



Pacifica High School Self-Study Report



600 E. Gonzales Rd. Oxnard, CA 93035

Oxnard Union High School District

March 18th-21st, 2018

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PHS Leadership Team

Administration	Members	
Mr. Ted Lawrence Principal	Aaron Ferguson	Tech Coach, AoB
Mrs. Marissa Cervantes Assistant Principal	Araceli Martell	English Language Dev. & Foreign Language Chair
Mr. Guillermo Lopez Assistant Principal	Brian Brister	Content Lead - Science
Mr. Angel Silva Assistant Principal	Burna Hartman	Focus Group E Leader
Mr. Cameron Salehi Assistant Principal	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
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	Randy Guziek	Focus Group D Leader
	Roman Garcia	Social Science Chair
	Shelly Kohnle	Visual Arts Chair
	Stefanie Davison	Content Lead - Math
	Victor Farias	Guidance Department
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		

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The PHS TIDE of Success

Tritons Involved & Driven to Excellence

By graduation, Tritons will be:

- 1. Prepared for a future as responsible, healthy, involved citizens.**
- 2. Problem solvers and academic achievers.**
- 3. Effective communicators in diverse communities.**

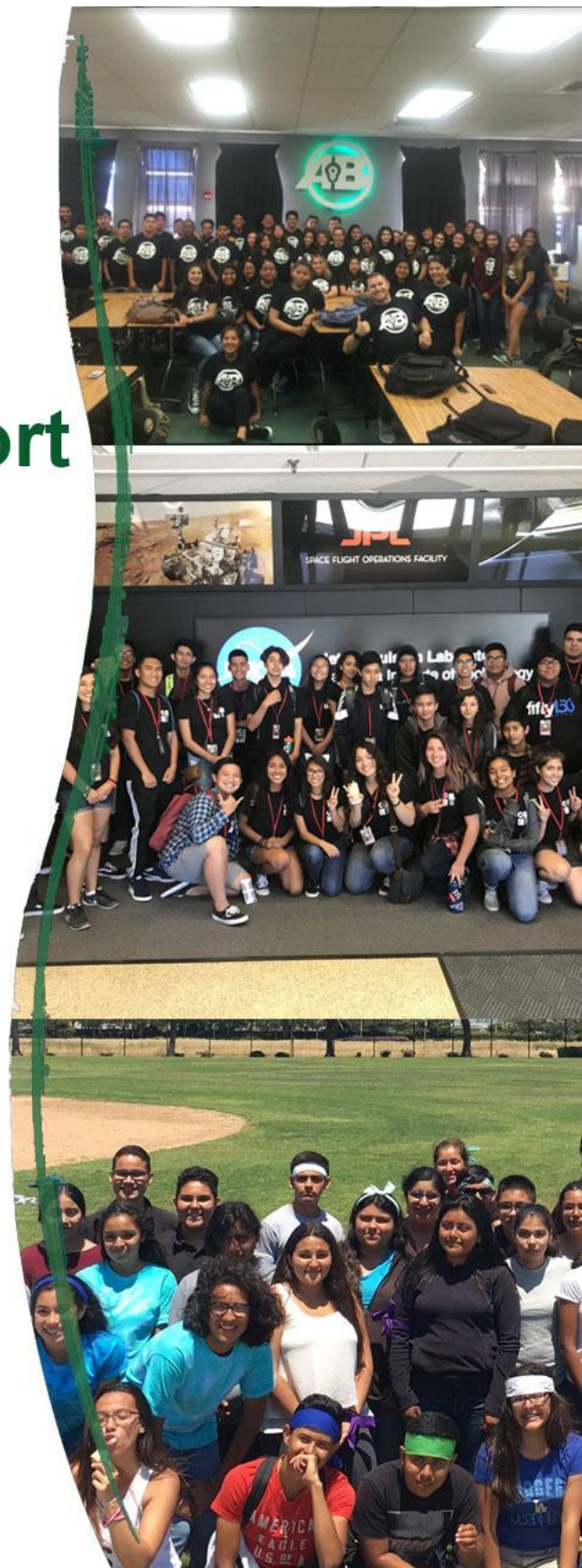


Chapter I

Progress Report



PACIFICA HIGH SCHOOL



CHAPTER 1

Progress Report

I. Significant Developments

Since the last full WASC visit in Fall 2011 and the one-day visit in November 2014, there have been many significant developments within the Pacifica High School community. Pacifica is constantly evolving as a school community: developing a more supportive college and career focused culture, welcoming new academies and programs, fostering new teachers and staff, and keeping up with the rapid changes in the world of technology. We are improving as a school right alongside our growing district, both remaining focused on education and community. These are the most significant changes that have impacted our school community since 2012:

1. Administrative Leadership and Staff Changes:

Oxnard Union High School District experienced a major change in administration with Superintendent Gabe Soumakian stepping down in fall of 2015, after four years. Temporary replacements finished out the 2015-2016 academic school year before Dr. Penelope DeLeon become the new Superintendent of OUHSD. 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, as seen in the school’s newly revised

TIDE (Tritons Involved & Driven to Excellence) mission statement: “By graduation, all Tritons will be prepared for a future as responsible, healthy, involved citizens; they will be problem solvers and academic achievers; and they will be effective communicators in diverse communities”.

One of the biggest changes on Pacifica's campus was the departure of Mrs. Bijou Beltran as Principal. In the summer of 2016, Mrs. Beltran was given an opportunity to help build and strengthen the academy model district-wide as the Director of Career Pathways and Community Partnerships for the Oxnard Union High School District. Brand new principal Ted Lawrence became a Triton in the fall of 2016. Mr. Lawrence, a 21-year veteran of the OUHSD, spent 20 years at Oxnard High School preparing himself to be a Principal. While at Oxnard High School, Mr. Lawrence served as an English teacher, Coach, English Department Chair, Instructional Coach, Standards Coordinator, Athletic Director, Dean of Students, and Assistant Principal. With his vast array of experience, including 17 years as a classroom teacher, Mr. Lawrence proved to be the right person to give fresh voice and renewed vigor to Pacifica's culture of positivity and high expectations. PHS teachers and staff readily welcomed an individual who had garnered much credibility for serving "in the trenches" for so long. His Principal's vision of #expectexcellence #wintheday was immediately embraced by students and staff.

In the fall of 2012, Pacifica High School saw a change in assistant principals. Mr. Roger Adams left for the Ventura County Office of Education and was replaced by Mr. Jim Rose. Dr. Jairo Arellano returned to the Oxnard Elementary District and was replaced by Mrs. Marissa Cervantes. In the 2013 – 2014 academic year, Pacifica High School saw the departure of Dr. Graham Gurney and the arrival of Ms. Joanna Della Gatta as assistant principal. In the 2014-2015 academic year, Pacifica High School saw the departure of assistant principals Ms. Joanna Della Gatta, who left for the Ventura County Office of Education and Mr. Jim Rose who left for a position with OUHSD. These assistant principals were replaced by Mr. Cameron Salehi and Mrs. Viki Costa. In the 2015-2016 academic school year, Pacifica High School saw the departure of associate principal Tony Diaz, who was replaced by Mrs. Rebecca Handzel. In the fall of 2017 associate principals Viki Costa and Rebecca Handzel moved on. Guillermo Lopez transferred over from Oxnard High School and joined the team, while Ray Gonzales from the district office temporarily filled the open vacancy until Angel Silva was hired in January 2018.

In 2012, the former self-study coordinator, Ms. Heidi Resnik, moved to Camarillo High School and was replaced by Mrs. Brianna Davis, who moved to Rancho Campana High School in 2015 and was replaced by Sofia Castanon. In the 2016-2017 school year, Sofia Castanon took a leave of absence and was replaced as self-study coordinator in the fall of 2016 by Mr. Robert Edison, assisted by Kara Hamilton and Allison Holicky.

2. Loss of Revenue/Grants:

During the course of the 2012 – 2013 academic year, Pacifica introduced a new program, Start on Time, aimed at reducing the number of tardies. This program involved daily tardy sweeps by period where students had to report to the quad and receive a pass before being admitted to class. Every member of the administrative team was given a Plasco tracker to electronically record all tardies by student ID number. This tracker and software system allowed instant notifications of how many tardies each student has at that moment. This program was funded in part through the S3 grant (Safe and Supportive Schools) coordinated by a former Pacifica teacher. The Start on Time program resulted in a dramatic reduction in the number of tardies. Part of the program involved student education and consequences for every tardy. Teachers were hired as tardy sweepers and tardy coordinators to encourage all students to arrive in their classroom before the bell rang.

In the 2014-2015 school year, the Safe and Supportive Schools grant funding ended. This grant paid for teachers to assist in the Tardy Sweep program, as well as the equipment and software (PlascoTrac) to run the program. When the S3 grant ended, the school site was unable to continue paying for the Plasco system. Administration utilized new updates of the student information system Synergy to continue the program. Tardy Sweeps were then primarily conducted by our campus supervisors, with a paid position of a Tardy Coordinator to tabulate tardy information generated each week. Tardy Sweeps continued showing good results, especially in periods 2-6. In 2016-2017, however, administration, with some staff input, elected to eliminate daily tardy sweeps in favor of random ones announced in the final minutes of breaks or passing periods.

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.

The English department faced changes with the elimination of the CAHSEE. Senior team-taught English had one class in the fall of 2016, after the department campaigned to separate juniors and seniors. There has also been some shifting in what is offered due to student need: in the 2017-2018 school year, there were no Modern Literature or Shakespeare elective courses offered. Instead, the 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.

The Math department has seen significant scheduling changes due to both student need and Common Core. In the fall of 2014 Algebra I, II, and Geometry courses have been changed to Math 1, 2, and 3 in order to better align with the Common Core State Standards in math. 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 continued to incorporate blended learning strategies in its courses. Visual Arts courses have also increased the use of technology in order to disseminate information, resources, and 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 become the Academy of Business (AoB). The mission of the Academy of Business is to provide a pathway to success that is grounded in business, entrepreneurship, and innovative thinking; dedicated to providing 21st Century skills in order to increase college and career readiness; and rooted in building relationships that foster collaboration and collegiality among peers. 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 mission statement of the CODE academy is to align community resources, local businesses, and local colleges to develop and integrate a career-technical education pathway for students interested in pursuing the field of Computer Science. 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. The ESEA seeks to expand knowledge of the physical, chemical, biological and human components of the Earth system through work-based learning or hands-on training, outdoor experiences and service to the community. 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 cohorted 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 at 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.

IV. Reflection, Analysis on Progress, Supporting Evidence, and Impact on Student Learning for Action Plan Sections or Goals:

Critical Area 2 is addressed in 2011 **Action Plan goal #1** – Pacifica High School students will demonstrate improved academic achievement with an emphasis on Algebra 1 and writing across the curriculum. **Action Plan goal #1** in 2014 was changed to the following: Pacifica High School will deepen and refine the implementation of research-based instructional strategies in a rigorous curriculum to improve the academic achievement of all students. This goal was selected by the staff in order to address the shift to Common Core and better prepare students for college and/or career. The goal of the Common Core State Standards is to produce students who are college, career, and life ready by demonstrating independence, content knowledge, and the ability to think critically. The content standards for literacy require a focus on a variety of texts that vary in complexity. The content standards for mathematics focus on defining what students should understand and be able to do in their study of mathematics by stressing conceptual understanding of key ideas.

Critical Area 3 is addressed in 2011 **Action Plan goal #2** – Pacifica High School will improve students engagement and achievement by collaborating to identify and implement various strategies including the refinement of assessment practices. **Action Plan goal #2** in 2014 was modified to the following: Pacifica High School will increase their understanding of and continuously refine assessment practices including the systematic use of common formative assessments, collaborate to analyze results, and implement appropriate strategies to improve student engagement and achievement. In order for students to be successful in the 21st Century, they must be close to, if not, academically proficient. Therefore, Pacifica must continuously research, identify, and implement instructional strategies and assessment practices to improve student engagement and achievement as well as monitor and analyze results. In doing this, Pacifica ensures universal access to postsecondary options, including college, career, and life.

Critical Area 1 is directly addressed in 2011 **Action Plan goal #3** – Pacifica High School faculty, staff, students, and parents will develop, increase, and improve communication to facilitate student success. Improved communication will provide a consistent structure of learning for all students and will strengthen the alignment of classes within all departments. Improved communication will also guarantee that all students, parents, and staff are aware of the resources and opportunities available to help students achieve academic success at PHS and beyond high school.

Critical Area 1

Critical Area 1 is continued area of growth. With the addition of the TIDE spotlight recognitions in 2012, teachers and staff are able to celebrate those students who are making a difference. The TIDE club gives teachers and staff the monthly opportunity to nominate a student who is making a difference, improving behavior, or consistently helpful. The spotlight provides the student with a small token of appreciation and a card to remember why they were selected.

Teachers are using technology to reach out and connect with parents and students about educational opportunities. There has been progress made in the number of parents involved in PTSA and athletic booster clubs since 2012, along with improved school-to-home communication, and increased availability and access to technology. Parents and students have access to grades and attendance through ParentVUE and StudentVUE offered through the student information system, Synergy, which the district adopted in 2012. An increasing number of teachers are also reaching out to parents digitally through other means, such as Remind or Google Classroom.

In the spring of 2013, Pacifica changed the format of Open House to allow for parent teacher conferences. This change allowed teachers to talk directly to parents about their students' progress. Each teacher meets in the gym by department with a chance to discuss student performance with parents right after the first semester and provide an opportunity to discuss goals for the second semester. The Open House also includes a ParentVUE station, where AP Salehi gets parents signed up on the program. ParentVUE gives teachers access to their child's grades, attendance, and provides an easy way to contact teachers. The Open House date was moved back to Quarter 3, March 15th 2018, to allow teachers additional time to access their students' progress toward their learning goals and academic standards, collect assessment data, and collected graded work samples. The goal is to ensure a more informed data-based discussion between parents and teachers regarding their students overall academic and social-emotional progress in their classes.

For the first time in school history, Pacifica hosted a Taking Care of Business Week in the summer of 2013 prior to the beginning of the year as a way to encourage students to get connected, check their schedule, and talk to a counselor. Taking Care of Business has now become an annual event with a day dedicated to each grade level.

Registration begins with an orientation in the students' English classes. The process is reviewed with students and each student receives a copy of his or her current transcript. An instructional video is also showed on Triton Talk to deepen understanding of the process. During registration week, students obtain core class recommendations (English, Math, Science, and Social Studies) from their current teachers. Teachers

review transcripts and current academic progress, then recommend placement for the following year. Students also obtain barcode stickers for continuing electives and sports. Students seeking to begin a new elective obtain barcode stickers from that elective teacher, or they write in the course name and number on their registration form. An elective fair is held during lunch and after school during registration week to better familiarize students with their options. Students spend this week exploring course offerings, academies, and AVID, as well as asking teachers questions regarding various programs available.

Students then participate in individual registration conferences, where counselors review and finalize the following year's course requests, check progress toward graduation requirements and credits, review Career and Technical Education pathways, PSAT results, and A-G requirements. If applicable, summer school, ROP courses, academies, and AVID are reviewed. Student transcript is attached to the grade level-specific Academic Review form and College and Career Readiness Plan (CCRP) form. Students write their course selections for next year, or review the pre-populated Academic Review form, as well as complete their graduation checklist/four-year plan. Students leave the conference with their transcript, Academic Review form, CCRP, PSAT report, and University of California Transcript Evaluation Service (TES), which is an A-G progress report.

Access to technology and the ability to effectively use it also presents a challenge to participation and involvement. Teachers have email addresses and phone numbers to make available to students and parents, and when there is a language barrier issue, a staff member is available to assist. The district recently created standards for allowing students to bring their own device (BYOD) however, at this time, it is an individual decision on implementation. There have been several different tech coaches at Pacifica over the past few years, but 2017 marks the first year that the district is paying three teachers to act as Web Masters. These teachers will control the style, content, and information for our school website, a much-needed support for increasing communication to all stakeholders.

The district adoption of Synergy, ParentVUE and StudentVUE in 2012 replaced I-Parent as a means of communication between students, parents, and teachers. Previously with I-Parent, the communication originated only with the teacher, but now with ParentVUE and StudentVUE, parents and students can easily email teachers directly from the student's gradebook report and see class postings the teacher makes.

Parents and all stakeholders continue to connect with staff and students at Pacifica through PTSA meetings held once a month. Parents and stakeholders additionally serve as contributing members of our ELAC and SSC, providing valuable input. Parents also have a big presence as far as athletics go by running the Booster Club and meeting on a

regular basis to discuss fundraisers and athletics procedures. Principal Lawrence is focusing on increasing positive parent presence on campus with “Donuts with the Principal,” where parents are invited to come in and informally chat with the administration, voicing concerns and asking questions. Counselors have also invited parents to celebrate English Learner reclassification.

Triton Talk continues to be a strong means of communication during all second period classes; all teachers are expected to show the broadcast during 2nd period. Many clubs, programs, and staff use Triton Talk as a main mode of communication for announcements and recruitments. While there are fun, culture-building elements to the program, the major focus remains on dissemination of information: Career Center Tech Rosa Castellanos is often featured announcing new scholarship opportunities; club advisors announce club meeting dates and actively recruit new members; testing information, field trip dates, and deadlines for many different entities are dispersed on a regular basis; Biology teacher Jason Daw shares nutrition, mental health, and exercise knowledge on his “Health Tip Tuesday” segment; and many elective teachers use the program to advertise open spots in their sections at the beginning of each semester.

The Counseling department continues to increase communication to students, parents, and staff alike. Beginning in fall of 2016, counselors began appearing weekly on Triton Talk in their very own segment, “Counselor’s Corner,” where they share information such as A-G requirements. Counselors also appointed a Media Relations director, Mr. David Ramos, to create and manage the Twitter account @PHS_Counselors, where students are given reminders and updates to all things related to academic counseling.

Counselors also meet with all students on a yearly basis to review their four-year plan. The four-year plan consists of an Academic Review, in which counselors and students can keep track of credits completed towards graduation; all high school testing results, including computer literacy; post-high school plans; and additional courses such as ROP, APEX/Cyber High, and summer school. This Academic Review also catalogs A-G requirements and provides students with resources on financial aid; testing, such as SAT and ACT; and college options, including the California State University system as well as local colleges, such as Oxnard College.

Counselors visit students of all grade levels during class time and provide tasks on Naviance for students to complete; some tasks include resume-building, college searches, scholarship searches, and career searches. Naviance is a digital college and career preparation site that helps schools align student strengths and interests to post-secondary goals. Each year students continue to build their profile, culminating in college applications their senior year. The counseling team also meets with students who are not performing academically, beginning freshman year. The Freshman Blitz focuses on freshmen who are currently earning any Ds or Fs in the first semester and seeks to

make them aware of how such grades can jeopardize graduation and college admission. In the 2016-2017 school year the counselors introduced the Sophomore Surge, which targets sophomores who are not on the graduation pathway and further reinforces the risks to which their poor academic performance was leading them. Finally, counselors have a Senior evaluation process, started the fall of 2017, which examines the senior transcripts through a critical lens in the beginning of the year to catch any oversights in order to ensure that all Tritons graduate.

In addition to academic communications, seniors are also given an “Expectations & Consequences” Contract at the beginning of their second semester. This contract outlines expectations such as attendance, avoiding drugs/alcohol, and following rules. Consequences for not adhering to expectations include loss of prom, Grad Nite, and/or Graduation. Parents and students must sign the form. This contract serves as an additional support to ensure that Tritons remain on the path to graduation.

Counselors communicate not only with students in academic danger, but those who are meeting college and career goals as well. In October 2017, counselors celebrated over 650 10th and 11th grade students who were meeting A-G requirements; there, counselors taught students how to read their TES report and students were provided ice cream and a T-shirt. Approximately 325 10th and 11th graders who were close to meeting A-G requirements, but fell just short, met with counselors individually, where counselors developed a plan to help get the student back on the A-G pathway.

Additionally, the counselors have really strengthened communication home to parents and have increased relationships with the community. Beginning in the fall of 2017, counselors hosted an event called “Parent’s Guide to College and Career Readiness,” which focused on helping prepare parents for what to expect when their child is applying for college and financial aid. Counselors also hosted “TIDE to College Success,” where they met with parents to provide options for helping their student get back on the A-G pathway. The counseling department strengthened Pacifica’s partnership with Oxnard College, offering an American Sign Language class that counts as dual enrollment, meaning Tritons receive both high school and college credit for the course. In turn, Oxnard College reps provide weekly workshops on Financial Aid and help facilitate matriculation the local community college. Pacifica has also partnered with the University of California office of the President, who is now providing Transcript Evaluation Services (TES) for all students grade 9-12. The UC system provides a detailed evaluation and report of student A-G status.

The PTSA and Principal Lawrence co-hosted a “College Within Reach” presentation in October 2017, where counselors from Pacifica, Oxnard College, and the California State University system discussed what is currently being done by all entities to ensure that all students graduate A-G certified and are college-ready. The night also highlighted

applying for financial aid and tips to ensure students get into the right college program of their choice.

In the 2017- 2018 school year, Pacifica High School and a neighboring high school were chosen to pilot a program called TrustEd Aid. TrustEd Aid is a financial aid program that backwards maps what universities and colleges high school students can afford. Students discuss financials with parents/guardians, then enter personal and academic information about themselves and receive a report detailing how much financial aid each school will award them. All seniors participated in the TrustEd Aid pilot in the fall of 2017, with juniors, sophomores, and freshmen planned for later in the school year.

