program
- College Readiness Block Grant
- Department of Rehabilitation
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title II
- Title III
- Tobacco-Use Prevention Education
- Vocational Programs

Expenditures Per Pupil and School Site Teacher Salaries 2016-17					
	Dollars Spent per Student				
	PHS	OUHSD	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$7,892	N/A	N/A	N/A	N/A
Restricted	\$753	N/A	N/A	N/A	N/A
Unrestricted	\$7,139	\$8,159	87.49	\$7,125	100.19
Average Teacher Salary	\$87,426	\$89,533	97.65	\$85,815	101.88

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

SARC Data

DataQuest

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

Public Internet Access Location

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

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Oxnard Union High School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in October 2018. Data to prepare the school facilities section were acquired in November 2018.