In the 2017-2018 school year, Pacifica began piloting the Zing app for cell phones. Zing is a one-stop shop for communication from Pacifica to all major stakeholders. Zing contains all sorts of important information, such as site-based weekly updates, contact information for teachers, school calendar, access to StudentVUE and ParentVUE, attendance forms and hotline contact information, as well as an athletics portal with all forms.

Stakeholders met in focus and homegroups to discuss the goal objectives for Critical Area #1, which are comprised of the following: As communication at Pacifica High School continues to improve, an increase in student and parent participation in all sub-groups will occur. Staff, student, and parent surveys will be conducted annually.

The specific activities of Critical Area #1 include the following: to increase PTSA participation by all stakeholders; to improve home-to-school communication; to develop and implement more intradepartmental communication and collaboration; to increase technology support to all staff and faculty; to stress the use of Triton Talk as an effective communication tool; to strengthen communication between staff and administration; and to create an effective two-way communication climate between parents and teachers.

The action plan growth targets for increasing communication have been met and Pacifica will continue to investigate and implement methods for improving school-to-home communication, along with communication with all stakeholders.

Although PTSA has experienced a decrease in numbers, there are growing opportunities for parents to be involved on campus and with their child's education. Home-to-school communication has improved due to a rise in technology both globally (social media, increased wi-fi- access, etc.) and on-site (more access to technological devices, more use of social media platforms, use of Synergy for StudentVUE and ParentVUE, and learning management systems being used to communicate). Moving Open House to later in the spring, implementing Taking Care of Business Week, and inviting parents to participate

in more conferences and special events with the principal are just a few of the changes Pacifica has made to increase communication with parents.

Attendance rates have slowly increased due to a movement to provide remediation and counseling before citations. All-calls home keep parents informed on a daily basis regarding their child's attendance. All-calls also go out, in both English and Spanish, to invite parents to participate in events on campus (such as ELAC or SSC meetings) or to take surveys (such as the PHS School Improvement Survey). Data shows that these communications, however, have not yet provided us the level of parental involvement we would like on campus. Further investigation is needed to identify ways of increasing parent voice through surveys and parent participation through groups like PTSA, ELAC, and SSC, as well as increasing parent communication with teachers regarding student grades.

The D and F rate remains high despite increased communication with both students and parents. Although students and parents have ready access to grades through StudentVUE and ParentVUE, data indicates more exploration of the issue. Counselors have implemented many new methods of communication, including weekly appearances on Triton Talk promoting colleges and dispersing pertinent graduation and credit information, visiting classrooms, keeping a 4-year plan/Academic Review for each student, and meeting with individual students during "blitzes" targeted at at-risk students. Still, the D and F rate has stagnated, prompting a need for further investigation.

Increased technology has been a huge part in improving communication on campus. In addition to providing more venues for teacher-student and teacher-parent communication, the rise in devices on campus and the availability of programs like Google Classroom have also promoted more collaboration amongst teachers on campus, another goal of Critical Area 1. Teachers continue to meet within grade level teams, but the access to technology and creation of Tech Coach, Instructional Coach, and Site Content Lead positions has even further opened up communication channels on a very large campus. Positions like these, along with more opportunities for staff to be leaders on campus, have also strengthened staff-to-administration communication.

Critical Area 2

Critical Area 2 has been addressed with the implementation of writing across the curriculum and the transition to Common Core in all departments.

With the transition to Common Core, teachers are using job-alikes and collaboration times to develop and continuously refine best instructional practices/strategies in order to promote student learning of rigorous curriculum at all levels. These strategies include ELL strategies, Marzano strategies, strategic learning strategies, and AVID-like strategies. The adoption of Thursday Collaboration schedule using banked minutes creates an hour-long block of time for teachers to work creatively. During the 2013-2014 academic year, each department was tasked with having students write a summary using the same, agreed-upon graphic organizer as part of the implementation of writing across the curriculum. This same writing activity will be implemented during 2014-2015 to ensure that all students move towards proficiency in writing a summary of any given task, activity, or text-based assignment. There was support provided for any teacher who asked for it.

In terms of small-group professional development, the formation of site PLCs has provided an opportunity for teacher leaders to step up and find areas of interest. These lead teachers were selected for their ability to guide the content areas in the implementation of instructional norms, collaboration, and creating common core aligned curriculum. There is always a need for more professional development selected and led by teachers themselves, but time and finances become the challenge. The focus on rigor continues to be addressed at every meeting, faculty, department, PLC, or collaboration. The staff at Pacifica is committed to providing rigorous instruction in their classrooms; continued professional development, job-alikes, site walk-throughs, and district walk-throughs are used to support teachers in this endeavor. With the 2014 – 2015 school year, Pacifica High School began providing site and district -level professional development with the return of two professional development days. The professional development event begins with some type of whole-staff activity, such as a guest speaker, followed by several different workshops focused on different topics. Teachers get to choose which workshops they attend based on their individual needs. The majority of the workshops are created and offered by teachers. Recent workshops topics include Turn It In (a digital essay website that checks for plagiarism and helps students work with sources and improve grammar), Lesson Study, and HyperDocs. Some years Pacifica hosts their own PD day in order to allow Triton teachers to create their own PD. On that day, Pacifica staff presented different topics including A-G requirements and citing textual evidence, both of which address the action plan goals.

In the fall of 2016, the district provided each school site with an Instructional Coach, who is a site teacher who takes on the additional task of supporting all testing and

instructional strategies to prepare for the tests. In the fall of 2017, the district approved funding for ten site content leaders to help strengthen their department's writing and common core skills. Four English teachers, three Math teachers, one Biology teacher, and two Social Studies teachers were awarded the positions and are hard at working writing and refining common formative assessments (CFAs) and implementing more project-based common core-aligned activities throughout their curriculum.

Beginning in 2012 – 2013, Pacifica High School formally identified the instructional values and norms that shape the school. The values were discussed at faculty meetings, department meetings, PLCs, and leadership team meetings before distribution to all faculty and staff. These values provide a focus for all stakeholders and include communication of expectations and collaboration. The values include school culture, instructional norms, high stakes preparatory practices, and collaboration. The values are included in the appendix and are updated annually.

When the administration started using Digi-Coach in 2013 it allowed teachers to have instant feedback about what was informally observed in the classroom. Teachers were trained with the S3 grant on a behavior management system called CHAMPS. This program deals with behaviors for all classroom activities. That program was replaced by PBIS, or Positive Behavior Interventions and Strategies, in the fall of 2016. PBIS focuses on positive behavior and keeping students in the classroom in order to increase learning. One goal of PBIS is to increase academic achievement by not losing instructional minutes to discipline.

Within the English department, teachers collaborate to deepen and refine the implementation of research-based instructional strategies, promoting a rigorous curriculum to improve students' academic achievements. This includes re-designing and implementing research assignments in grades 9-12, developing common formative assessments, increasing the number of fiction and nonfiction texts read in class, and utilizing online resources such as Shmoop, CommonLit.org, No Red Ink, and NewsELA for additional unit resources. Each grade level has a "lead teacher" that facilitates job-alikes to share best practices and brainstorm new lessons and units. The English department continues to purchase a variety of fictional/informational texts to strengthen curriculum. The English department purchased a variety of informational texts to strengthen the core literature requirement, and continues to collaborate on free resources found online.

In the mathematics department, the creation of a new course sequence titled Integrated Mathematics Course I, II, and III, which follows the international math sequence, restructured the department to align more with common core state standards. This new approach to mathematics introduces students to increasingly complex content involving all mathematical theories as opposed to focusing on one strand at a time. The math

department has focused heavily on collaboration, both within levels and vertically; levels have collaborated on lessons and use the same tests in order to provide consistency amongst teachers. Math has also become avid users of Khan Academy, a free online program that provides digital lessons, videos, and practice for students, giving them common core strategies and instruction while supporting mastery of common core state standards.

Social Studies has worked closely with the English department to increase literacy and use of research-based instructional strategies. The department has incorporated more technological instructional sites such as CommonLit.org, which provides non-fiction articles complete with common core-aligned assessments. The Social Studies department has also increased their use of research and citations, two big components of the common core state standards and the ELA CAASPP testing. The department continues to meet in grade levels to collaborate and learn new instructional strategies, such as Socratic Seminars, to support student learning and increase rigor. In Spring 2016, the department hosted two jobalikes for World Civilization and US History teachers focusing on literacy and English Learners. The teachers met with site English teachers, who reviewed the CAASPP and literacy standards, and Dr. Connie Cervera, the district English Learner specialist, who reviewed ESL strategies.

Science has rewritten course descriptions and attended professional development in order to transition to the NGSS and promote rigorous learning. Science teachers collaborate within their levels, sharing strategies and instructional resources in order to promote critical thinking and problem-solving among students.

The staff of Pacifica has also committed to the concept of “re.” This translates to an opportunity for all students to re-do assignments, re-take tests, and ask for a concept to be re-taught if necessary, giving them more opportunities to access rigorous materials and a greater chance of academic success.

To what extent have the action plan growth targets been met over the past years?

Stakeholders met in focus and homegroups to discuss the goal objectives for Critical Area #2, which are comprised of the following: Pacifica High School students will continue working to meet all current and future AYP targets. With the rise of smarter balanced assessments, there will be new measures and targets. PHS students will continue to improve the school’s AYP as determined by the following standardized tests: SBAC, AP exams, CAHSEE, and CELDT. Site Common Formative Assessments will also be utilized. Additionally, students will demonstrate academic achievement by improving the pass rate on the AP exams. Advancement in all these areas indicates the students’ mastery of standards.

The specific activities of Critical Area #2 include the following: to collaborate, design, implement, and monitor rigorous writing across the curriculum assignments to increase student proficiency in communication through writing; to focus on increasing student proficiency in mathematics by designing rigorous 21st century lessons that meet Common Core State Standards and which are supported through instructional strategies; to continue support and training for teachers and students to foster universal access to rigorous content standards; to develop a student homework assistance program with peer tutoring and teacher support; and to continue to develop lessons and teach rigorous Common Core State Standards and Next Gen Science Standards-based curriculum to all students including low-income, foster youth, ELL, and those targeted intervention classes to meet Safe Harbor requirements.

The action plan growth targets have been met and will continue to be modified to further increase rigor and prepare students for testing.

CAASPP cores show that Pacifica still has some work to do despite making gains. The English department saw a huge jump in CAASPP scores between the first year of administration in 2015 and last year's scores; this can be directly attributed to a systematic implementation of CAASPP Interim Assessment Blocks (IABs) as practice tools, a commitment to collaboration amongst English teachers, and increased use of Common Core instructional strategies in the classroom. Math gains on the CAASPP were not as dramatic, but are promising. The Math department administered scheduled CAASPP IABs for the first time last year and their scores will continue to increase as the department has more training with the system and the format of the test. CAASPP scores in both English and Math for significant subgroups, however, indicate that more intensive instruction for English Learners and Special Education students is needed.

CELDT data indicates that we are doing a sufficient job reclassifying English Learners, as the numbers of our RFEP'd students increases. A-G numbers are also on the rise as is the number of students taking PSAT and SAT, thanks to financial support from the College Readiness Grant and a huge effort to foster a college-going culture on campus.

Walkthrough data shows that Triton teachers are doing a better job at incorporating active learning and depth of knowledge while still teaching the standards.

Collaboration among departments to strengthen instruction and deepen knowledge of common core continues to grow thanks to Instructional Coaches and Site Content Leads. Common Formative Assessments (CFAs) have been the main focus in order to provide data points to be used to inform instruction which, in turn, will help promote consistency, rigor, and student learning.

After School Academic Tutoring (ASAT) began being offered after school in the fall of 2016. This tutoring is assigned to students who are failing classes or missing work.

Students work with a credentialed teacher to make up assignments. Additionally, we continue to offer Supplemental Educational Services tutoring, which is open to all students; this tutoring is offered every day after school and we currently have tutoring in all major subject areas with credentialed teachers. Several sections of Cyber High, which consists of A-G recovery online courses, are offered in order to increase the graduation and A-G completion rates.

Critical Area 3

Critical Area 3 has been focused on assessments and interventions. Two different courses focus on intervention: SOAR (Student Opportunity for Academic Recovery) and OASIS (Options Assistance and Support In School). OASIS first appeared on the master schedule in 2013 and targets freshmen who have a history in middle school of credit deficiency and/or behavior problems. OASIS seeks to improve both their academic performance and their behavioral success at Pacifica. The OASIS class acts as a bridge between middle school and high school for the at-risk freshmen. The course allows the students to focus on fewer classes within their daily schedule and also provides access to a fully credentialed teacher for daily academic tutoring during the class period. SOAR is a credit retrieval course aimed at sophomores who begin the year credit deficient due to choices made freshman year. In this course, students are enrolled in an online learning program (formerly APEX, now Cyber High), which provides remediation and a chance at re-earning lost credits.

Another intervention provided to struggling students is enrollment in OUHSD's The Options Academy. Formerly known as the independent study program Condor, The Options Academy is now a site-based hybrid course of study, with students experiencing both standard classes and online ones, providing them more flexibility in scheduling. These students still come on to Pacifica's campus to meet with the an independent-study instructor and may take up to three courses within PHS's comprehensive master schedule.

Early feedback is raising the discussion about the effectiveness of Cyber High, the online program adopted in the summer of 2017. Due to the low number of students passing courses, the school had decided to offer an alternative online learning program: Edgenuity. Edgenuity offers not only credit retrieval, but also intervention, and the AP and counselor aligned to English Learners plan on training staff as soon as possible to provide English Learners a more scaffolded experience of online learning. The program will be offered after school and is slated to join the master schedule in fall 2018.

A new Alternative Placement Committee (APC) was formed in the Fall of 2017 as an academic tier 3 intervention for students who are struggling social-emotionally, academically, and who have proven they are in need of a smaller learning environment with more targeted interventions, remediations, counseling, and/or supports. District APC is composed of the Director of Ed Services, an Assistant Principal rep from every comprehensive school site including the alternative education sites, and a special education representative. The committee reviews SSTs for all students requesting a change of placement and approves or denies them based on a review of implemented interventions and appropriate referrals. Parents and students are aware of this process and APC dates. This process was developed to monitor the entering and exiting of

students at each site in supporting academic success and ensuring all resources/interventions are exhausted prior to alternative placement. The Coordination of Services Team (COS) at Pacifica High School is composed of Outside Counseling Agency Representatives seeing our students, School Psychologist, School Nurse, Attendance Advisor, School Resource Officer, Counselors, and Assistant Principals. SSTs submitted to the APC are reviewed collaboratively at the COS meeting pending the scheduled APC date. Team offers recommendations for additional implementation of interventions and/or resources. Parents and students are also invited to provide feedback and be part of the discussion.

The English Language Review Team (ELRT) is a group of educators who meet and discuss the needs of English Learners, including intervention. The team meets once a quarter and more frequently during the reclassification and CELDT testing processes. The ELRT follows the district's EL Master Plan and develops specific plans of action to address individual needs of specific English Learners, as well as ELs as a group. English Learners are placed in cohorted language support courses their first two years at Pacifica and are reclassified based on language ability and teacher feedback. These courses are almost all college preparatory (A-G) and provide the same rigor as English-only courses.

English Learners at Pacifica are provided with academic tutoring with a Spanish teacher after school Monday through Thursday for 90 minutes. The focus is on English and Spanish, as most attendees are native Spanish speakers. Students are also provided access to Cyber High courses, some of which are offered in Spanish. English Learners receive additional supports such as access to conferences focused on college preparation (such as our district's "I'm Going to College" conference). English Learners and Foster students enrolled in summer school at Pacifica are eligible to enroll in Categorical Programs summer school, which provides remediation and enrichment as well as field trips to four-year universities.

The concept of "re" has allowed teachers and students to fully master a concept before moving on. Re allows students to redo assignments, retake assessments, and for teachers to reteach a concept. Additionally, Pacifica has always offered tutoring and other core subject intervention classes after school as well as extended library hours. This has allowed students to seek assistance from teachers and peer tutors. During the 2014-2105 school year, A-G rescue tutoring classes was offered weekly in the four core subjects as well as Saturday AP seminars to provide assistance for students to meet the A-G requirements and to receive a passing score of 3 or better on the AP exams in May. AP teachers formed a committee and collaborate to provide intervention strategies to struggling students, with many AP teachers holding study sessions on Saturdays and providing enrichment material online via Twitter and YouTube.

With the Common Core, the district and school are in the process of revising benchmarks and implementing the Smarter Balanced Assessments. The use of data to drive instruction continues; however with the loss of CSTs, every department must turn to their departmental and individual assessments to determine areas of strength and areas of need. As Pacifica continues to focus on writing across the curriculum, there will be a continued need to develop and articulate the expectations of each writing piece and how to determine movement toward proficiency. Further, with the implementation of Common Core State Standards, each department is aware of the need to create common assessments and aligned grading practices. This is an area of focus for the next three years and beyond. The staff at Pacifica High School has embraced the Common Core State Standards with some trepidation, which is natural, but with an applaudable readiness to take on the hard work of adjusting, modifying, and completely overhauling curriculum where necessary to meet the needs of all students.

Pacifica led the district in embracing the use of CAASPP's Interim Assessment Blocks (IABs). In the fall of 2015, the English department created an IAB schedule in order to give students valuable practice time on the CAASPP system, but also to produce results that they could analyze to inform instruction. The junior English team met on a regular basis that academic year, and decided, based on scores, to focus on writing and research strategies, such as citing textual evidence, for the following year. In the 2016-2017 school year, the English teachers began to slowly move towards replacing the old common formative assessments (CFAs) with the IABs that aligned with the same common core skills. That spring the math department created their own IAB schedule as well. Both departments saw their CAASPP scores rise, now topping the public schools in the city of Oxnard. In the fall of 2017, the district followed Pacifica's lead, choosing one IAB per quarter that teachers are asked to administer at each grade level for both content areas. Grade level teachers will meet after each IAB to analyze data and to plan instruction based on the performance of various sub-groups.

The majority of English PD has occurred at the site through grade level job-alikes and lesson study. The job-alikes are most often focused on reviewing standards, creating lessons and assessments, and analyzing data. The sophomore English team immersed themselves in the concept of lesson study in the 2015-2016 school year. The team collaborated on a single lesson and took turns watching each other teach the lesson, meeting to modify after each viewing based on observation and student success. Lesson study strengthens teacher collaboration, student engagement, and the reflection process. English teachers at Pacifica have attended CATE (California Association of Teachers), ERWC trainings (Expository Reading and Writing Course), and myriad Common Core-based PDs.

The OUHSD supported district-wide collaboration and professional development for new Math curriculum, giving teachers an opportunity to develop lessons and

assessments with teachers at sister schools in the district. Math teachers continue to collaborate on curriculum such as College Preparatory Mathematics (CPM), the use of graphic calculators, problem-based learning strategies, and common assessments. In the summer of 2015, CPM sent curriculum trainers to the OUHSD for three weeks to help train teachers in their curriculum and strategies. Each Math level received a one-week training. Throughout the 2015-2016 school year, CPM came four more times, giving each Math level a day to look ahead to the next chapters, reviewing 2-3 chapters at a time. Pacifica math teachers held a two-day training in August of 2015 to help teachers who were not able to go in June to the CPM training or those who were hired in the summer. The Math department also created team leaders in the 2014-2015 school year. There have been scheduled collaboration days every month where teachers create common assessments as well as support each other through lessons and strategies. The level leaders facilitate meetings by organizing all the copying of handouts and manipulative set-ups.

To what extent have the action plan growth targets been met over the past years?

Stakeholders met in focus and homegroups to discuss the goal objectives for Critical Area #3, which are comprised of the following: Proficiency will be measured by state and federally mandated standardized tests: SBAC, CAPA, CMA, CAHSEE, CELDT, and AP, as well as through other means of assessment including, but not limited to, district wide assessments, common formative and summative assessments, and other means of checking for understanding, including project-based learning. Proficiency will also be measured by the number of students meeting the UC A-G admission requirements and GPA increases.

The specific activities of Critical Area #3 include the following: to target students in need of intervention; to continue to embed research-based study skills into academic content across the curriculum; to improve student engagement and achievement through a willingness to review, revise, and refine personal and departmental assessment practices as well as increase communication of student progress; and to devise and implement what the concept of “re” means for each academic department and individual teacher to raise student achievement.

The action plan growth targets have been sufficiently met, yet data indicates there is room for additional growth. Pacifica has been huge gains in the area of assessment, with an increase in Common Formative Assessments (CFAs) in departments and the implementation of CAASPP Interim Assessment IABs. Staff continue to implement the newest formative and summative assessment methods in their classrooms and there is a growing focus on project-based learning in the wake of common core.

Targeting students in need of intervention is a strong point for Pacifica, as our staff has been hard at work. From classes like OASIS and SOAR to online tutorial courses for A-G recovery like Cyber High to the concept of “re” (allowing students to redo, retake, and retest) to the “blitz” interventions performed by counselors to SSTs, Pacifica offers a wide variety of interventions to target at-risk students. Academic tutoring, department collaborations, and analysis of assessment data also provide interventions for struggling students.

Communication of actual progress also continues to grow through increased access to and use of technology in the classroom. All teachers use Synergy, so students and parents have ready access to grades and missing work through StudentVUE and ParentVUE. A number of teachers use the Remind app to send students daily homework or testing reminders. The majority of teachers on campus, however, are using a learning management system to communicate. Both Google Classroom and Canvas have made teacher-to-student communication much stronger, as both platforms have an app that is easily accessible on cell phones. Parents also have the ability to communicate through both platforms.

Data indicates that for struggling students these interventions may need to be modified and strengthened. Our D and F rate is still higher than we would like and we are in the process of investigating root causes of it. Although the D and F rate has not decreased, another group of students at Pacifica is benefiting from the increased use of communication. Our graduates who meet A-G requirements has grown, albeit slightly. This can be attributed in part to a major increase in A-G eligible courses that were recently rewritten, more communication regarding A-G and college and career readiness on Triton Talk, and an improvement in college-going culture on campus.

The AVID program has also helped promote a college-going culture and has supported the use of research-based instructional practices in all classrooms. Instructional Coaches and Site Content Leads have also been hard at work focusing on common core-aligned assessments and lessons to better prepare our students for a college and career ready future.

V. Critical Areas for Follow-up not currently in the action plan:

All three critical areas for follow-up have been addressed in the current action plan. All three areas have evidence to support that they are being addressed by the staff in many ways.

Chapter II

Student/Community Profile and Supporting Data & Findings



PACIFICA HIGH SCHOOL



CHAPTER 2

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.

Overseeing the decision making and operations are a superintendent and three assistant superintendents under the auspices of a five member school board. OUHSD staff serve a student enrollment for the 2017-18 school year, of almost 17,000. Because several of the comprehensive high schools contain enrollments well over the size for which the schools were originally constructed, the school board is actively planning for a new high school to alleviate some of this overcrowding. However, during the 2017-18 school year, some students from the independent study school were distributed to their local high schools; at Pacifica, this resulted in committing a classroom to these students, which added to room-sharing and travelling issues for staff members.

Pacifica High School

Pacifica High School opened its doors in 2001. Over the last ten years, the student population has continued to grow. The school currently enrolls approximately 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 were previously lemon orchards.

Although Pacifica High School's attendance area is the smallest in the district, our 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 our 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 intradistrict 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 -3- PHS Total Enrollment by Gender

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- 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

Over the past five years enrollment has fluctuated slightly, but it dropped more in 2016-17 than in any other recent year. 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 -5- Enrollment by Grade Level

Grade Level	2012-13	2013-14	2014-15	2015-16	2016-17
Freshmen	871	852	901	883	805
Sophomores	857	844	862	876	842
Juniors	788	830	799	798	829
Seniors	812	723	784	749	710
Seniors	812	723	784	749	710

The overall drop in enrollment is an almost 13% decrease in the total number of seniors over the past five years, and an 11% fall in freshman numbers in the past three years. Sophomore numbers similarly trended downwards, while juniors show a slight increase.

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

Table -7- Free and Reduced Lunch

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

The number of students in special programs has been trending upward among FEP, RFEP, Special Education, and Low Socioeconomic students while trending down in English Learners and remaining relatively stable in Free and Reduced Lunch. The reduction in English Learners can be attributed to a growing number of students who are reclassified, which is why the number of RFEP students has increased. This corresponded to the change in requirements for reclassification once the CAHSEE was eliminated. With the implementation of the ELPAC this year, it is likely we may not see a trend until the test has been used for several years. A change in the definition of who would be included in the designation socio-economically disadvantaged caused the large increase in that category for the 2016-17 school year. Since serious tracking of Foster Youth and Homeless have begun, numbers have also increased.

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 available

Table -9- Faculty Ethnicity and Experience

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Total	131	136	133	126	128
Male	0.51	0.5	0.52	0.53	0.53
Female	0.49	0.5	0.48	0.47	0.47
Ethnicity					
American Indian or Alaska Native	0%	0%	0%	0%	0%
Asian	0%	1%	0%	1%	2%
African American	3%	2%	2%	2%	3%
Filipino	1%	2%	1%	0%	1%
Hispanic/Latino	1%	2%	4%	27%	28%
White	95%	93%	93%	69%	66%
Average Years Teaching Experience					
District	12	11	10	11	11
School	10	9	9	11	11
1st Years	9	21	27	12	11
2nd Years	4	7	5	7	12

The 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.

Table -10- Teaching Load Distribution

Subject	2015-16				2014-15				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.4	22	34	71	31	22	34	70	30	21	34	73
Math	32.1	9	25	62	34	7	18	67	31	12	32	57
Science	33.5	16	18	60	29	17	18	60	30	15	19	61
Social Science	33.3	19	24	62	30	18	24	62	29	20	25	63

Table -11- Support Staff 2015-16/2016-17

Type	2015-16	2016-17	Type	2015-16	2016-17
Academic Counselors	8	8	Health Clerk	1	1
Attendance	4	4	IT Technician	1	1
Adaptive PE	1	1	Librarian	1	1
Cafeteria	17	17	Library Media Tech/Texts	1	1
Campus Security	10	10	Nurse	1	1
Career Center Tech	1	1	Records	2	2
Clerical	4	4	Resource Officer	1	1
Custodial/ Maintenance	13	13	Special Programs Counselor	1	1
Group Counselor	1	1	Speech Therapist	1	1
Psychologist	2	2	Speech Therapist	1	1
ASB Bookkeeper	1	1	TOTAL	73	73

Table -12- Number of Instructional Days & Staff Development Days

Group	2012-13	2013-14	2014-15	2015-16	2016-17
Staff Development	0	0	0	2	2
Instructional Days	175	175	175	180	180

Table -13- PHS Physical Plant

Description	Quantity	Description	Quantity
Permanent Classrooms	80	Library	1
Portable Classrooms	16	Art Classrooms	2
Restrooms (Sets)	5	Band Room	1
Cafeteria	1	Career Center	1
Auditorium	1	Computer Labs	7
Gymnasium	1	Dance Room	1
Locker Rooms	2	Drama Room	1
Office	1	Lab Science Rooms	9
One-Story Classroom Buildings	2	Portable Computer Labs	35
Sports Stadium	1	Sewing Machine Lab	1
Swimming Pool	0	State of the Arts Culinary Arts Kitchen	1
Two-Story Classroom Buildings	2	Video Production Room	1
Weight Room	1	Teacher Work Center	6
Chem Storage Facilities	2	Weight Room	1
Performing Arts Center	1	Weight Room	1

As one of the newer schools in the district, Pacifica has many facilities that older schools lack, specifically the Performing Arts Center, the Culinary Arts Kitchen and the Video Production Room. Ironically, although Pacifica's themes are nautical, we do not have our own swimming pool; as a result, swimming and water polo teams are relegated to pre-dawn practices at Oxnard High School, returning to Pacifica in time for period 2.

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.

Certificated Evaluation

The Oxnard Union High School District has established an evaluation system, which requires that teacher performance is observed and evaluated in a systematic approach. All temporary and probationary teachers are observed at least three (3) times and formally evaluated annually. In addition they participate in (BTSA). Tenured teachers are evaluated on a two-year cycle. All permanent teachers participate in the Teacher Assessment and Support Program (TASP) with a three-year cycle between evaluations. TASP is a dynamic process, based on ongoing inquiry, data gathering, reflection, and professional collegial interaction to promote professional growth and development. Teachers have the option of working with their aligned assistant principal, to partner with a colleague, or to complete a rigorous portfolio with a focus on improving instructional practice, assessment methodology, to maintain and exceed professional standards, and promote ongoing and significant professional growth within all seven professional teaching standards. Teachers who choose to work with their aligned assistant principal or the portfolio option are given one year in between cycles. Teachers who choose to work with a colleague are rewarded with an additional year between cycles.

Vision and Goals

OUHSD Vision

Powerful futures; high expectations

In order to advance this vision, the district emphasizes the need for our students to graduate career or college ready (or ideally, both). As a result, all course descriptions present not only academic content, but also contain career readiness skills. Furthermore, in an effort to promote college as an option to every student in the district, for the past two years the district has paid for every freshman, sophomore and junior to take the PSAT on campus during school hours, and in the spring of 2018, the district will pay for all juniors to take the SAT during school hours. While not every student may end up going to college, at least they will have had the opportunity to take tests that will enable them to have some idea of how close to that level their skills are.

Principal's Vision

#expectexcellence and #wintheday

#expectexcellence means we will provide leadership to EVERY student in an environment of high expectations where we cultivate the innate skills/talents of EVERY Triton in an effort to ensure powerful futures for EVERY Triton (A-G completion rates, graduation rates, D/F rates, CAASPP, suspension / expulsion, attendance, college apps, FAFSA, AP rates).

#wintheday means our work will be done in an environment that focuses on small, simple, daily victories that create an environment of positivity where EVERY Triton believes they are special and an integral part of one united force.

When Ted Lawrence became principal of Pacifica High School, he immediately coined these hashtags representing his vision, linking them to that of the district, and continues promoting them at every possible opportunity.

Mission Statement

To ensure every person has equitable access to develop academically, socially, and physically by fostering high expectations and success in academics, arts, and athletics in a structured, positive environment.

Student Learner Outcomes (SLOs, or in keeping with Pacifica's nautical themes, The TIDE of Success):

Tritons: Involved & Driven to Excellence

By graduation, Tritons will be:

1. Prepared for a future as responsible, healthy, involved citizens
2. Problem solvers and academic achievers
3. Effective communicators in diverse and global communities

PHS Goals

1. Increase student achievement through rigor, equity, access, PLC's, and engagement in an effort to increase A-G completion rates and ensure powerful futures for EVERY student.
2. Close the achievement gap in an effort to ensure college and career readiness for EVERY student, increase the PHS graduation rate, and reduce the PHS dropout rate so that EVERY student has the opportunity, if they choose, to attend a two or four-year college.
3. Create, maintain and ensure a safe, positive learning environment where attendance improves and student discipline (suspensions/expulsions) is reduced. PBIS and all that it entails becomes the norm in common areas and classrooms.

Instructional Philosophy

“It does not matter which teacher your student has at our school, all students in every class will learn a guaranteed curriculum at high levels.”

“If your student needs extra time and support to learn at high levels, we guarantee he or she will receive it.”

To support these philosophical goals, each department has identified critical "must knows" for their courses to ensure as much consistency as possible while maintaining individual approaches and creativity among its teachers.

Positive Behavior Interventions and Strategies (PBIS)

PBIS utilizes “a set of strategies or procedures designed to improve behavioral success by employing non-punitive, proactive, systematic techniques” (“Safe and Civil Schools: A Discussion). At Pacifica, the intent is for staff to come to a consensus on its approach to behavioral issues outside the classroom so that students receive a common understanding of how they are expected to behave in the hallways, the quad, and other non-classroom situations. (Within classrooms many teachers use CHAMPS or similar models to spell out specific classroom expectations.)

The PBIS team of teachers received training during the summer of 2016. Over the course of the next twelve months the team solicited input from staff members for one-line slogans, supervision during passing periods, lunch and nutrition, and later in the year to identify the top ten issues PBIS could address. The team created posters for the slogans and distributed them to all teachers to post in their classroom, for ASB students to post in the administration building, reviewed the posters and other relevant topics every Thursday on Triton Talk, created signs for the boys bathroom (“#Flush”) in response to vandalism and poor hygiene, and encouraged teachers make a friendly presence in the hallways as well as to share personal strategies that worked for them. The one-liners are simple rules and procedures meant to make Pacifica a more positive, and efficient, place to learn. One-liners include “Walk and Talk” (so students arrive to class on time and don’t hold anyone else up); “Out of Sight, Out of Mind” (referring to ear buds/earphones in class so that students stay focused on instruction/learning); and “Keep It Classy” (referring to replacing inappropriate language on campus with more appropriate academic language).

In addition, the team addressed dress code issues and sent the new PHS Dress Code home in the summer mailers that go to all students. Over the course of the next year, the team will collect and analyze data regarding discipline and attendance. Initial information suggests that the suspension rate and recommendations for expulsion decreased significantly in this first year of our implementation of PBIS.

In order to continue that trend, the PBIS committee developed the following set of guidelines for teachers to use when evaluating the severity of classroom infractions so appropriate action can be taken:

- Level 1: Mild Infractions – Minor infractions that can be corrected at the time they occur. Do not require documentation. Corrected by an adult in the setting where the infraction occurred.

- **Level 2: Moderate Infractions** – Moderate infractions that don't require immediate administrative involvement, but do require documentation. Student stays in the educational setting, but a referral is sent to the office.
- **Level 3: Severe Infractions** – Severe infractions that require immediate administrative involvement and written documentation. These behaviors are illegal or so severe that the student's presence poses a threat to the physical safety of the room or to adult authority.

While PBIS does address behavioral issues, it also does a lot on campus to promote positivity. Staff has been encouraged to reach out to parents/guardians more often to heap praise on improving students. Post cards were placed in the staff mailbox room for teachers to inform parents about good behavior. In the fall of 2017, in response to news items regarding students throughout the nation feelings disenfranchised in their education, Principal Lawrence and the PBIS team presented every student and staff member with a Triton green bracelet reading "Tritons: We Are One" so that students had a physical reminder of their importance on our campus.

School Parent Facilitator

The School Site Parent Facilitator provides central coordination of parent involvement components of the school by planning, promoting and coordinating all parent workshops and events, which include:

- Parent Project Workshops sponsored by our district and school offer a 10 week series of classes which give parent tools to change children's undesirable behaviors. 25 parents completed the course in 2016-17. Parents also have the option of continuing with classes so they can provide a support group for parents to discuss troubles faced at school and at home.
- Incoming Ninth Graders' Parent Meeting where parents learn about our school's academics, athletics, arts and traditions.
- Padres Promotores Workshops from El Centrito, a community parent organization in Oxnard where parents educate other parents about important information regarding education so they can help motivate and encourage their children towards a college education.
- Mental Health First Aid Class from OUHSD that is free and designated to provide a better understanding of mental health issues including helping those developing a mental health problem or those who may be at risk of suicide or harm.
- A Family Health and Wellness Fair, a free event with local community vendors, free health screenings and social services resources including youth and family counseling and health insurance services.
- Family Conferences, including College: Making it Happen Family Conference @CSUCI, an opportunity to visit that local college and attend workshops including how to prepare for a four-year college, obtaining financial aid, and career guidance.
- Leadership Training for Single Plan for student Achievement to review the SPSA. Seven parents attended in 2016-17.
- Migrant/ELAC Program Parent Meetings for parents to learn about Pacifica. Parent contact is attempted through visits to ELD classrooms, flyers, posting meeting dates at the front of the school, and through Blackboard Connect all-calls to students' homes.

Accreditation History

Pacifica High School received an interim accreditation in May 2002, and then full accreditation through January 31, 2006. The WASC team who visited in the fall of 2005 gave PHS a six-year term with a one-day revisit. PHS obtained another six-year term with a one day revisit after its fall 2011 visit. That visit resulted in the following recommendations:

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. (This is addressed in Action Plan goal #3 – Faculty, staff, students, and parents of Pacifica High will develop, increase, and improve communication to facilitate student success.)
2. The staff should deepen and refine consistent implementation of targeted instructional strategies to promote student learning of rigorous curriculum at all levels. (This is addressed in Action Plan goal #1 – Pacifica High School students will demonstrate improved academic achievement with an emphasis on Algebra 1 and writing across the curriculum.)
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. (This is addressed in Action Plan goal #2 – Pacifica High School will improve student engagement and achievement by collaborating to identify and implement various strategies including the refinement of assessment practices.

The 2014 Midterm Report recorded progress in all critical areas, but also noted changes to Action Plans #1 and #2 to bring them more in line with the implementation of Common Core Curriculum and changes to instructional and assessment practices that promote better acquisition of the new standards.

1. Action Plan goal #1 in 2014 was changed to the following: Pacifica High School will deepen and refine the implementation of research-based instructional strategies in a rigorous curriculum to improve the academic achievement of all students.
2. Action Plan goal #2 in 2014 was modified to the following: Pacifica High School will increase their understanding of and continuously refine assessment practices including the systematic use of common formative assessments, collaborate to analyze results, and implement appropriate strategies to improve student engagement and achievement.

Action Plan #3 remained the same, and while the Midterm Report acknowledged its ongoing nature in addressing Critical Area #1, it also highlighted successes to date. Improved parent opportunities for communication included the ParentVue program for viewing grades and communicating to teachers, a change to Open House to allow conferences on student performance, and continued PTSA membership. The Triton Transition program facilitated a better introduction to Pacifica for incoming freshman.

Critical Area #2, better addressed by the change to Action Plan #1, was visible in changes from the district that involved a major restructuring of the math curriculum, as well as by district offerings in Common Core trainings for English and in the research based strategies it calls for. Departments have increased job-alikes and collaborations for these as well. Schoolwide there was a focus on writing summaries in all curricular areas.

Critical Area #3 addressed by the modification of Action Plan #2 was most visible in individual departments working toward increasing common assessments by subject or grade level as appropriate, and in the number of job alikes to analyze results. As the CAASPP interim assessments have become available, teachers are better able to get performance data, and the assessments are being used for lower grades as well as juniors.

With the implementation of LCAP, the Schoolwide Action Plans must be revisited to ensure they meet the student needs required by the funding formula. The implementation and monitoring of the action plans is done by a combination of the Pacifica Leadership Team, administration, and school site council.

The Oxnard Union High School District LCAP goals are as follows:

OUHSD LCAP Goal #1:

In an environment of high expectations with support, the Oxnard Union High School district will develop and implement instructional practices that support high school graduation, as well as college and career readiness for ALL students.

OUHSD LCAP Goal #2:

In an environment of high expectations with support, the Oxnard Union High School District will identify and effectively implement standards-aligned materials and educational technology that support high school graduation, as well as college and career readiness for ALL students.

OUHSD LCAP Goal #3:

In an environment of high expectations with support, the Oxnard Union High School District will identify and effectively implement academic and social-emotional positive behavior, intervention, and support programs for ALL students.

OUHSD LCAP Goal #4:

In an environment of high expectations with support, the Oxnard Union High School District will identify and effectively implement programs and initiatives that effectively involve parents, families, and the community in support of improving student achievement.

Pacifica's LCAP goals mirror the district's, with more detail aimed at fulfilling the Action Plan Goals determined by the last WASC visit. All three entities are aligned, underscoring the need for rigorous instruction promoting a college and career readiness; creation, implementation, and analysis of interventions and assessments to align with state standards; and improvement of school culture and achievement by strengthening communication among all stakeholders.

The four Pacifica High School LCAP goals are as follows:

PHS 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.

PHS 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.

PHS 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.

PHS 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 PHS LCAP goals are monitored as part of our Single Plan for Student Achievement (SPSA). The SPSA is monitored and reviewed by the School Site Council (SSC) and the English Language Advisory Council (ELAC). Both groups examine the budget, programs, and school goals before making decisions which pertain to student learning. As part of the Federal Program Monitoring (FPM) process, LCAP/SPSA goals are reviewed, evaluated, and updated at the end of each school year by PHS administration and the SSC. The analysis, findings, and updated SPSA goals are documented in the PHS SPSA Annual Evaluation worksheet.

In April 2016, Pacifica High School staff held its own personal development day with presenters from its staff covering three different topics that had connections with each

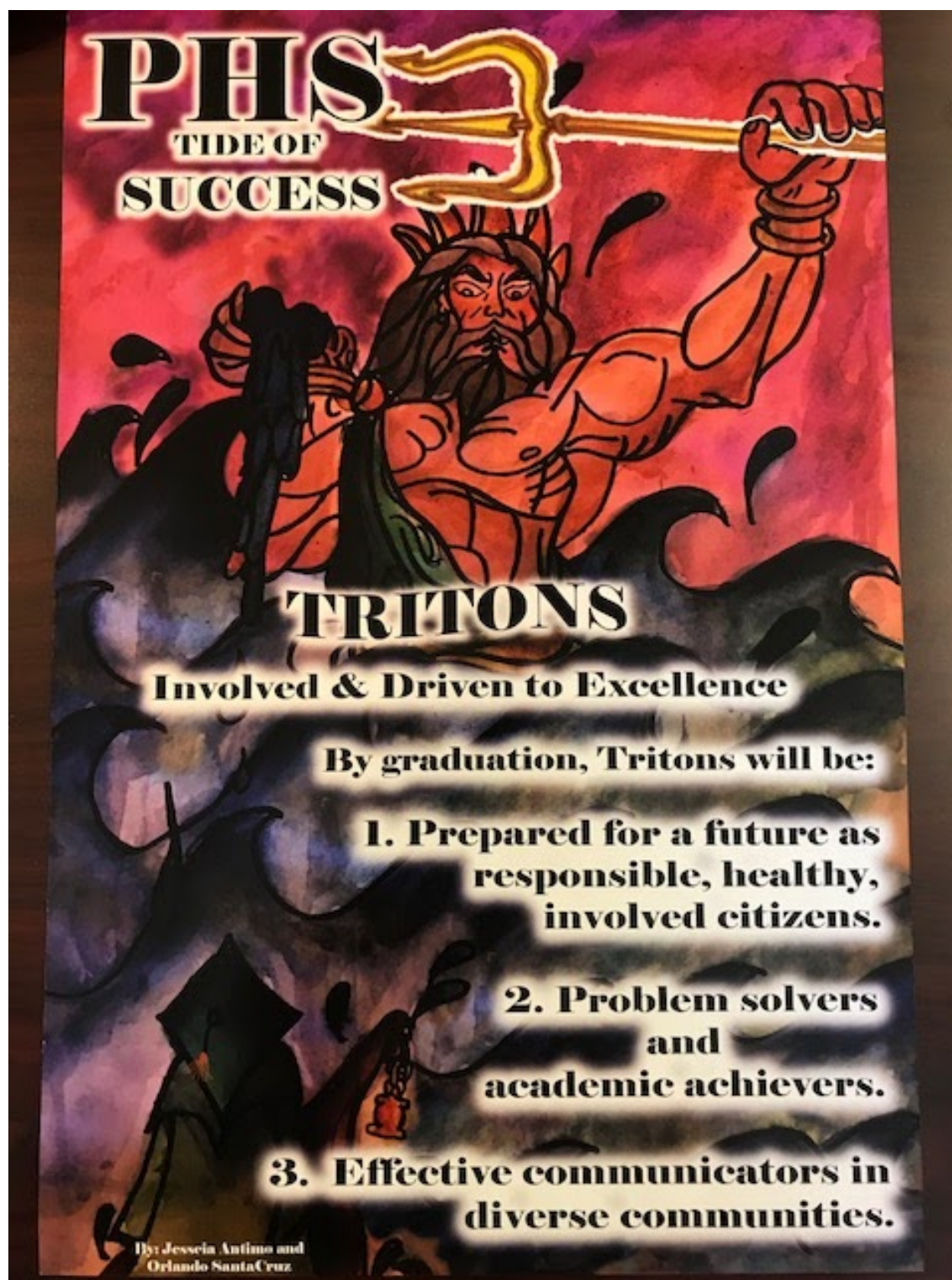
of the three action plans. In one session, a small team of administrators and teachers led a discussion of “The Pacifica Way” which included topics related to instructional strategies referred to in Action Plan #1. A second session connected to Action Plan #2 was delivered by English teachers, about the CAASPP test and the importance of using textual evidence and correct citations. Counselors communicated a detailed explanation of the A-G requirements, giving staff members an enhanced understanding that tied in to Action Plan #3.

At the beginning of the 2016-17 school year, the WASC facilitator requested and was granted half of all monthly faculty meetings to conduct WASC work. Focus groups were reorganized because there had been considerable turnover from the groups set up for the previous WASC visit. Staff members were given the lists of the groups in which they had been placed previously, and were given the option of staying in that group or joining another. New staff members were also given the option of choosing the group they wished to join. (In some instances where workers hours were over prior to the afternoon faculty meeting, one or more representatives of that job classification or work group were selected rather than the entire workforce.) Leaders and writers from the previous visit were also given the option of continuing or leaving, and new volunteers were requested (and ultimately a few were directly solicited).

The first two meetings of focus groups allowed for new and old group members to meet and discuss updating the mission statement and student learner outcomes known as the TIDE (Tritons: Involved & Driven to Excellence). Suggestions were incorporated into new versions; the mission was accepted during group meetings, and the TIDE approved through a survey vote. Groups also began reviewing the Action Plans from the previous visit.

In early 2017, the Art Department agreed to design a new poster reflecting the changes made to the TIDE. Two students worked with teachers to develop the new poster, and copies were distributed and hung in all classrooms and offices. The symbolism behind the new poster was explained to both teachers and students on Triton Talk.

At the center of the poster King Triton, the symbol of Pacifica High School, holds a trident in his left hand symbolic of the three elements of life at Pacifica - academics, athletics, and arts. In his right hand King Triton holds a wave of water, symbolic of the 21st century skills/knowledge Pacifica promises to all our graduates. As the PHS graduate standing in the boat below navigates the stormy seas of education, guided by the light of teachers, staff and fellow students, King Triton bestows this wave of knowledge/skills to the PHS graduate, as he/she continues on a voyage through life.



Student Program Data

Course of study

On a normal school day, most students attend school between 8:11 and 3:15, attending six different classes of 56 minutes each, with a six minute passing period after each one. There is also a zero period from 7:11-8:05, so some students have the option of taking a seventh period, while others have the option of early dismissal. The hours accumulate enough minutes per week to allow for a collaboration day where each period is 45 minutes long, resulting in a dismissal time of 2:05. This enables teachers to work together on lessons, curriculum, grading or whatever they choose; because teachers have worked enough minutes for the week based on the regular day hours, the time is theirs to use as they want rather than time when the district could dictate teachers attend specific meetings or trainings.

There are also rally days which follow the collaboration schedule with the rally coming after school for those students who want to attend, a change from when rallies were held during the school day and all students were packed into the gym. There are also minimum days after evening commitments (like Back-to-School night) or on heat days, as well as final exam schedules (two classes per day) that also end at midday.

Graduation and A-G Requirements

Oxnard Union High School District requires its students to earn 230 credits in order to graduate. Students are required to earn their credits in compliance with state requirements and in the following areas:

- English (40)
- Math (30)
- Physical Education (20)
- Science (20)
- Health (5)
- Social Science (35)
- World Language or Visual and Performing Arts or Career Technical Education (20)
- Electives (60)

In addition, students must satisfy proficiency in computer literacy through coursework or by testing.

Starting from the freshman year, Pacifica staff encourages its students to work towards fulfilling University of California A-G requirements that give them options for both college or career readiness. Staff also encourages its college bound students to complete an additional mathematics class in their senior year as well as a third year of World Language.

The increasing demand for college and career readiness has been supported by the staff and the district. Many teachers and district employees worked hard rewriting current courses to ensure A-G certification, and submitting recommendations for new courses that are A-G certified. As of fall 2017, Pacifica High School lists 210 A-G approved courses listed; many of these courses are currently being taught, while other courses have been written and approved for future use.

The college and career readiness demand has also increased the number of students taking AP classes. The English and Social Studies departments especially have increased sections offered due to student demand. The number of students who took an AP test in the spring of 2017 increased 5% due to decreased cost for students receiving free and reduced lunch. Additionally, the number of students with passing scores on AP tests increased by 5.2%.

Table -14- PHS AP Total Tests and Mean Scores

Subject	2012 Total	2012 Mean	2013 Total	2013 Mean	2014 Total	2014 Mean	2015 Total	2015 Mean	2016 Total	2016 Mean	2017 Total	2017 Mean
Biology	65	1.57	68	2.37	65	2.4	73	2.7	65	2.38	68	2.59
Calculus AB	24	1.46	48	1.42	51	1.65	50	1.72	68	1.62	51	2.1
Calculus BC	15	2.53	23	2.09	24	1.79	34	1.88	22	2	21	2.95
Calculus BC: AB Subscore	15	3	23	2.78	24	2.04	34	2.09	22	2.27	21	3.19
Chemistry	50	1.3	44	1.64	64	1.52	51	1.49	57	1.95	66	1.62
Computer Science A	*	*	*	*	1	1	*	*	19	1.32	21	1.71
English Language and Composition	93	1.92	54	1.8	91	2.07	88	1.95	87	2.55	104	2.04
English Literature and Composition	13	2.31	42	2.1	59	2.05	58	1.91	71	1.97	61	2.28
Environmental Science	24	1.42	17	1.59	17	1.35	30	1.5	51	1.22	63	1.51
European History	72	1.6	72	1.67	63	1.46	73	1.9	71	1.54	72	2.28
French Language and Culture	16	2.44	28	2.46	44	2.45	39	2.51	12	2.33	19	2.47

Subject	2012 Totals	2012 Mean	2013 Total	2013 Mean	2014 Total	2014 Mean	2015 Total	2015 Mean	2016 Total	2016 Mean	2017 Total	2017 Mean
Human Geography	1	1	1	1	103	1.38	112	1.45	164	1.77	72	1.79
Macro-economics	*	*	2	1	*	*	*	*	*	*	*	*
Micro-economics	27	2.15	37	1.78	29	1.59	42	1.76	41	1.32	50	1.9
Physics C: Mechanics	10	1.4	22	1.59	23	1.91	35	1.71	42	1.21	30	2.23
Psychology	*	*	2	1.5	1	2	1	1	*	*	3	3.67
Spanish Language and Culture	86	3.64	125	3.3	107	3.77	121	3.79	115	3.83	128	3.62
Spanish Literature and Culture	13	3.69	9	3	19	3.11	16	2.75	18	3.22	25	3.16
Statistics	50	1.34	42	1.19	54	1.09	70	1.17	13	1.23	6	1.33
United States Government and Politics	13	1.69	53	1.51	60	1.65	105	1.52	52	1.33	64	1.67
United States History	99	2.66	74	2.38	120	2.37	98	1.92	105	2.55	108	2.27

*No tests taken or scored during these years

Table -15- AP Scores

Subject		2017	2016	2015	2014	2013
English Language	Pass / %	23	47	15	23	9
	Enrolled	108	98	103	96	59
	Total Exams	107	87	88	91	54
English Literature	Pass / %	41	21	17	22	26
	Enrolled	65	86	82	57	71
	Total Exams	61	71	58	59	42
European History	Pass / %	35	21	17	22	26
	Enrolled	76	86	85	82	93
	Total Exams	72	71	73	63	72
Geography	Pass / %	24	18	12	11	NA
	Enrolled	89	119	147	135	NA
	Total Exams	72	104	112	103	NA
Microeconomics	Pass / %	30	10	24	14	24
	Enrolled	102	100	138	79	82
	Total Exams	50	41	42	29	37
US Government	Pass / %	17	8	10	13	8
	Enrolled	105	119	140	84	83
	Total Exams	64	52	105	60	53
US History	Pass / %	40	41	22	37	41
	Enrolled	121	109	108	120	81
	Total Exams	108	105	98	120	74
Calculus AB	Pass / %	29	21	28	22	8
	Enrolled	58	79	56	56	58
	Total Exams	51	68	50	51	48
Calculus BC	Pass / %	67	32	29	25	35
	Enrolled	21	23	38	24	22
	Total Exams	21	22	34	24	23

Table -15- AP Scores (Continued)

Subject		2017	2016	2015	2014	2013
Computer Science A	Pass / %	19	11	NA	NA	NA
	Enrolled	42	28	NA	NA	NA
	Total Exams	21	19	NA	NA	NA
Statistics	Pass / %	0	7	3	2	5
	Enrolled	15	40	99	75	64
	Total Exams	6	13	70	54	42
Biology	Pass / %	50	38	56	35	38
	Enrolled	71	68	69	65	69
	Total Exams	68	65	73	65	68
Chemistry	Pass / %	12	25	45	9	16
	Enrolled	66	62	55	67	45
	Total Exams	66	57	52	64	44
Environmental Science	Pass / %	14	6	13	6	12
	Enrolled	86	90	57	58	33
	Total Exams	63	51	30	17	17
Physics C	Pass / %	33	0	29	26	18
	Enrolled	33	47	56	28	33
	Total Exams	30	42	35	23	22
French Language	Pass / %	47	25	59	43	43
	Enrolled	33	8	12	15	21
	Total Exams	19	12	39	44	28
Spanish Language	Pass / %	92	93	94	89	76
	Enrolled	88	61	74	61	84
	Total Exams	128	115	121	107	125
Spanish Literature	Pass / %	80	94	56	84	67
	Enrolled	23	16	14	14	6
	Total Exams	25	18	16	19	9

The AP department at Pacifica has put in a lot of work to increase scores and number of tests taken. Thanks to a fee reduction available in 2017, more Tritons took an AP test than ever before. Many subjects saw large gains in passing scores, such as English Literature, European History, Microeconomics, Calculus BC, Physics C, and French. Many AP teachers began using Khan Academy AP Test Prep to supplement their instruction. Additionally, the AP teachers continued to meet as a focus group with two AP teachers leading the team. These teachers meet to discuss best practices, testing strategies, and how to best support students taking multiple AP courses/tests.

Pacifica students are encouraged to attempt AP classes, and the enrollment numbers in about two-thirds of classes rose between 2013 and 2015; however, in the past two years enrollments have increased in only about half of the classes, and the percentage is similar when considering enrollment growth over the five year period. The promise of a grade bump may have been an attraction, and students may also have believed AP was more like high school honors rather than college level; even now many are surprised by the volume of work, which becomes a challenge when the students are enrolled in four or five AP classes.

The good news is that in virtually every class the passing percentage in 2017 is higher than that of 2013, even if some dropped from the previous year. Over half of mean scores are higher over the five year period; however, only four subjects have mean scores over 3, and only the two Spanish classes routinely have pass rates over 50%, suggesting the majority of students are earning low scores. However discouraging the results seem, there are some bright spots (67% pass rate of Calculus BC students!), and for many students, the rigor and challenge of AP classes are their best preparation for college.

Athletics

Pacifica has a robust Athletics program, offering various sports for both girls and boys each season. Many programs have grown immensely in both number of participating students and popularity. All of our teams play within the Pacifica View League, which is part of the CIF Southern Section. All schools in the Oxnard Union High School District play in the league, except for Adolfo Camarillo High School (exited in 2014) and Hueneme High School (exiting after the 2017-2018 school year). The league will experience another change in the 2018-2019 school year, when Ventura High School and Buena High School join. Many of our students also participate in club sports outside of school, with several students on traveling teams. Almost every sport offers Junior Varsity and Varsity levels, with some sports also offering a Freshman level, increasing the opportunity for more students to participate. The majority of our coaches are Pacifica High School teachers and faculty members. Our Athletics Department is overseen by Athletic Director Ray Camacho.

Table -16- Athletic Teams

Boys		Girls	
➤ Baseball	➤ Swim	➤ Baseball	➤ Swim
➤ Basketball	➤ Tennis	➤ Basketball	➤ Tennis
➤ Cross Country	➤ Track & Field	➤ Cheer	➤ Track & Field
➤ Football	➤ Volleyball	➤ Cross Country	➤ Volleyball
➤ Golf	➤ Water Polo	➤ Golf	➤ Water Polo
➤ Soccer	➤ Wrestling	➤ Soccer	➤ Wrestling

Associated Student Body (ASB)

Pacifica High School entered its seventeenth year of existence in the 2017-2018 school year. With a student population of close to 3,400, the leadership class is constantly planning, hosting, and re-evaluating activities and events to meet the needs of our students. Every year we establish goals that will benefit our students. The activities program is always seeking new ways to help make high school an enjoyable experience for our students.

Pacifica's ASB currently consists of approximately 55 members: the ASB cabinet, which includes the ASB president, vice-president, secretary, treasurer, and sergeant-at-arms; elected officers for each of our four grades; fifteen commissioner positions; and general members.

Our activities program is responsible for numerous events throughout the year. We host six dances: a "Welcome Back" dance, Homecoming, a "Glow in the Dark" dance, "Caile to the Baile" (a dance celebration of Mexican music and culture), Prom, and an end-of-the-year dance. Our dances are well attended, with most averaging over 700 students. Our ASB hosts three rallies throughout the year: one for Homecoming, one in the Winter, and one in the Spring.

Our activities program is in charge of monthly noontime events, spirit weeks, and other campus events. We also oversee approximately 35 clubs on campus, monitoring their fundraising and activities. ASB runs the campus student store selling spirit items and are involved in service projects such as blood drives, food drives, clothing drives, and other relief efforts. ASB is also active in training conferences, participating in the California Association of Student Leaders (CASL) each year. ASB leaders also meet monthly throughout the year with all the high schools in our own district.

Student Awards Programs

Academic Achievement Awards: students who achieve a 3.75 GPA or higher for two consecutive semesters are presented an academic patch for their letterman jacket. The second year student receives a good lamp pin and the third student is presented with a good bar pin.

Academic and Language Proficiency in English Award: students who met the criteria to reclassify from English Learners to Fluent English Proficient are presented with a certificate and medal, and parents are invited to celebrate.

Academic Awards: recognizes the 12 most outstanding students in each of the 12 departments. The Academic Awards also recognizes 3 male and 3 female students at each grade level for excellence in arts, athletics, academics, and attitude. The winner, as voted by the faculty, earns the esteemed Trident Award.

Senior Awards Night: seniors meeting A-G requirements are presented with a special cord to wear at graduation and/or who have earned scholarships, receive a certificate and the agency liaison presents them with their check. The top 10 valedictorians receive a plaque. The Golden State Seal Merit diploma candidates, who receive a certificate for meeting certain criteria, including SBAC performance, course grades, and/or results from assessments produced by private providers or local educational agencies.

Athletics Awards: every sport hosts a banquet at the end of the season to honor players. Students receive certificates for participation and Scholar Athletes receive a special recognition. Varsity players who receive a 3.5 GPA or higher receive a scholar patch.

Attendance Recognition Awards: starting in the spring 2018 semester, with the partnership of the PTSA, Pacifica High School will recognize and award students with the most improved attendance. Recognition ceremonies will be held quarterly and posted by our PTSA in the Performing Arts Center.

Supports, Interventions, and Remediations

During the fall semester of 2012, the decision was made district-wide to eliminate the Opportunity program for behavior concerns, and was replaced by OASIS (Options, Assistance, and Support in School). In the OASIS classes, students are in a small-group setting and focus on life skills to allow future academic success. The class functions as a bridge for at-risk freshmen by providing them a credentialed teacher who assists them in completing school work. Additionally, the class replaces an elective, lightening the academic load for these students so that they are able to concentrate on passing their core classes.

A new program, SOAR (Student Opportunity for Academic Recovery), was added to the master schedule in the fall of 2013 to target credit-deficient sophomores. These students are given opportunities during the school day to take APEX classes for credit recovery. APEX Learning is the district-funded learning platform to credit recovery. Pacifica, along with the rest of the OUHSD, now offers courses in Cyber High, another online learning platform. Upon examination, however, it appears that many sub-groups, including SPED and ELS, are struggling with the Cyber High program. In the fall of 2017, the decision was made to add Edgenuity, another online learning platform that provides intervention in addition to credit retrieval.

There has also been an increase in credit recovery programs offered before and after school. These credit recovery programs are designed to supplement the instructional day rather than replacing a required class. The OUHSD's The Options Academy program is able to offer select students a hybrid educational experience: some classes are typical brick-and-mortar here on Pacifica's campus, with others being completed digitally online.

In the fall of 2016, the Reading elective program changed curriculum. It was originally called English 9 and counted as a "B" level course for UC's A-G requirements. The new course, iLit, is a general elective course and provides elective credit. iLit is a web-based reading program developed by Pearson. Students with reading deficits of three or more grade levels may be placed in this course to intensively advance their reading skills. Group components of the program are taught at grade-level, thereby keeping students from falling further behind. The independent and small group work is completed at instructional level, which helps students to develop transferable reading and writing strategies to improve their reading levels. Last year, the district-wide average gain was 2.2 grade levels.

In the fall of 2017, a new Math 9 course was introduced to address the remediation need for incoming freshmen. These freshmen were identified by their middle schools as being

below standard. The math department has also expanded its tutorial program to ensure that all students are scoring proficient or advanced on all formative assessments.

OUHSD is the fortunate recipient of a \$1.5 Million College Readiness Block Grant. AVID Coordinator LaDonna Ramos, Counselor Victor Farias, and several teachers are participating on the “steering committee” that will help determine how Pacifica will spend its \$35,000 over the next two years to improve college readiness for our students.

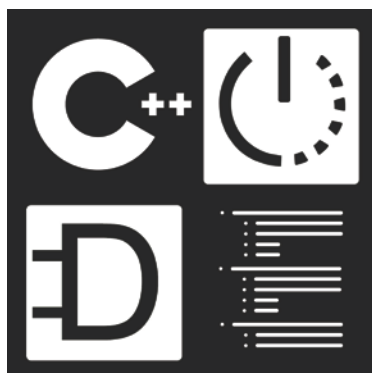
Advancement Via Individual Determination

PHS began its AVID program in 2015 with the goal of closing the achievement gap for students and to help them work towards admission and attendance to the college of their choice. The program has been steadily growing; in 2017-18 there are six sections of AVID, including two at the sophomore level for the first time. Over the years 25 teachers have AVID’s Summer Institute. In keeping with its college focused goals, in 2016-17 95% of the seniors in AVID took the SAT, and juniors visited five universities on an overnight trip that raised student awareness of their options for college. AVID students also involve themselves with community service including participating in coastal cleanup, volunteering at the Santa to the Sea Half-Marathon, and handing out candy canes on Christmas tree Lane. The 2017-2018 school year also marked the inauguration of an AVID EL class, offered specifically for English Learners who are college-bound. The course is offered zero period so it does not replace their elective.

Academies/Special Programs (See Appendix)

PHS students receive a rigorous and relevant instruction. Many of the courses offered at PHS are integrated to include “hands-on” application making the learning process consistent with “real world” experiences and 21st century skills. In addition to the courses offered, which meet university requirements, students are provided with information on eight primary career paths: Agriculture, Arts & Communication, Business, Engineering/Science, Health, Consumer/Family Science Industry/Technology, and Public Human Services. All students are encouraged to develop a school to career plan which guides them in course selection. Additionally, students are given essential skills and knowledge which relate to the selected career path. PHS currently houses six of the OUHSD’s academies.

Code Developer Academy (CODE) – Director Gheorghe Ceara



Founded in 2015

The Code Developer Academy prepares students for careers in programming, database administration, web design and management, digital networks, and other areas in the expanding digital workplace. In addition to studying career-focused curriculum and working collaboratively on projects, CODE students gain critical career knowledge through a series of work.

Academy of Business (AoB) – Director Aaron Ferguson



Founded in 2013

The Academy of Business prepares students for college and career opportunities. It is designed to give students knowledge of different components of the business world, mostly focusing on marketing, finance, and soft skills. The goal of the academy is to align community resources, local businesses, local colleges and high schools to develop and integrate a career-technical education pathway for students interested in the field of business. Students in the academy are engaged through work-based project learning which provides them with a successful transition to post-secondary education and their career.

Culinary Arts Academy (CA) – Director Ramon Rodriguez



Founded in 2009

The Culinary Arts Academy experience prepares students for entry level careers in the food-service industry. Students intern at one or more local restaurants to help establish professional connections and discover areas that interest them the most. In addition to learning basic and advanced culinary techniques, and preparing food on a regular basis (including the cooking and management of the faculty lunchroom during second semester) students take courses required to satisfy college applications (including A-G level coursework) and participate in educational field trips.

Environmental Science and Engineering Academy (ESEA) – Director Robert Gaffuri

Founded in 2016



The Academy prepares students for entry level jobs in the Environmental Science and Engineering field and allows them to learn about their areas of special interest. Partnerships with the National Academy Foundation (NAF) support students throughout their college and early employment years. Not only do students take courses focused on Environmental Science and Engineering field. Writing, Public Speaking, Eco-Business, Green Entrepreneurship, Sustainability, Business, and Global Economics, as well as UC required courses that demonstrate to colleges

and universities a commitment to the Environmental Science and Engineering field. Working with professionals within the Environmental Science and Engineering fields, teachers, administrators, counselors and classified staff, students establish personal connections as they experience guest speakers, job shadowing, and internships within various Green Sector jobs, interactions that will guide their career plans.

Health Science Academy (HSA) – Director Chloe Carson

Founded in 2006



The Health Science Academy is a three-year program designed for students with an interest in pursuing a career in the Health Science field. Participants gain specialized knowledge and training while in high school by listening to frequent guest speakers, learning CPR, first aid and patient care, and working on medical lab techniques with medical equipment. While focusing on studying a career-focused curriculum, students also prepare for their post-secondary education by defining their college and career interest.

Teaching and Educational Career Academy (TECA)– Director



Ian McFadyen

Founded in 2007

The Teaching and Educational Academy is a three-year elective program which provides students interested in the field of education with appropriate knowledge and training. By preparing students for college, establishing and maintaining bilingual abilities, and strengthening students' teaching and leadership abilities, the Teaching and Educational Academy ensures that its graduates will possess the personal and critical thinking skills needed for the 21st century. Students also have the opportunity to help as tutors in an afternoon program at elementary schools in Oxnard.

Interact Club-Advisor Jaimene Washington Nichols

Interact Club is a Rotary International affiliate youth service club offering meaningful and service activities for High School Teens. INTERACT stands for INTERnational and ACTION and promotes connections between teens in more than 8,700 countries all over the world. Pacifica High School Students have worked diligently to promote humanitarian service, goodwill, and high ethical standards when interacting with others in their community, country, and globally. The Interact Club has been active at Pacifica since the fall of 2012, with over 70 student members each year. Some activities Interact Club has completed include "Artsy Steps into Literacy", which provides reading and writing tools to elementary students; hosting Maria Segal, a Warsaw Ghetto speaker; and beach clean ups.

Peer Resource

Peer Resource began the first year that Pacifica opened and has continued ever since. Students are selected for the program based on application, interviews and recommendations. Students in the Peer Resource class are introduced to effective peer to peer communication, presentation skills and public speaking. Students are also taught how to be Conflict Mediators and how to work with Restorative Justice Practices (see Conflict Mediation manual). Students who become successful communicators and or mediators often translate those skills into positions as Resident Assistants in the dorms at college or as customer service representatives at banks or in retail positions.

Students wrestle with real life issues as they handle the many, often complex, situations that their peers bring to each Conflict Mediation. Some issues have included: bullying, plagiarism, jealousy, envy and even student/teacher issues. Students seeking mediation are given mediation as an intervention option from our district's use of other means of correction (OMOC) model.

Solutions Committee

Pacifica High School's Solutions Committee (formerly the Concerns Committee) of five teachers who discuss staff member issues that are not part of the Bargaining Agreement. All staff have access to committee members who meet monthly to discuss, distill and present to the principal all issues that come before them. In this way, the committee provides another perspective on campus life that informs administration about their practices. Among the items resolved this way are enabling staff members to make long distance calls from their school phones, obtaining Oxnard Police Department input on current traffic flow patterns in the parking lots before and after school, identifying a form that can be used for claims of stolen personal property used in the classroom, participating in the design of a common campus hall pass, providing information that improved the character and usage of teacher workrooms, and reducing noise from the weight room adjacent to classrooms in the F building.

In addition, in spring of 2016, the committee assisted administration in revising the school's Emergency Plan. Using the expertise of Oxnard Police Resource Officers on campus, the committee modified procedures and simplified the booklet distributed to teachers to make it easier for them to use in real emergency situations. The committee continues to support school safety issues by soliciting feedback from staff (e.g., about fire drills conducted) and presenting it to administration.

Parent-Teacher-Student Association (PTSA)-president?

Pacifica's parent-teacher association has evolved and continues to strengthen communication between parents, staff, students, and community stakeholders. The shift from PFSO (Parent, Faculty, Student Organization) to PTSA (Parent, Teacher, Student Association) was a financial one: the move allowed greater insurance coverage at a lower cost for operations purposes. The Pacifica PTSA holds a general meeting once a month in the ASB room from 6:30 - 8 pm and all stakeholders are invited. General meeting topics have expanded to include "resources for student success" and "College and Career Night". Additionally, the PTSA holds a special meeting once a month at the same place and time in which the board members vote on decisions and discuss business operations. The PHS PTSA also continues to find ways to improve the overall PHS school program through activities like funding extracurricular activities for students, providing school supplies to allow teachers to go above and beyond the curriculum to enhance student engagement and understanding of the California Standards, funding the PHS PTSA Scholarship, and funding/hosting the annual after-prom event.

Table -17- PTSA Membership

Total Number Members	2012-13	2013-14	2014-15	2015-16	2016-17
	171	165	161	133	99

PTSA was chartered in Spring 2012, after a switch from PFSO (Parent Faculty Student Organization) due to financial reasons involving less expensive insurance. The founding members of PTSA have gradually moved on, as their children have graduated from Pacifica. Existing PTSA board members, administration, and PTSA liaisons continue to recruit, inviting parents of newer Tritons to run for PTSA board positions; increasing parent involvement in PTSA is a yearly goal. Many of our parents work nights or multiple jobs, making it difficult for them to attend monthly PTSA general and Board meetings. The PHS PTSA hosts monthly general meetings, for all PTSA stakeholders, to provide resources and discuss school related topics, such as; 1) resources to ensure student academic success, 2) college workshops/FAFSA, 3) preparing for College Board exams, AP tests, PSAT, and SAT, and 4) resources to ensure student success on ELPAC and SBAC exams.

Triton Transition-Advisor Allison Holicky

Triton Transition is a program that helps incoming freshmen have a smoother transition to high school. Based on Boomerang Project's Link Crew program, where new freshmen are "linked" with older mentor students who familiarize them with the school layout and culture, Triton Transition began in 2014, adhering strictly to the Link Crew curriculum. After receiving feedback from students, the coordinator of the program implemented changes to tailor the purpose of the program to better support the student population of Pacifica. These changes include more personalized group interactions; a stronger focus on increasing freshmen involvement in clubs, sports, and programs such as dance and band; and additional time spent introducing students to the culture and norms of Pacifica.

Triton Transition leaders are juniors and seniors who represent different facets of life at Pacifica: academics, athletics, arts, academies, clubs, and other programs. They must be in good standing academically and model school pride. These leaders are assigned 10-15 incoming freshmen to mentor, both on Freshmen Orientation day and throughout the school year, and are responsible not only for reaching out to their freshmen throughout the year, but also for helping any freshmen or new students on campus who need it, and inviting freshmen to join their clubs, sports, or programs. Leaders also help out at multiple school functions throughout the year, acting as service workers and role models.

Triton Transition is now in its fourth year and continues to grow. The number of leaders has increased from about 90 to over 150 juniors and seniors.

Student Services (Work Experience and College & Career Center)

Pacifica maintains a College & Careers Center with an employee dedicated full time to maintain the facility and to communicate important college and career information to faculty and students. For students planning to continue their education, the center provides college catalogues as well as information on other colleges, technical and trade schools, financial aid, scholarships, the Naviance program, and test preparation for AP, PSAT, SAT and ACT (as well as waiver requests for the ACT and SAT). The careers center technician also organizes guest speakers from colleges, the military, trade schools and other professions as well as workshops for college applications (both four-year and community college) and field trips to community colleges for seniors.

The center also provides information for those headed directly into a career. Resources include information about ROP, CTE and Work Experience programs, volunteer opportunities, military information (including ASVAB sign ups) job opportunities, and work permits. In addition, the technician organizes trips to a local Career Fair.

Pacifica's Work Experience Program allows students to obtain real world experience in the work environment and explore future career options. They learn and earn credits for working a real life job and adhering to all state and district guidelines; in addition, students attend weekly classes covering a broad level of topics and situations they encounter outside of a school setting, including sexual harassment (what not to do to be charged with it and what to do if harassed by someone else), ethics and ethical behavior (including "10 Ways to Get Fired from Your Job"), and taxes (understanding them (and other items) on a paycheck and filing them at year's end). Quizzes are given weekly to check student understanding of these concepts and reinforce their significance. Students also learn how to write a resume and the importance of keeping it up as they proceed in their careers.

School and Community Relationships

Many of our academies and classes have relationships with programs and business within the Oxnard community and surrounding areas. The Academy of Business works with We Bee Poppin', a popcorn company founded by a former Pacifica student; Riot Gaming, a global gaming company who produces "League of Legends"; Cydcor, Inc., a global sales company that provides academy students career guidance and worksite tours; Skillify, a company that sends guest speakers to work with students on necessary soft skills; and Friends of Channel Islands Harbor, a local Chamber of Commerce that utilizes academy students to create social media marketing.

The Teaching and Educational Careers Academy (TECA) partners with our local schools Brekke Elementary, Frank Intermediate, and Foster Middle School (Special Education), providing them with student interns. TECA also works closely with California State University Channel Islands, Ventura County Office of Education, Oxnard College, the Oxnard Scholars program, and Special Olympics Southern California.

The Health Science Academy (HSA) works with many local companies, including the Channel Islands Park Foundation and Island Fox; biotech giant Amgen; and local hospital St. John's Regional Medical Center. The students also work with local chapters of national companies such as the American Red Cross and Planned Parenthood.

The Culinary Arts Academy (CA) works with several local companies who provide unpaid internships to students. Restaurants such as Tierra Sur, Boar's Breath Burger Company, Scratch Sandwich Counter, and Fresh & Fabulous train our students on industry skills and standards. Students also hold positions at Glenwood Care Facility and Embassy Suites Mandalay Bay, providing an experience out of the typical restaurant world.

The Environmental Science and Engineering Academy (ESEA) is a newer academy and is establishing community relationships. The academy worked with Sunpower the summer of 201 to provide internships to students.

The Code Developers Academy (CODE) works with several local companies such as Smartronics, Clinicas, and Toyota of Oxnard. The academy students also intern at the Naval Construction Battalion Center in the neighboring community of Port Hueneme, CA. Students also participate in Cyber Security competitions.

Student Outcome Data

Table -18- 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

Table -19- Dropout Rates by Ethnicity

Group	2012-13	2013-14	2014-15	2015-16
African American	0.0	0.0	10.0	14.3
American Indian	0.0	0.0	0.0	0.0
Asian	0.0	0.0	0.0	13.3
Filipino	0.0	0.0	7.9	2.8
Hispanic	16.8	11.2	11.3	11.7
Pacific Islander	0.0	0.0	0.0	0.0
White, not Hispanic	10	22.6	16.1	18.2

*Percents are annual adjusted dropout rates

Table -20- Graduation/Dropout Rates by Student Program

Program	2012-13	2013-14	2014-15	2015-16
<u>Cohort Graduation</u>				
English Learners	62	71	68.9	69.5
Foster Youth	n/a	n/a	n/a	66.7
Migrant Education	67.2	15.9	92.9	77.3
Special Education	59.6	61.6	50.7	58.7
Socio-Disadvantaged	78.3	83.9	82.5	83.4
All Students	79.9	85.3	84.1	83.4
<u>Cohort Dropout</u>				
English Learners	29.1	22	18.4	21.6
Foster Youth	n/a	n/a	n/a	33.3
Migrant Education	28.1	17.2	0	13.6
Special Education	21.3	17.8	15.1	18.7
Socio-Disadvantaged	16.5	11.9	11.9	11.5
All Students	15.5	10.8	10.9	11.5

Graduation rates for significant sub-groups remains relatively steady, with no major changes over the past few years. However, the general overall trend school-wide is a slight increase in graduating students, rising from 79.9% in 2013 to 83.4% in 2016. English Learners and Foster Youth represent the highest dropout rates among sub-

groups; the data shows that English Learner dropout rates have remained relatively steady, but data for Foster Youth does not exist before the 2015-2016 school year.

Table -21- 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

Table -22- Graduates with all Courses Completed for UC/CSU Entrance

Institutional Level	2013-14	2014-15	2015-16	2016-17
PHS	182	232	195	193
OUHSD	815	947	894	931
Ventura County	3547	3539	3498	3368

Table -23- Post High School (%)

	2012-13	2013-14	2014-15	2015-16	2016-17
Ethnic Group	4yr/2yr	4yr/2yr	4yr/2yr	4yr/2yr	4yr/2yr
Asian	8/4	7/4	11/11	7/7	6/5
Hispanic	74/419	65/365	90/354	84/358	110/334
Black	7/13	5/4	9/7	4/9	2/8
White	5/6	3/17	8/17	4/10	3/9
Filipino	21/15	21/11	13/13	10/17	14/15
Pacific Islander	2/4	2/1	1/2	1/3	0/1
American Indian	1/1	1/2	2/6	0/2	0/1
Indian	0/0	NA	2/1	NA	NA
Total	118/462	104/404	136/411	110/406	135/373

Pacifica experienced a large jump in the number of graduates with completed A-G courses; this increase from five years ago can be attributed to counselors and staff continually encouraging students to pursue meeting A-G requirements. Numbers have leveled off and stabilize, but Pacifica is still ahead of the district average. In October 2017, counselors celebrated over 650 10th and 11th grade students who were meeting A-G requirements; there, counselors taught students how to read their TES report and students were provided ice cream and a T-shirt. Approximately 326 10th and 11th graders who were close to meeting A-G requirements, but fell just short, met with counselors individually, where counselors developed a plan to help get the student back on the A-G pathway.

The District supported this effort by financially investing in the futures of the students of the OUHSD. Beginning in the fall of 2016, the district began providing the PSAT free of charge to all 9th, 10th, and 11th graders. Beginning in the spring of 2018, the district will be providing the SAT free of charge to all 11th graders.

Among ethnic groups, the number of Hispanics headed to both university and community college has increased, but most other numbers are trending about the same and are relatively small numbers. In almost all cases, the number of students going to community college surpasses the number going to four year colleges.

Table -24- 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 implementation of the CAASPP in 2015, ELA scores for students who are college ready or conditional closed the gap with the district average in 2016, but this year fell behind again as totals in both groups dropped. Math scores followed a similar pattern in relation to the district. Given that this year for the first time, Pacifica teachers employed year long strategies to practice for the test, the results are a little disappointing. Teachers are analyzing the breakdown of student scores to see which areas require the most improvement so students will be better prepared to address them.

Table -25- Cumulative Attendance Rates

Subgroup	2013-14	2014-15	2015-16	2016-17
Regular Attendance	95.21	95.16	94.55	95.8
RSP Attendance	92.79	93.21	91.09	95.02
OPP Attendance	70.23	0	0	0
SDC Attendance	89.31	84.19	85.23	90.14
GED Attendance	43.65	47.22	51.23	n/a
Total	94.75	94.78	93.98	95.33

Pacifica High School's overall attendance rate has increased nearly .5% over the past four years, with a significant decrease in the 2015-16 school year; PHS was recognized as the only school in the Oxnard Union High School District with improved overall attendance in the 2016-17 school year. SDC student attendance continues to hover between 5% and 6% below regular attendance and the overall attendance rates. During the 2016-17 school year, a shift in focus of the PHS SARB process was lead by new leadership in the Ventura County Public Defender's Office. The new focus is to cite fewer students and to provide more counseling and documented remediations before a citation is issued. Also, in the 2016-17 school year, through a collaborative effort between the Ventura County District Attorney's Office and the Public Defender's Office, a decision was made that no students in the special education program or seniors will be referred to the SARB Board or filtered through the SART process.

Table -26- 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

Although the number of, and cause of, expulsions have remained relatively the same over the past several years, there was a significant rise in the number of suspensions in the 2014-15 school year, the majority of them being attributed to drugs and/or violence; mirroring a growing Xanax epidemic and in our community, especially among teenagers. The Xanax wave has subsided, with drug suspensions returning to more normalized levels. 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.

PHS Physical Fitness Test

Table -27- Percentage of Students at Health Risk on the Physical Fitness Exam for Grade 9

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Aerobic Capacity	9	14.2	13.8	11.5	14.2	13
Body Composition	29.9	22.3	22.1	24.6	22.6	24.2

Table -28- Percentage of Students Scoring in the Healthy Fitness Zone on the Physical Fitness Exam for Grade 9

	2012-13	2013-14	2014-15	2015-16	2016-17
Abdominal Strength	77.4	81	68.3	84.2	77.5
Aerobic Capacity	57.1	49	42.8	47	46.7
Body Composition	59.2	56	54.3	55.6	58.4
Flexibility	85	83.3	85	85.1	83.4
Trunk Extension Strength	90.7	91	87.8	96	97.1

Table -29- Physical Fitness Test

Number of Physical Fitness Standards Met	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
6 of 6	32.8%	29.9%	23.0%	28.6%	29.6%
5 of 6	23.9%	17.8%	19.9%	19.0%	18.1%
4 of 6	18.2%	20.5%	18.7%	23.7%	24.5%
3 of 6	10.1%	16.6%	16.0%	16.3%	13.2%
2 of 6	7.6%	10.8%	14.6%	8.6%	11.3%
1 of 6	4.4%	3.6%	5.4%	3.0%	2.6%
0 of 6	3.1%	0.9%	2%	0.8%	0.7%
0 of 6	3.1%	0.9%	2%	0.8%	0.7%

While the percentage of ninth graders failing the aerobics part of the test is decreasing, almost a quarter of all ninth graders last year failed the body composition test.

Moreover, in both categories, the percentage of students scoring in the Healthy Fitness Zone was only below or around 50%. Although 13% fewer ninth graders passed the abdominal strength portion, two-thirds still passed, and the other sections of the test have over 80% passing.

Table -30- 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%

D and F Data by Department: English

Yr/Term/Gr	D	F	FA	Grand Total (All Grades)	D Rate	F Rate	D/F Rate
2014-2015	921	689	43	6,799	13.5%	10.8%	24.3%
S1	479	414	15	3,457	13.9%	12.4%	26.3%
➤ 9	129	71	4	900	14.3%	8.3%	22.7%
➤ 10	91	92	3	854	10.7%	11.1%	21.8%
➤ 11	112	97	6	832	13.5%	12.4%	25.8%
➤ 12	147	154	2	871	16.9%	17.9%	34.8%
S2	442	275	28	3,342	13.2%	9.1%	22.3%
➤ 9	118	64	7	884	13.3%	8.0%	21.4%
➤ 10	103	79	4	824	12.5%	10.1%	22.6%
➤ 11	103	76	8	795	13.0%	10.6%	23.5%
➤ 12	118	56	9	839	14.1%	7.7%	21.8%
2015-2016	837	784	62	6,697	12.5%	12.6%	25.1%
S1	451	462	21	3,403	13.3%	14.2%	27.4%
➤ 9	116	51	9	880	13.2%	6.8%	20.0%
➤ 10	130	122	2	897	14.5%	13.8%	28.3%
➤ 11	105	116	4	814	12.9%	14.7%	27.6%
➤ 12	100	173	6	812	12.3%	22.0%	34.4%

Table - 31 - D and F Data by Department: English (continued)

Yr/Term/Gr	D	F	FA	Grand Total (All Grades)	D Rate	F Rate	D/F Rate
2015-2016	837	784	62	6,697	12.5%	12.6%	25.1%
S2	386	322	41	3,294	11.7%	11.0%	22.7%
➤ 9	114	46	12	862	13.2%	6.7%	20.0%
➤ 10	65	121	16	888	7.3%	15.4%	22.7%
➤ 11	82	93	11	769	10.7%	13.5%	24.2%
➤ 12	125	62	2	775	16.1%	8.3%	24.4%
2016-2017	788	734	24	6,386	12.3%	11.9%	24.2%
S1	429	383	15	3,241	13.2%	12.3%	25.5%
➤ 9	98	69	7	803	12.2%	9.5%	21.7%
➤ 10	107	108	2	841	12.7%	13.1%	25.8%
➤ 11	105	109	6	829	12.7%	13.9%	26.5%
➤ 12	119	97		768	15.5%	12.6%	28.1%
S2	359	351	9	3,145	11.4%	11.4%	22.9%
➤ 9	84	97	3	786	10.7%	12.7%	23.4%
➤ 10	95	113		818	11.6%	13.8%	25.4%
➤ 11	82	87	5	807	10.2%	11.4%	21.6%
➤ 12	98	54	1	734	13.4%	7.5%	20.8%

Table -31- D and F Data by Department: Math

Yr/Term/Gr	D	F	FA	Grand Total (All Grades)	D Rate	F Rate	D/F Rate
2014-2015	934	1,067	85	6,068	15.4%	19.0%	34.4%
S1	498	570	44	3,155	15.8%	19.5%	35.2%
➤ 9	132	242	8	917	14.4%	27.3%	41.7%
➤ 10	141	183	7	835	16.9%	22.8%	39.6%
➤ 11	119	104	10	790	15.1%	14.4%	29.5%
➤ 12	106	41	19	613	17.3%	9.8%	27.1%
S2	436	497	41	2,913	15.0%	18.5%	33.4%
➤ 9	89	198	15	894	10.0%	23.8%	33.8%
➤ 10	128	161	11	802	16.0%	21.4%	37.4%
➤ 11	129	117	8	743	17.4%	16.8%	34.2%
➤ 12	90	21	7	474	19.0%	5.9%	24.9%
2015-2016	1,031	1,145	83	6,038	17.1%	20.3%	37.4%
➤ S1	548	625	39	3,110	17.6%	21.4%	39.0%
➤ 9	158	188	9	866	18.2%	22.7%	41.0%
➤ 10	142	204	19	874	16.2%	25.5%	41.8%
➤ 11	152	155	7	791	19.2%	20.5%	39.7%
➤ 12	96	78	4	579	16.6%	14.2%	30.7%

Table -32- D and F Data by Department: Math (continued)

Yr/Term/Gr	D	F	FA	Grand Total (All Grades)	D Rate	F Rate	D/F Rate
2015-2016	1,031	1,145	83	6,038	17.1%	20.3%	37.4%
S2	483	520	44	2,928	16.5%	19.3%	35.8%
➤ 9	152	195	14	841	18.1%	24.9%	42.9%
➤ 10	151	171	19	867	17.4%	21.9%	39.3%
➤ 11	106	124	11	762	13.9%	17.7%	31.6%
➤ 12	74	30		458	16.2%	6.6%	22.7%
2016-2017	864	1,116	25	5,778	15.0%	19.7%	34.7%
➤ S1	463	564	10	2,957	15.7%	19.4%	35.1%
➤ 9	116	202	2	776	14.9%	26.3%	41.2%
➤ 10	135	174	3	811	16.6%	21.8%	38.5%
➤ 11	129	129	3	806	16.0%	16.4%	32.4%
➤ 12	83	59	2	564	14.7%	10.8%	25.5%
S2	401	552	15	2,821	14.2%	20.1%	34.3%
➤ 9	101	203	4	764	13.2%	27.1%	40.3%
➤ 10	109	184	4	795	13.7%	23.6%	37.4%
➤ 11	115	130	4	785	14.6%	17.1%	31.7%
➤ 12	76	35	3	477	15.9%	8.0%	23.9%

Table -32- D and F Data by Department: Science

Yr/Term/Gr	D	F	FA	Grand Total (All Grades)	D Rate	F Rate	D/F Rate
2014-2015	680	475	44	5,208	13.1%	10.0%	23.0%
S1	346	239	14	2,681	12.9%	9.4%	22.3%
➤ 9	83	69		679	12.2%	10.2%	22.4%
➤ 10	115	88	7	830	13.9%	11.4%	25.3%
➤ 11	109	61	4	750	14.5%	8.7%	23.2%
➤ 12	39	21	3	422	9.2%	5.7%	14.9%
S2	334	236	30	2,527	13.2%	10.5%	23.7%
➤ 9	124	93	3	674	18.4%	14.2%	32.6%
➤ 10	100	69	19	796	12.6%	11.1%	23.6%
➤ 11	84	62	7	714	11.8%	9.7%	21.4%
➤ 12	26	12	1	343	7.6%	3.8%	11.4%
2015-2016	619	446	75	5,636	11.0%	9.2%	20.2%
S1	324	225	36	2,881	11.2%	9.1%	20.3%
➤ 9	119	75	5	809	14.7%	9.9%	24.6%
➤ 10	94	78	24	869	10.8%	11.7%	22.6%
➤ 11	84	48	5	760	11.1%	7.0%	18.0%
➤ 12	27	24	2	443	6.1%	5.9%	12.0%

Table -33- D and F Data by Department: Science (Continued)

Yr/Term/Gr	D	F	FA	Grand Total (All Grades)	D Rate	F Rate	D/F Rate
2015-2016	619	446	75	5,636	11.0%	9.2%	20.2%
S2	295	221	39	2,755	10.7%	9.4%	20.1%
➤ 9	99	57	6	781	12.7%	8.1%	20.7%
➤ 10	94	86	29	863	10.9%	13.3%	24.2%
➤ 11	62	58	4	732	8.5%	8.5%	16.9%
➤ 12	40	20		379	10.6%	5.3%	15.8%
2016-2017	623	310	29	5,342	11.7%	6.3%	18.0%
S1	323	157	12	2,735	11.8%	6.2%	18.0%
➤ 9	120	29	2	690	17.4%	4.5%	21.9%
➤ 10	88	77	9	820	10.7%	10.5%	21.2%
➤ 11	99	38	1	818	12.1%	4.8%	16.9%
➤ 12	16	13		407	3.9%	3.2%	7.1%
S2	300	153	17	2,607	11.5%	6.5%	18.0%
➤ 9	82	46	4	666	12.3%	7.5%	19.8%
➤ 10	113	52	12	790	14.3%	8.1%	22.4%
➤ 11	82	38	1	783	10.5%	5.0%	15.5%
➤ 12	23	17		368	6.3%	4.6%	10.9%

While the percentage of students receiving Ds and Fs has decreased in the 2016-17 school year, the number of Ds and Fs earned remains high overall and specifically within the science department. Pacifica staff have worked hard at providing solutions to failing grades. Many teachers on campus, throughout all departments, have embraced the concept of “re”-- reteach, retake, and /or retest; the Math department in particular has a department-wide policy of allowing students to complete test corrections. Embedded supports are provided in all team-taught classes. Additional instructional time is provided to the students who struggle most who are enrolled in either OASIS or SOAR, where they are placed in a tutorial-type class with a credentialed teacher to receive academic support rather than being enrolled in an elective which would add to their workload. We also have academic enrichment courses, like Cyber High (which replaced APEX), so that students may retrieve credits during the school day.

Counselors also reach out to students with Ds and Fs in a “blitz” fashion, where students are called out to attend small group counseling and viewing a presentation regarding graduation requirements and options. The “Freshmen Blitz” is the largest, where students with Ds and Fs are targeted for further attention and to make them aware of how such grades can jeopardize graduation or admission to a four-year college or university. This helps to address the misconception that many freshman have that even if they fail a class they still move on toward graduation, a practice many experienced in middle school. Of the 272 students targeted in the Freshmen Blitz in the fall of 2016, 35% of freshmen ended that semester without earning a single F on their report card, while 27% earned only one F after the intervention. Unfortunately, 2% of students targeted in this intervention ended the fall semester with six Fs.. Approximately 4% of the targeted freshmen earned failures due to attendance (FA). In the 2016-2017 school year, the counselors also added a sophomore blitz in order to intervene with students who were struggling academically in their second year of high school; because it was a success, they are continuing it in the 2017-2018 school year. Additional interventions are performed for both credit-deficient juniors and seniors as well. Counselors then meet with individual students to review the students four-year plan and current grades, to discuss academic remediation if necessary, to assign academic intervention, and to refer the student to outside agencies as needed.

Pacifica staff has been hard at work attempting new ways of remedying the situation. After School Academic Tutoring (ASAT) began being offered in the fall of 2016. The tutoring, which runs four days a week after school, is in lieu of detention for students who are struggling academically. They are able to work with a credentialed mentor teacher who provides tutoring assistance. Students who have fallen behind in credits can now choose to have dual enrollment at both Pacifica and OUHSD’s The Options Academy, which is housed on campus; this allows students to take some traditional classes in a brick-and-mortar setting, while also taking some online. This provides more flexibility and allows them to make up credits while still attending Pacifica. In Spring

2017, Pacifica held its annual Open House at a later date after receiving feedback from teachers. The original date occurred within weeks of beginning second semester; this prevented teachers, especially those with semester-length courses, to have meaningful conferences with parents. The move to a later date allowed teachers to provide data-driven information to parents, increasing the student's chance at success. Although the staff subscribes to the concept of "re," that is proving to not be enough. Fall 2017 marked early talks of "The Case Against the Zero," by Douglas B. Reeves, which examines the effectiveness and logic of assigning a student a grade of zero on a 100-point scale. Departments have also begun early discussions about grading policies and possibly norming them in order to provide more consistency on campus. Additionally, the staff is seeking data on Ds and Fs in order to better inform instruction and grading practices.

Table -33- 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 -34- 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%
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%

CAASPP

Adjusting to the computer-based California Assessment for Student Performance and Progress (CAASPP) has created many challenges. The first year trial taught Pacifica that many students failed to submit the test correctly, leading to unusually low results. In the second year, also essentially a trial, that issue was addressed, and practices for the

test began in earnest at the start of second semester. Teachers also held job-alikes to better understand the grading system and share strategies that would improve test scores. During the summer of 2016, junior teachers met to further devise a year-round approach that included practice CAASPP tests and CAASPP-like tests and writing assignments in the regular curriculum. In addition, they provided suggested practice CAASPP tests that ninth and tenth grade teachers could use to begin acquainting students with the process prior to grade eleven (a similar discussion was held and schedule produced by the District English Department chairs).

Consequently, 2017 represents the first year where everything counts. The Instructional Coach and the Math Department Chairperson worked together to ensure as many students as possible took and submitted the test; over 98% of all juniors completed their tests, giving Pacifica the highest completion rate out of all comprehensive high schools in the district.

While the school's completion rate increased, scores varied for difficult sub-groups across the board. In ELA, the number of students meeting or exceeding the standards dropped from 55% to 46%, with a drop for English Learners (meeting/exceeding down from 7% to 2%) and economically disadvantaged (meeting/exceeding down from 55% to 44%), with many students falling into both subgroups. SPED remained steady at 4% met, while migrant students gained a lot of ground, from 25% meeting to 6% exceeding and 35% meeting standard.

Math also experienced a general drop, decreasing from 21% meeting/exceeding to 17% in 2017. English Learners fell off the board completely, with 0% of testing ELs scoring at meeting or exceeding standard. Economically disadvantaged Math students fared better, with no change in percentage, while migrant students, just like in ELA, made a huge jump, increasing from 8% meeting standard to 19% meeting standard. SPED has fallen off the board complete the past two years, with 0% of students meeting or exceeding standard, but testers saw a slight increase of those receiving a grade of nearly met rising from 2% to 6%.

The migrant students are a clear success story-- the only significant subgroup to show major progress in both subject areas. This can be attributed to many of the programs Pacifica has in place for our migrant students, including after-school tutoring. The drop in scores in general can, in part, be attributed to the higher completion rate. In 2017, Pacifica spent a lot of time and resources ensuring that all students tested, including those who are often truant. Although getting these students in to test was a positive thing, these students, for the most part, also scored very low (standard not met). It is clear that more instructional strategies must be utilized to provide our other struggling sub-groups a better chance at success.

Another part of state testing this year was the California Science Test (CAST) administered to all seniors at Pacifica. This first year of the test was a trial, and approximately 99% of all seniors took the test, as well as 100% of the severely handicapped seniors. The 2017-2018 school year marks the first time that the CAST is required of all graduation seniors.

Finally, all of the severely handicapped juniors attending Pacifica submitted their California Alternate Assessments (CAA) in both English Language Arts and Mathematics.

Table -35- 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

Pacifica High School, due to its migrant demographic, has a significant need for bilingual courses, where instructors deliver some instruction in Spanish to ensure equity of access to the course curriculum. Students placed in these courses are selected by Special Programs counselor David Ramos. Currently, English Learners are cohorted in this program. They are placed in an ELD English class based on their current language ability; any other English Learners, including long term English Learners (LTELs), are placed in grade-level college preparatory English classes. They are enrolled in a math course based on level (Math 9, Bilingual Math 1, Bilingual Math 2). Other courses are required the first two years of enrollment unless they reclassify and are moved to English-only courses. Required courses include Health Bilingual, Geography SDAIE, World Civilizations SDAIE, US History A/B Spanish, and Biology Lab SDAIE. They take These courses are all taught mainly in Spanish, with resources in both English and Spanish. In the 2017-2018 school year, AVID EL was offered for the first time. The elective, offered as a zero period, provides additional language and academic support to English Learners while promoting a college-going culture. Almost all courses specifically for English Learners are written as A-G courses. In the 2016-2017 school year, counselors began providing relevant information on Triton Talk in Spanish, in order to ensure our English Learners receive the same important information regarding academics, grades, etc.

The English Language Review Team (ELRT) is a group of educators who meet and discuss 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 -36- 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		9	10	11	12
Performance Level	Advanced	7%	4%	3%	5%
	Early Advanced	36%	32%	44%	41%
	Intermediate	33%	34%	26%	23%
	Early Intermediate	10%	13%	9%	13%
	Beginning	14%	18%	18%	18%
Domain Mean Scores	Listening	580.90	564.70	562.20	554.50
	Speaking	525.60	525.70	514.60	527.70
	Reading	546.20	548.60	557.40	557.50
	Writing	525.40	526.40	508.80	517.30
2013-14		9	10	11	12
Performance Level	Advanced	6%	7%	10%	12%
	Early Advanced	33%	33%	38%	38%
	Intermediate	37%	34%	26%	30%
	Early Intermediate	10%	13%	8%	11%
	Beginning	14%	13%	18%	9%
Domain Mean Scores	Listening	546.00	557.80	560.60	603.40
	Speaking	561.60	574.50	603.30	602.80
	Reading	543.00	551.80	544.40	569.70
	Writing	528.90	525.10	505.90	526.20

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.

Table -37- 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

Table -38- ACT Report

ACT	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15	2015-16	2015-16
School	% Tested	Average Score	% Tested	Average Score	% Tested	Average Score	% 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

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 -39- 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

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.

Data Walkthroughs

The OUHSD conducts data walkthroughs each semester. Typically these involved a number of pairs of District Office personnel and Pacifica administrators going into randomly selected classrooms for 10 minutes to observe a few specific teacher strategies or procedures. These were augmented by Pacifica administrators doing random 10 minutes observations using Digicoach, a digital program that allowed for brief comments which were subsequently sent to the teacher. The walkthroughs looked at student engagement, checking for understanding, instruction, strategic interaction, and 21st century learning. In the 2015- 2016 school year, there were 825 data observations conducted.

Data does not exist for 2016-2017 due to some staff turnover at the district and several changes in philosophy and policy. Originally, site Instructional Coaches throughout the district collaborated to complete a new data walkthrough process to begin in the fall of 2017. However, administration overseeing this process at the district level experienced some changes, and switched gears halfway through the year. The district then decided to hire an outside consultant, Rich Smith, who began the new walkthrough process with site administration. Smith's model focuses on administrators "coaching" teachers and generating dialogue. Admin were taught to look for two things: percentage of students actually learning and whether or not that learning is active or passive. After documenting the learning, observing administrators have a conversation with teachers that utilizes Rich Smith-created sentence frames (I appreciate..... for positive feedback; Would you consider.... to make a suggestion; and Please help me understand.... if the observing administrator has a concern).

In the fall of 2017, site administration performed walkthroughs relying on the Rich Smith model using both two different types of graphic organizers, allowing observers to quickly mark what teaching strategies they see. One form is a four-square histogram that allows the observer to plot instances of active vs. passive learning quickly. Passive learning occurs when the learner is a silent participant in his/her own learning. This often occurs during a class lecture where students just listen or take notes, or when a student crams for a test instead of actually learning the information for the sake of learning. Active learning, on the other hand, occurs when the learner uses critical thinking skills, is able to collaborate with peers, solves problems, and receives enrichment. The histogram used in these walkthroughs, created by Rich Smith, asks the observer to mark with a pen where on the spectrum they believe the learning belongs-- is it active or passive and to what degree, and what percentage of learning is taking place (from 0 to 100%).

The second form is a table where the observer is able to check off instances of good teaching practices, such as checking for understanding, TAPPLE, and specific strategies for English Learners, along with our principal's mission statements #expectexcellence and #wintheday.

Beginning in the spring of 2018, the Instructional Coach will be leading small groups of teachers on walkthroughs, focusing on student engagement using a form created by district teachers called a Student Learning Snapshot. The new walkthroughs will allow observers to note more information about their visit, such as "when" in the lesson the observation occurred (preliminary, during instruction, closing, etc) and specific times. Additionally, the new walkthroughs will focus on the 4Cs (communication, collaboration, creativity, and critical thinking), as well as provide short fill-in questions so that the observer may leave more personalized feedback for the teacher.

Table -40- Walkthrough Data (2015-16)

PHS PROGRAMS COMPONENTS	Average Score
Engagement	2
Checking for Understanding	2
Independent practice	2
Relationships	2
Rigor	2
Engagement	Average Score
Task	2
Relationship	3
Pacing	2
Relevance	2
Checking for Understanding	Average Score
Questioning	1.98
Wait time	1.93
Feedback	1.93
Adjustment	1.71
Instruction	Average Score
Purpose	1.71
Differentiation	1.41
Vocabulary	1.53
Structures (Organizers)	1.51
Strategic Interaction	Average Score
See it	1.79
Say it	1.70
Every student, every time	1.82
Proximity	1.86
21st Century Learning	Average Score
Communication	1.65
Collaboration	1.56
Critical Thinking	1.63
Evidence	1.51

All data figures for this table are on a scale of 1-4.

The 2015-2016 data shows that the Pacifica staff is strongest at student engagement; the staff works hard at creating relationships with students and understanding the pacing they need and how to make it relevant to them. The staff is also good at checking for understanding and making sure students comprehend something before moving on. Areas for growth include Instruction, Strategic Interaction and 21st Century Learning. Pacifica has made huge gains in the past two years, as the focus has shifted to Instruction and Learning that more closely align with the Common Core State Standards.

Table -41- Data Walkthroughs-- Long Form (Fall 2017)

Dep't	% Learn-ing	A/P	TPS	TAPPL E	DOK	Engag-ement	?ing	CFU	ELL	EVER Y	ENVT.	Pacing / Time	Diff	#ee	#wtd
ELA	88%	A	2/13	10/13	7/13	12/13	12/13	12/13	12/13	9/13	13/13	13/13	10/13	12/13	1/13
Math	92%	A	13/16	11/16	12/16	15/16	15/16	16/16	14/16	15/16	16/16	16/16	13/16	16/16	16/16
SS	90%	A	12/12	8/12	8/12	12/12	10/12	12/12	12/12	11/12	11/12	12/12	5/12	12/12	12/12
Sci	91%	A	21/27	14/27	16/27	23/27	22/27	19/27	23/27	22/27	24/27	24/27	8/27	27/27	25/27
SPED	83%	A	18/24	11/24	13/24	22/24	19/24	20/24	20/24	14/24	24/24	23/24	22/24	22/24	23/23
Other	93%	A	22/42	23/42	21/42	39/42	36/42	35/42	31/42	36/42	41/42	38/42	27/42	40/42	42/42

Many different teaching strategies are in place at Pacifica, providing a wide range of styles. Although there are some disproportionate scores, such as think-pair-share (TPS) and Depth of Knowledge (DOK/Blooms), the majority of teachers have embraced older teaching strategies such as TAPPLE (teach first, ask a question, pause then pair-share, pick a non-volunteer, listen and provide feedback, check for understanding) , and newer concepts such as our principal's strategies of #wintheday (#wtd) and #expectexcellence (#ee), and even our superintendent's focus of EVERY (student).

Table -42- Data Walkthroughs -- Rich Smith Histogram (Fall 2017)

Quadrant #1: Active Learning + Substantial Learning Occurring 73.5%	Quadrant #2: Passive Learning + Substantial Learning Occurring 19%
Quadrant #3: Active Learning + Less Learning Occurring 0%	Quadrant #4: Passive Learning + Less Learning Occurring 7.5%

This histogram data shows that a vast majority of learning happening in classrooms at Pacifica is active, putting the student in the driver's seat. Students are solving problems, creating solutions, collaborating with peers, thinking critically, and using their creativity. There is some room for growth, which is to be expected with the recent shift to Common Core. As professional development opportunities and access to technology increase, so does the percentage of active learning on campus.

School Facilities and Maintenance

The OUHSD's maintenance department inspects PHS on an annual basis in accordance with Education Code §17592.72(c)(1). PHS uses school site inspection survey data to identify unsafe or hazardous conditions and facility improvement needs. The following table shows the repair status summary of the February 2015 inspection. The overall summary rated PHS's facilities in the fair repair status region and all restrooms were fully functional and available for student use.

Table -43- School Facility Good Repair Status

Item Inspected	Repair Status	Item Inspected	Repair Status
Systems	Good	Restrooms/ Foundations	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good

Operating Budget

Table -44- Special Programs Budgeting

Funding Source	2015-16	2016-17	2017-18
LCAP	\$578,155.00	\$203,257.00	\$201,454.00
Migrant	\$22,204.00	\$25,196.00	\$30,565.00
Title I	\$405,500.00	\$293,769.00	\$325,740.00
Title III	\$42,749.00	\$21,472.00	\$22,556.00
TOTAL	\$1,048,608.00	\$543,694.00	\$580,315.00

Pacifica's funding for special programs has decreased everywhere except Migrant money, which may help explain the increased test scores for Migrant students. Pacifica has experienced severe cuts to our LCAP budget especially, losing over \$300,000 of funding in the past two years. There have also been cuts to both Title I and Title III funds. These cuts have directly impacted Pacificas' ability to carry out LCAP priorities, specifically 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. While Pacifica continues to effectively utilize the available technology currently housed on its campus, there is a growing need for additional computers and updated technology, such as interactive whiteboards and Chromebooks, to support project-based learning and access to online content/curriculum.

PHS Technology

Because the state testing has migrated to an online system, the district invested in portable computer labs, 46 of which reside at Pacifica. These computers on wheels (COWs) are assigned to different departments, where the COWs are shared among the teachers in those departments. Teachers are also willing to share computers with other departments when they are needed, especially during state testing. In addition, many of the academies purchased COWs with their funding, so those teacher's COWs are not included in their respective departments.

Teachers also have limited access to the seven permanent computer labs on campus. World Language teachers share one lab, but the rest are primarily used by individual teachers in English, math, digital photography or special education. Additionally, there are 68 desktop computers teachers can sign up for, located in the Library Media Center .

All teachers have at least one computer assigned to them, or they can depend on a computer being available in any room in which they have to teach. Many rooms contain smart boards of one generation or another, and virtually all rooms have access to document cameras, allowing teachers to use technology in their lessons to improve student engagement.

Technology has become a huge focus at the district in the past few years. With the arrival of Ed Tech Coordinator Jay Sorenson, changes began happening immediately. Increased access to technology with more laptop carts and Chromebooks carts, piloting of instructional programs such as No Red Ink, a huge platform shift to Google, the replacement of D2L with Canvas as a learning management system, and the creation of TAC (Technology Advisory Committee) made up of district IT personnel, teachers, tech coaches, and administrators are just a few of the impactful changes Sorenson has made.

Safe School Plan

In the spring of 2016, members of the Solutions Committee began to work with administration and the School Resource Officer from Oxnard Police Department to update safety practices and emergency procedures, check on emergency supplies and discuss the best ways to disseminate information and provide materials to staff members. Of particular concern were scenarios involving an active shooter on campus, for which the School Resource Officer discussed his experience, and following the “Run/Hide/Fight” model, made suggestions which were incorporated into the updated Emergency Plan, including establishment of safe off campus gathering points, and leaving all school gates open (to assist law enforcement or allow students to leave the campus (if possible, and especially for PE groups that are outside at the time of the emergency). The committee also arranged for each classroom to receive a magnetic strip that could cover the window in the classroom door, and updated practices to remind teachers to have doors in a locked position at all times.

Each teacher and all other staff members received a copy of the emergency plan that is designed for quick reference and meant to be easily accessible. The plan is colored green and on heavy card stock, and it is a spiral pad with tabs for lockdown procedures, initial responses (e.g., fire, earthquake), and evacuation numbers by classroom (with a map attached). It also includes forms that will be needed during emergencies to ensure all students are safe. For example, the Runner Form identifies the status of students in each individual classroom. During evacuation drills, staff are required to complete these forms and send them to the Safety Administrator so that staff will be familiar with the procedure should a real emergency eventuate.

In 2018, Safety Committee members attended training in the Catapult System. When implemented, this will allow quick reporting of incidents observed by any staff member that might require attention, allow Committee members to determine what type of emergency response is necessary (which may be that more information needs to be gathered), and then to communicate information to all staff when it is necessary.

Besides emergency planning, Pacifica is also concerned with providing students with a safe and secure environment that allows them to focus on their academics. Ten Campus Supervisors are on campus at different times during the day in order to help administration watch students during breaks, ensure their behavior is safe for them and others, keep students from wandering during classes, accompany students to the administration building, and also to just be another adult who shows interest in the student as an individual.

YouthTruth Survey

Table -45- Youth Truth Survey / Summary of Proportion of Positive Ratings – Spring 2017 Administration

Summary Measure	PHS	OUHSD	National
Student Engagement	57%	55%	60%
Academic Rigor	62%	60%	64%
Relationships with Teachers	38%	37%	42%
Relationships with Peers	42%	43%	47%
School Culture	28%	31%	31%
College & Career Readiness	38%	35%	41%

In the Spring 2017 semester, PHS and the OUHSD participated and administered the YouthTruth survey for the first time in the school's history. The YouthTruth survey was administered to 95% of our student, staff, and parent populations. The survey was administered via an online format with several questions clustered into six overall response categories: student engagement, academic rigor, relationships with teachers, relationships with peers, school culture, and college and career readiness. Data was compiled and reported out by overall rankings compared to schools in the OUHSD and schools who participated in the YouthTruth survey administration nationally. Figures in table 39 are aggregates of the total overall positive responses for all five categories. Data indicates PHS hovers around the national averages; areas indicating the need for the greatest improvement are: relationships with teachers and relationships with peers. An overall analysis indicates PHS has room to grow in all areas. Please see the appendix to peruse the 2017 student, staff, and parent YouthTruth survey questions. As a result of the analysis of the data, the PBIS team and administration has been hard at work implementing a plan to decrease suspensions and expulsions, as well as increasing a positive school culture with positive student, staff, and teacher interactions. The counseling department has also been hard at work implementing a plan to increase college and career readiness through a data-driven effort to increase A-G rates and focusing on timely and targeted interventions and remediations for all students. PHS and the OUHSD are looking forward to the Spring 2018 YouthTruth administration.

School Improvement Survey

The PHS School Improvement survey was administered digitally in the spring of 2017; additional responses were sought in the fall of 2017. Participants include staff, students, and parents. The data here represents the average from both the spring and fall surveys. The Fall 2017 data was look at and discussed separately before it was merged with the Spring 2017 data. No new significant trends were noted, nor did any new findings emerge after the two survey results were merged.

Results from the survey were positive overall, with every question being responded to with a majority of “Always” or “Mostly.” Areas of strength include programs offered, especially Advanced Placement (AP), Special Day Classes (SDC), and clubs/sports. Areas of growth school-wide include communication in all modes (school to home, parent to teacher, parent to student, etc.), availability of counselors, and lack of class choice. Specific areas of growth for teachers include more engaging instructional strategies, increased emotional support, and more behavioral management in the classroom.

Table -46- School Improvement Survey

Question 1 Stakeholder Roles	Parent / Padre o Madre	Parent and Staff Member	Staff Member / Miembro del personal escolar	Student / Estudiante	Grand Total
	26	5	107	1484	1622

Questions	Always / siempre	Mostly / casi siempre	Some- times / algunas veces	Never / nunca	No Response	Grand Total
Question 2. All PHS students have access to all honors and advanced placement (AP) courses. / Todos los estudiantes de PHS tienen acceso a todos los cursos de honores y avanzados (AP).	652	643	277	35	0	1607
Question 3. All PHS students have access to a rigorous curriculum aligned with state standards. / Todos los estudiantes de PHS tienen acceso a un currículo alineado con los estándares estatales.	640	633	276	34	14	1597
Question 4. PHS classes incorporate real world applications and/or project based learning to deepen the understanding of the curriculum. / Las clases de PHS incorporan aplicaciones del mundo real y / o aprendizaje basado en proyectos para profundizar la comprensión del currículo	637	631	273	35	18	1594
Question 5. PHS special education students have support for academic achievement. / Los estudiantes de educación especial de PHS tienen apoyo para su logro académico.	640	623	273	35	17	1588

Questions	Always / siempre	Mostly / casi siempre	Some- times / algunas veces	Never / nunca	No Response	Grand Total
Question 6. PHS non-native English speakers have support for academic achievement. / Los hablantes de inglés no nativo de PHS tienen apoyo para su logro académico.	640	629	273	35	20	1597
Question 7. PHS counselors encourage students to make decisions and select courses based on current interests and future goals. / Los consejeros de PHS animan a los estudiantes a tomar decisiones y seleccionar cursos basados en intereses actuales y metas futuras.	644	630	274	33	19	1600
Question 8. The PHS Counseling Department provides parents with useful and timely information regarding grades, testing, college admissions, and financial assistance. / El Departamento de Consejería de PHS provee a los padres información útil y oportuna sobre calificaciones, exámenes, admisiones en la universidad y asistencia financiera.	645	635	274	35	20	1609
Question 9. PHS teachers provide parents with useful and timely information regarding class expectations, grades, and testing. / Los maestros de PHS proveen a los padres información útil y oportuna sobre las expectativas de clase, calificaciones y pruebas.	631	629	269	34	19	1582

Questions	Always / siempre	Mostly / casi siempre	Some- times / algunas veces	Never / nunca	No Response	Grand Total
Question 10. The PHS Counseling Department provides students with a four-year plan and regularly reviews the plan with that student./El departamento de Consejería de PHS provee a los estudiantes con un plan de cuatro años y regularmente revisa el plan con esos estudiantes.	635	627	271	33	18	1584
Question 11. PHS students in danger of not graduating benefit from opportunities provided by PHS to fulfill their graduation requirements. / Los estudiantes de PHS en peligro de no graduarse se benefician de las oportunidades proporcionadas por PHS para satisfacer sus requisitos de graduación.	633	627	269	34	20	1583
Question 12. All PHS teachers commit to the success of all PHS students. / Todos los maestros de PHS se comprometen con el éxito de todos los estudiantes de PHS.	640	620	271	34	22	1587
Question 13. All PHS staff members, including counselors and administrators, commit to the success of all PHS students. / Todos los miembros del personal de PHS, incluyendo consejeros y administradores, se comprometen con el éxito de todos los estudiantes de PHS.	638	633	266	32	21	1590

Questions	Always / siempre	Mostly / casi siempre	Some- times / algunas veces	Never / nunca	No Response	Grand Total
Question 14. PHS staff members utilize technology on a regular basis to enhance the learning experience for all students. / Los miembros del personal de PHS utilizan la tecnología de manera regular para mejorar la experiencia de aprendizaje de todos los estudiantes.	639	633	272	33	20	1597
Question 15. PHS students know the three TIDE objectives and why they are important to their success after high school. / Los estudiantes de PHS saben los tres objetivos de TIDE y por qué son importantes para su éxito después de la escuela preparatoria.	640	628	270	33	20	1591
Question 16. PHS teachers redesign and modify courses/instruction on an ongoing basis, ensuring they remain challenging, engaging, and rigorous. / Los maestros de PHS rediseñan y modifican los cursos y la instrucción de manera continua, asegurando que sigan siendo desafiantes, comprometidos y rigurosos.	637	633	270	34	19	1593
Question 17. PHS offers a variety of classes to meet the educational needs and interests of the students. / PHS ofrece una variedad de clases para satisfacer las necesidades e intereses educativos de los	644	632	269	34	18	1597

estudiantes						
Questions	Always / siempre	Mostly / casi siempre	Some- times / algunas veces	Never / nunca	No Response	Grand Total
Question 18. PHS provides opportunities for its students to take leadership roles in the classroom. / PHS provee oportunidades para que sus estudiantes tomen roles de liderazgo en el salón de clases.	637	627	270	34	18	1586
Question 19. Education at PHS promotes the growth of higher order thinking skills, such as problem solving, analyzing, and synthesizing information. / La educación en PHS promueve el crecimiento de habilidades de pensamiento de orden superior, como la resolución de problemas, el análisis y la síntesis de información.	635	631	269	33	18	1586
Question 20. All PHS staff members meet students' academic, social, and behavioral needs. / Todos los miembros del personal de PHS satisfacen las necesidades académicas, sociales y de comportamiento de los estudiantes.	637	624	266	33	18	1578
Question 21. Grades accurately measure PHS students' mastery of the state academic standards. / Las calificaciones miden con precisión el dominio de los estudiantes de	631	625	258	33	17	1564

PHS de los estándares académicos del estado.						
Questions	Always / siempre	Mostly / casi siempre	Some-times / algunas veces	Never / nunca	No Response	Grand Total
Question 22. PHS teachers use multiple measures to assess a students' mastery of the State standards. / Los maestros de PHS utilizan múltiples medidas para evaluar el dominio de los estándares estatales por parte de los estudiantes.	634	623	263	33	19	1572
Question 23. PHS staff members adequately prepare their college-bound students for life after high school. / Los miembros del personal de PHS preparan adecuadamente a sus estudiantes orientados a la universidad para la vida después de la escuela preparatoria.	630	621	262	33	16	1562
Question 24. PHS staff members adequately prepare their students not bound for college for life after high school. / Los miembros del personal de PHS preparan adecuadamente a sus estudiantes que no planean ir a la universidad para su vida después de la escuela preparatoria.	636	623	267	33	17	1576

Questions	Always / siempre	Mostly / casi siempre	Some- times / algunas veces	Never / nunca	No Response	Grand Total
Question 25. PHS teachers use a wide range of instructional strategies to fully engage their students and foster their development. / Los maestros de PHS usan una amplia gama de estrategias de instrucción para involucrar plenamente a sus estudiantes y fomentar su desarrollo.	635	626	262	33	19	1575
Question 26. PHS provides opportunities for its students to take leadership roles in the community. / PHS ofrece oportunidades para que sus estudiantes asuman roles de liderazgo en la comunidad.	636	628	262	33	17	1576
Question 27. PHS offers a large variety of clubs, sports, and other co-curricular activities to meet the interests of all its students. / PHS ofrece una gran variedad de clubes, deportes y otras actividades co-curriculares para satisfacer los intereses de todos sus estudiantes.	635	630	264	33	22	1584

Question 28. PHS students receive appropriate support to ensure they pass all of their classes. / Los estudiantes de PHS reciben el apoyo apropiado para asegurar que pasen todas sus clases.	634	630	263	33	20	1580
Questions	Always / siempre	Mostly / casi siempre	Some-times / algunas veces	Never / nunca	No Response	Grand Total
Question 29. PHS staff members give sufficient attention to the needs of students who are academically below average. / Los miembros del personal de PHS prestan suficiente atención a las necesidades de los estudiantes que están académicamente por debajo del promedio.Si declaró "a veces" o "nunca", ¿qué área (s) podría mejorar PHS?	631	627	259	32	17	1566
Question 30. The PHS Counseling Department meets the guidance needs of all PHS students. / El departamento de Consejería de PHS cumple con las necesidades de orientación de todos los estudiantes de PHS.	635	626	261	33	16	1571
Question 31. PHS nonnative speakers receive appropriate support and instruction from all PHS teachers. / Los hablantes no nativos de PHS reciben el apoyo y la instrucción apropiados de todos los maestros de PHS.	630	624	259	33	17	1563

Questions	Always / siempre	Mostly / casi siempre	Some- times / algunas veces	Never / nunca	No Response	Grand Total
Question 32. PHS communicates student academic progress effectively through online grades, walk around progress reports, D/F letters, progress reports mailed home, and teacher initiated phone calls or emails. / PHS comunica el progreso académico de los estudiantes de manera efectiva a través de calificaciones en línea, informes de progreso, cartas de D / F, informes de progreso enviados por correo a casa y llamadas hechas por el maestro o correos electrónicos	636	625	263	33	19	1576
Question 33. PHS possesses well-organized emergency procedures, and both staff and students understand them. / PHS posee procedimientos de emergencia bien organizados, y tanto el personal como los estudiantes los entienden.	628	618	260	31	18	1555
Question 34. PHS staff maintain clean, functional, and accessible facilities. / El personal de PHS mantiene instalaciones limpias, funcionales y accesibles.	630	624	262	33	21	1570

Questions	Always / siempre	Mostly / casi siempre	Some- times / algunas veces	Never / nunca	No Response	Grand Total
Question 35. PHS communicates with parents, students, and community members through a variety of sources such as newsletters, web pages, emails and the phone system. / PHS se comunica con padres, estudiantes y miembros de la comunidad a través de una variedad de fuentes tales como boletines, páginas web, correos electrónicos y el sistema telefónico.	628	632	262	32	21	1575
Question 36. PHS students feel physically and emotionally safe in all areas of the campus. / Los estudiantes de PHS se sienten física y emocionalmente seguros en todas las áreas del campus.	625	629	265	33	22	1574
Question 37. PHS teachers and staff members feel physically and emotionally safe in all areas of the campus. / Los maestros y miembros del personal de PHS se sienten física y emocionalmente seguros en todas las áreas del campus.	617	621	263	32	17	1550

Questions	Always / siempre	Mostly / casi siempre	Some- times / algunas veces	Never / nunca	No Response	Grand Total
Question 38. All PHS staff members handle discipline issues in a timely, appropriate, and effective manner. / Todos los miembros del personal de PHS manejan asuntos de disciplina de manera oportuna, apropiada y efectiva.	626	627	263	32	17	1565
Question 39. PHS staff members effectively enforce attendance and tardiness policies. / Los miembros del personal de PHS aplican efectivamente las políticas de asistencia y tardanza.	630	626	260	31	21	1568
Question 40. PHS students display pride in their school and behave appropriately on campus. / Los estudiantes de PHS muestran orgullo de su escuela y se comportan apropiadamente en el campus.	632	624	262	31	21	1570
Question 41. PHS staff members appropriately address incidents of drug and/or alcohol abuse in a timely manner. / Los miembros del personal de PHS tratan adecuadamente los incidentes de abuso de drogas y / o alcohol de manera oportuna.	628	622	261	30	16	1557
Question 42. PHS staff members clearly and effectively communicate school rules and expectations to all students. / Los miembros del personal de PHS comunican clara y efectivamente las reglas y expectativas de la escuela a todos los estudiantes.	630	625	260	31	20	1566

Questions	Always / siempre	Mostly / casi siempre	Some- times / algunas veces	Never / nunca	No Response	Grand Total
Question 43. PHS administration provides adequate support for all teachers. / La administración de PHS brinda apoyo adecuado a todos los maestros.	618	619	258	31	18	1544
Question 44. All PHS teachers effectively collect, disaggregate, and analyze data to positively affect curriculum and instruction. / Todos los maestros de PHS recolectan, desagregan y analizan los datos de manera efectiva para afectar positivamente el plan de estudios y la instrucción.	629	622	262	31	19	1563
Question 45. PHS uses data to drive staff development activities which will positively affect student achievement. / PHS utiliza datos para impulsar actividades de desarrollo del personal que afectarán positivamente el rendimiento estudiantil.	627	620	259	31	17	1554
Question 46. PHS communicates effectively with parents of nonnative English speakers. / PHS se comunica eficazmente con padres de estudiantes hablantes no nativos de inglés.	627	621	258	31	16	1553
Question 47. PHS administrators have high expectations for student behavior. / Los administradores de PHS tienen altas expectativas para el comportamiento de los	629	630	262	31	20	1572

estudiantes.						
Questions	Always / siempre	Mostly / casi siempre	Some- times / algunas veces	Never / nunca	No Response	Grand Total
Question 48. PHS leadership involves all PHS stakeholders in decision making and school improvement. / El liderazgo de PHS involucra a todos los interesados de PHS en la toma de decisiones y en la mejora de la escuela.	623	621	255	31	16	1546
Question 49. PHS students graduate with the writing, reading, and communication skills necessary for success after high school. / Los estudiantes de PHS se gradúan con las habilidades de escritura, lectura y comunicación necesarias para el éxito después de la preparatoria.	632	623	263	31	19	1568
Question 50. PHS students graduate with the technology/computer skills necessary for success after high school. / Los estudiantes de PHS se gradúan con las habilidades de tecnología y computadoras necesarias para el éxito después de la escuela preparatoria.	637	624	263	31	19	1574

Open-Ended Responses

Several questions in the School Improvement Survey invited stakeholders to make suggestions. These questions were followed up with “If you stated either "sometimes" or "never", which area(s) could the Counseling Department improve? / Si declaró "a veces" o "nunca", ¿qué área (s) podría mejorar el Departamento de Consejería?”

Questions garnered between 50-200 usable responses (responses that were on topic, provided a suggestion, or offered a specific area of concern that could help develop action). These were grouped according to their focus or suggestion.

8.The PHS Counseling Department provides parents with useful and timely information regarding grades, testing, college admissions, and financial assistance. / El Departamento de Consejería de PHS provee a los padres información útil y oportuna sobre calificaciones, exámenes, admisiones en la universidad y asistencia financiera.

#8	Comment Summary / Comment
59	<p>Improve availability and access to counselors. Many comments expressed concern that counselors were frequently out of the office, did not return calls or emails promptly, and took their lunches at the same time as students and thus could not be reached during students’ main free period of time. Suggestions included:</p> <ul style="list-style-type: none"> ➤ Taking lunch at a different time ➤ Having set office hours ➤ Having an equitable protocol for dealing with lines ➤ Adding more counselors ➤ Having a staffed counseling hotline to answer general questions and expedite personal contact with individual counselors
17	<p>Improve the speed and frequency of communication both in response to inquiries and by proactively sending out calls, emails, and other forms of communication.</p>
36	<p>Improve the speed, frequency, and openness of communication with parents, particularly when addressing Spanish speaking parents both in response to inquiries and by proactively sending out calls, emails, and other forms of communication.</p>

17	Improve counseling regarding future plans including graduation requirements, A-G requirements, life-skills support, and options other than college after high school.
25	<p>Many comments requested more help improving grades. Specifically some suggest that counselors should:</p> <ul style="list-style-type: none"> ➤ Call in students on a regular basis to check in regarding grades. ➤ Call in students with low grades in for motivation and assistance obtaining additional help. ➤ Contact parents when students have failing grades.
36	Many comments requested more information regarding class options, A-G requirements, college and scholarships, special deadlines, and other information.
22	Many comments requested more meetings both for individuals and in group settings, such as the Freshmen Blitz and Registration.
14	<p>Other comments:</p> <ul style="list-style-type: none"> ➤ Better system for finding classes on the first day ➤ Allowing students to pick their teachers or change to other teachers ➤ More openness to parent suggestions about their student's placement ➤ Access to honors/AP regardless of D/F grades in prior subject courses ➤ More power dealing with master schedule issues
20	Many comments reflected a perceived lack of concern for students and requested a warmer, more encouraging atmosphere and sense of personal connection.
23	Many suggestions simply called for additional support: being able to talk to someone when stressed, a shoulder, someone to understand their feelings and needs.
12	Some comments dealt with students' workload. Some expressed a desire for less or easier work and graduation requirements, more access to higher level work, and increased access to the classes that students actually want (i.e. electives).

9. PHS teachers provide parents with useful and timely information regarding class expectations, grades, and testing. / Los maestros de PHS proveen a los padres información útil y oportuna sobre las expectativas de clase, calificaciones y pruebas.

#9	Comment Summary / Comment
18	Improve connection to and understanding of students as individuals; be more personally supportive.
13	Improve communication with students.
48	Improve frequency and depth of communication with parents about grades, expectations, and student needs. Specific suggestions included emails and calls home when students are showing signs of struggle and holding more parent meetings. Two suggestions included requests for positive student updates. Several comments suggested that parents needed training to access the information teachers had already made available and needed to get themselves more involved.
9	Improve communication about expectations. One particularly salient comment read “Teachers need to send out a syllabus, with dates regarding topics to be covered and what is expected in terms of assignments and projects at what time and what percentage of their grades each item would be. Have the parents sign it and have a contact number or email available for the parent to contact in case there are any clarifications needed or questions.”
14	Improve the timeliness of grading and grade updates.
16	Improve student performance through increased one-on-one contact and support. Increased availability of tutoring and access to teachers beyond the class period.
13	Change student workload: <ul style="list-style-type: none"> ➤ Less homework (8) ➤ More time (4) ➤ More work (1) ➤ More extra credit (2)

24	Improve teaching methods and strategies.
11	<p>Other (verbatim):</p> <ul style="list-style-type: none"> ➤ letting students try to be in classes even if its not on there level or not ➤ talk more about college ➤ They should work on passions ➤ less strict ➤ teachers could use better online apps for turning in work ➤ disciplinary action ➤ letting go us to the restroom ➤ They should provide us with useful information like how to pay taxes and how to deal with heartbreaks not how many apples jimmy picked from the tree and how many he has left. ➤ By not letting people work in groups, choices need to be made whether or not we want to talk/present ➤ in speaking in more language than English ➤ our academic calendar is made by admin and subject to change

11. PHS students in danger of not graduating benefit from opportunities provided by PHS to fulfill their graduation requirements. / Los estudiantes de PHS en peligro de no graduarse se benefician de las oportunidades proporcionadas por PHS para satisfacer sus requisitos de graduación.

#11	Comment Summary / Comment
58	<p>Many comments requested increased access to counselors and intensification of outreach (earlier and more frequently) by counselors. Some specific suggestions included:</p> <ul style="list-style-type: none"> ➤ Regular meetings with counselors ➤ More programs like the Freshmen Blitz ➤ A grade-related support group that focused on requirements, communication, and study skills. ➤ Better access to 4-Year Plans
22	<p>Some suggestions requested more programs to help those who had fallen behind catch up, such as:</p> <ul style="list-style-type: none"> ➤ APEX and other alternatives to traditional classroom courses ➤ After school classes ➤ More electives and additional core course offerings ➤ Options to become a “Super Senior”
16	<p>Some suggestion suggested continued focus on teaching practice to increase engagement and understanding and an examination of assignment and grading practices. The others requested more access to teacher tutoring.</p>
5	<p>Other comments included suggestions that standards and workload should be lowered, accessibility to buses to help students who wanted to stay for extra help but could not, and bell schedule changes.</p>
5	<p>A few comments suggested that increased student accountability was key to addressing failures.</p>
4	<p>A few comments suggested that increase student motivation was the key. Additional privileges, such as off campus lunches and other activities, might motivate more students.</p>

17. PHS offers a variety of classes to meet the educational needs and interests of the students. / PHS ofrece una variedad de clases para satisfacer las necesidades e intereses educativos de los estudiantes.

#17	Comment Summary / Comment
26	Most comments encouraged an increase in program diversity: more core and elective classes, more zero period and after school classes, more team taught classes, and more clubs and access to sports (including an on-site pool) so that students will have great freedom in their schedules.
16	Some comments encouraged continued teacher development.
7	A few comments encouraged increased access to counselors to help students learn about, select, and obtain access to courses that interest them.
5	A few comments encouraged motivational strategies to help students take an interest in their classes.

20. All PHS staff members meet students' academic, social, and behavioral needs. /
 Todos los miembros del personal de PHS satisfacen las necesidades académicas, sociales y de comportamiento de los estudiantes.

#20	Comment Summary / Comment
13	Some comments noted a desire for more support and a more supportive atmosphere; this included feeling like they could be themselves, asking the student to be part of decisions, and encouraging parents to be more involved with their education.
12	Some comments encouraged continued teacher development particularly noting the desire for greater consistency, support, and connection.
7	Other comments included a desire to focus more on academics, to relax discipline policy, increase the number of sports, increase activities, and increase the number of security personnel.
6	Some comments indicated a desire for students to be given greater training and opportunities to take on leadership roles in the classroom and the school at large.
5	Some comments indicated that increased student accountability was key to students getting the support they needed.
4	A few comments indicated a desire to see more of the students' counselors.

28. PHS students receive appropriate support to ensure they pass all of their classes. / Los estudiantes de PHS reciben el apoyo apropiado para asegurar que pasen todas sus clases.

#28	Comment Summary / Comment
13	Many comments expressed a desire for a more supportive atmosphere specifically asking for more connection between teachers and students and access to more counseling.
13	Many comments encouraged continued teacher development particularly noting the desire for greater consistency, differentiated instruction, office hours, one-on-one conferences, lower or slower work loads and conversely more homework and a more rigorous curriculum, additional make up time after absences and testing, and more reviews.
10	Some comments requested additional help for students in the forms of greater access to voluntary and mandatory tutoring, special interventions for students whose negative behavior is really “crying for attention but do not know how to seek it in a positive manner,” and more tutors available.
8	Some comments reflected a desire for support in preparation for the next steps in life as a way to motivate students now to perform better. These comments specified seem to split into two camps: a desire for more college information (FASFA, applications, etc.) as a way to get students driven for a bigger picture and a desire for more support for students who do not want to pursue college. Some comments encouraged teachers to not “sugarcoat life” and to help students understand the harder realities of failure now.
5	Some comments requested additional access to counselors and counseling.
4	A few comments offered specifics that might make other suggestions more feasible including additional late buses, “computers for everyone,” “improved books,” and more APEX offerings.
3	A few comments expressed a concern that grades and grading practices did not “accurately measure a student's success” and suggested a continued conversation about grading policies.

30. The PHS Counseling Department meets the guidance needs of all PHS students. / El departamento de Consejería de PHS cumple con las necesidades de orientación de todos los estudiantes de PHS.

#30	Comment Summary / Comment
28	Most comments expressed a desire for connection and caring through a focus on emotional support before academic support and openness to other life paths besides college.
11	Some comments focused on the need in improve accessibility to counselors specifically through better office hours, increasing the number of counselors, and holding more regular meetings with students.
5	A few comments requested more information regarding college and graduation.
2	A couple of comments made specific requests: additional access to APEX and suggested that “the counseling department should consider implementing the ASCA National model to deliver a comprehensive guidance counseling program to all students.”

A side note about the comments throughout the survey that did not match the questions: there is a desire to see a pool built on premises, an improvement of lunch food and accessibility to it, and many others were glowing complements to counselors and teachers.

Chapter II Summary

The evidence shows that Pacifica has some major strengths, but also areas for growth.

One of Pacifica's major strengths is its access and amount of technology available to teachers and staff. With more than 45 laptop/Chromebook carts (with 38 computers in each), 7 computer labs, and 68 computers in the library, we have more technology on campus than any other school in the district. The rise and availability of technology has lead to more staff implementation of technological resources, programs, and new positions, such as site tech coaches, webmasters, the CODE academy and its robotics program; increased professional development opportunities such as TAC, our district's technology committee; and has allowed for implementation of cutting edge technological programs like Canvas, Google Classroom, Khan Academy, and No Red Ink.

Many new programs have contributed to the success of students and positive culture on campus including AVID, Triton Transition, and the arrival of the CODE and ESEA academies. Clubs on campus have also grown more diverse to reflect various student needs, as witnessed by the recently implemented Nail, Video Game, and Archery clubs.

Pacifica has made major gains in testing over the past several years. CAHSEE was replaced by CAASPP and, although there is not a lot of data, CAASPP scores have increased since the first year of implementation due to the increase in technology on campus, and both the instruction and the data analysis of the staff. AP scores have also seen quite an increase, with many of our subject tests showing significant rises in scores. Our English Learners have also made gains in Reclassification numbers, with a large number of our Tritons being RFEP'd.

In addition to rising test scores, Pacifica has also increased A-G completion, a huge boon for cultivating a college-going culture. Counselors have been incredibly hard at work, especially the last two years, to increase A-G and graduation rates, while trying to decrease the D/F rates. From Freshman Blitz to individual meetings to A-G recognition ceremonies, to four-year plans and academic reviews, the counselors have done a full court press on student achievement. Additionally, last summer, many courses at Pacifica were rewritten to be A-G so even more of our students are eligible.

The district's focus on preparing students for college and career has lead to the creation of many more beneficial roles on campus such as the site Instructional Coach and ten content leads. These positions support collaboration and data analysis, and will be leading the charge on implementing lesson study, the Japanese technique that uses peer-driven observations and collaboration to strengthen teaching strategies and increase student engagement. These recently created site positions will also continue to

support the creation and implementation of common formative assessments (CFAs), as well as sharing up-to-date pedagogical practices in order to best prepare all students for the CAASPP and CAST.

The district has also invested their resources in ensuring student success and college readiness by providing free PSAT and SAT testing and, in the fall of 2018, providing at least one free college application to all eligible seniors. There has also been a huge push to have all students link Khan Academy and College Board accounts to provide personalized PSAT, SAT, and AP exam practice based on previous scores. The senior teachers worked hard to get as many seniors to apply for FAFSA and at least one college, including local community school Oxnard College, in the Fall of 2017. Additionally, the OUHSD piloted a program, called TrustEd Aid, with all Pacifica seniors; this program allows seniors to have a better understanding of the financial resources available to them for college and a more tailored accounting of the costs of each college and university based on their family's personal information.

Positive Behavior Interventions and Strategies (PBIS), along with many other programs on campus such as AVID, Triton Transition and Peer Resource, have helped build school spirit by focusing on the positives. We have a thriving small learning community culture, with approximately 500 students enrolled in one of our six academies. Campus spirit is further bolstered by Principal Ted Lawrence's mission statements of #expectexcellence and #wintheday, which promote high expectations and small victories.

Positivity and amazing programs have helped our graduation rate increase overall for significant subgroups. The number of A-G courses offered has seen a huge jump, while the number of A-G eligible graduating students has also increased. Pacifica began offering the PSAT free of charge to all 9th, 10th, and 11th graders in 2016, with the SAT being offered free of charge to all juniors in the fall of 2018.

Pacifica has worked hard at creating a college-going culture, but, despite all of the positive changes, some students are still being left behind. Pacifica has done an outstanding job increasing college awareness by providing the PSAT and SAT free to all students and highlighting A-G eligibility; however, many students are not A-G eligible and some are in danger of not graduating. CAASPP, SAT, ACT, and PSAT scores suggest that many of our students, especially our sub-groups (English Learners, SPED, foster, etc.), are not academically college-ready. Teachers need to utilize instructional strategies that make content accessible to all students, while also increasing the rigor to better prepare our students for the demands of college. As our sub-groups numbers increase (from 53 to 265 SPED, from 4 to 470 foster/homeless), our instructional strategies must also change to better support a more diverse population. Graduation rates for these

students remain low (English Learners 69.5%, Foster 66.7%, Migrant 77.3%, SPED 58.7%), which suggests we need to provide more intervention to these specific students.

The D and F rate at Pacifica has remained steady despite a huge push from the staff to provide solutions. The staff has applied The concept of “re” (reteach, retake, retest), there are many programs here available that provide embedded supports, such as team-taught classes, and OASIS and SOAR courses where students received academic tutoring within the school day. Additionally, students are given many opportunities to retrieve credits, including summer school and enrolling in a Cyber High online credit retrieval course, which they can do during the school day. Still, the numbers have stagnated despite varied attempts by the staff to help alleviate the problem.

Disproportionate CAASPP scores reveal the need for more relevant professional development, specialized training, and stronger instructional strategies for our struggling sub-groups. Although migrant students are showing major gains, all other significant subgroups are either stagnating or, worse, receiving lower scores. English Learners and SPED, in particular, are struggling with state testing, with both subgroups dropping or stagnating (English Learners from 7% meeting/exceeding to 2% in ELA and remaining at 0% meeting/exceeding for Math; SPED remaining at 4% exceeding/meeting in ELA and 0% in Math).

School-to-home communication continues to be an issue, even though the school has implemented many new modes of communication since the last self-study. Pacifica has provided more ways to reach home and for parents to play a more active role in their student’s education through use of ParentVUE, all-calls, 2 faculty stipended translator positions, parent meetings, and social media such as Twitter and the Zing app. Counselors have dramatically increased the amount of face-to-face time they spend with students, interventions are done on a regular basis, and the amount of technology on campus has provided a platform for much more frequent digital communication. Our news program Triton Talk has also played a key role in relaying pertinent information to our students on a daily basis. A number of our students lack regular access to technology at home due to their current living and/or financial situation. Some also lack a permanent address, so the majority of communications mailed home never reach the intended audience. Staff, parents, and students alike want a stronger communication network. Last year, Pacifica only had 86 parents active in PTSA; increasing the participation rate, along with more convenient and relevant modes of communication, will hopefully address problematic issues shown through the data, such as the rising number of suspensions.

Although quarter one data from the 2017-2018 school year is indicating a decrease in overall suspensions, the data from the past few school years, for both suspensions and expulsions, remains steady. The number of violent suspensions, specifically, has grown,

despite other numbers normalizing. PBIS has played a large role in our lower suspension numbers, as has the weakening popularity of the drug Xanax.

The data also shows that Pacifica possibly provides too many options, which creates an incredibly tight master schedule. Many of our honors/AP students are forced to choose which classes they want to take due to lack of flexibility in the schedule and because they are involved in our many programs. Due to six cohorted academies, AVID, an over-impacted campus, and a lack of classroom space, the master schedule has become tighter and tighter each year. The survey results show that students are interested in more flexibility, and Pacifica has already begun looking into alternative schedule options, such as trimesters or a 7-period day in order to provide students the ability to complete more courses, further raising our A-G completion rate and our graduation rate.

Important questions to be discussed in Focus Groups:

- How do we increase test scores (CAASPP, PSAT, SAT, ACT), specifically for our struggling sub-groups?
- How do we increase rigor while providing enough support to our sub-groups (English Learners, Special Education, etc)?
- How do we reduce the number of suspensions?
- How do we reduce the number of Ds and Fs in order to increase the number of students who meet A-G eligibility?
- How can we communicate with students and parents more effectively and more meaningfully?
- How do we provide more convenient methods of communication for parents with multiple jobs/commitments and/or a lack of technological access?
- How do we provide access to more classes and programs for all students?
- How can we increase the flexibility in our schedule to provide all students a greater chance at success?

Chapter III

Self-Study Findings



PACIFICA HIGH SCHOOL



CHAPTER 3:

Self-Study Findings

Focus Group A

Organization: Vision and Purpose, Governance, Leadership, and Staff, and Resources

Janice Zehner Focus Group Leader A, Science teacher, Science Department Chair

Colin Harvey Focus Group Leader A, Science teacher

Lucas Sydlaske Writer Group A, English teacher

Edgar Acab	Science teacher	Mark Martinez	Social Science teacher, Assistant Football Coach
Frank Ayala	Lead Custodian	Liliana Mejia	Counselor
Glenna Bachmeier	Paraeducator	Camille Morris	Parent
Jon Balden	Social Science teacher	Walter Morris	Parent
Dan Berthel	Social Science teacher	Ian McFadyen	Teaching and Education Careers Academy Director, Tech Coach, CTE Teacher
Raymond Camacho	Athletic Director, Social Science teacher	Naseem Naghdi	Science teacher
Mike Castanon	Activities Director, Social Science teacher, Web Master	Andrew Navarro	Math teacher, JV Boys Soccer Coach
Yolanda Chavira	ASB Bookkeeper	Jaimene Nichols	English teacher
Tod Deardorff	Video Production Teacher, OUHSD TV Station Manager	Corine Ochoa	Secretary
Ester Dominguez	Registrar	Sheryl Pacion	Secretary
Javier Escudero	Lead Maintenance	Jairo Perez	Counselor
Anna Espino	PE teacher, JV Boys and Girls Volleyball Coach	Jeff Pike	Media teacher, Assistant Varsity Boys Basketball Coach
Victor Farias	Counselor	Isabel Ramos	Math teacher
Aaron Ferguson	Science teacher, Academy of Business Director, Tech Coach	Eric Riegert	Social Science teacher
Lorena Haas	Spanish teacher	Lizette Sandoval	Paraeducator
Marty Hajarizian	Group Counselor	Bob Touake	English teacher
Michelle Holmes	Math teacher	Ray Urias	Social Science teacher
Ted Lawrence	Principal	Carrie Wolfe	Peer Resource teacher, OUHSD Tupe Coordinator
Jim Luevanos	Social Science teacher	Keren Zaks	Math teacher

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.



A1.1. Indicator: *The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; 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 and be college and career ready.*

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Pacifica High School is committed to providing the young men and women of this community an excellent opportunity to prepare themselves for success in their future. We provide an outstanding college preparatory program for students who desire to further their education after high school. We prepare students for the world of work by providing quality programs that give students skills and knowledge to be successful in their chosen profession. We also prepare our students to be members of a democratic society by ensuring that our students develop an understanding of the institutions within our society, appreciate those values that we share in common, and develop a respect for different cultures and society as a whole.

The development of the school's mission statement and TIDE (vision statement) have been sufficiently and directly impacted by the involvement of all stakeholders, the analysis of school profile and academic data, and are aligned to the DO LCAP goals. Pacifica High School's mission and vision statements were developed through feedback from the ELAC and SSC and updated in the SPSA. Continual examination of new research and a changing global community are factored into the revision process. The current Mission of the school is to ensure every person the opportunity to develop academically, socially, and physically by fostering high expectations and success in

academics, arts, and athletics in a structured, positive environment to ensure all students meet or exceed the California State Standards and graduate A-G compliant and college and career ready. PHS's mission has embedded within it the firm belief that all students can learn and achieve within the entire school program. The school site learner outcomes, otherwise known as TIDE are as follows: The TIDE of Success: Tritons Involved & Driven to Excellence. By graduation, Tritons will be: 1. Prepared for a future as responsible, healthy, productive citizens 2. Problem solvers and academic achievers 3. Effective communicators in a global community. The current TIDE was discussed, revised, and voted on in the Fall 2016 school year. This comprehensive process involved discussions/feedback from staff, faculty, students, and parents, as well as their feedback in a TIDE Google survey.

The ELAC and SSC analyzed, discussed, and reviewed school/community profile data and academic performance assessments (CAASPP, CELDT/ELPAC, CAST, AP, SAT, PSAT), graduation, dropout, disciplinary, A-G, and college/career readiness data and considered the effectiveness of key elements of the entire school program. As a result, the SSC voted on and adopted the following Single-School Plan goals; all goals are directly aligned to current WASC and DO LCAP goals.

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.

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.

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.

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.

- | | |
|---|--------------------------------|
| ➤ A-G Requirements | ➤ Graduation Rates |
| ➤ SPSA and WASC Action Plans | ➤ Health and Safety procedures |
| ➤ DO LCAP goals | ➤ School Site Council meeting |
| ➤ Annual Update of School Profile | ➤ ELAC meetings |
| ➤ ASB | ➤ Special Populations Data |
| ➤ CAASPP data | ➤ Triton TIDE |
| ➤ Dinner program | ➤ WASC Committee meetings |
| ➤ Expect Excellence, Win the Day,
Go Tritons!" - School wide motto | |



A1.2. Indicator: *There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

There is sufficient input from parents, students, school board members and other direct stakeholders in the development of the vision, mission, and schoolwide learner outcomes. The refinement of the PHS updated mission statement involved the feedback from the ELAC and SSC. The PHS “TIDE”, our vision statement, was developed through a collaborative process that involved all stakeholders who provided input in WASC focus groups and home groups meetings in the fall 2016 semester. The final “TIDE” version was voted on via Google Forms, sent to all stakeholders via OUHSD email and Blackboard Connect, after synthesizing all feedback into concise statements. As presented in the “additional evidence” below, there is a need to seek additional input coming from local business and other community members. Most communication regarding the processes for revision are circulated amongst direct stakeholders only, leaving indirect stakeholders (local business and community members not directly affiliated with the school site, except in rare circumstances such as Academy internships) to seek involvement independently. However, Pacifica has begun increasing their involvement with the community through the growth of its Work Experience program, academy internships, and the Academy of Business Outreach. In addition, Triton Talk is available on YouTube to the public.

- | | |
|--|--|
| <ul style="list-style-type: none"> ➤ A-G Requirements ➤ Academy Parent Meetings ➤ Athletic Boosters ➤ Back-to-School Night ➤ Career Fair ➤ District and PHS website ➤ District webcasts ➤ EL Reclassification Rates ➤ Financial Aid workshops | <ul style="list-style-type: none"> ➤ GATE Meetings ➤ Graduation Rates ➤ Lack of business and community involvement ➤ PTSA ➤ School Marquee ➤ School Site Council Meetings ➤ Triton Talk on YouTube ➤ WASC Focus Groups |
|--|--|



Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.

Direct stakeholders moderately understand and are committed to the school's vision, mission, and schoolwide learner outcomes. Teachers, administrators, counselors and staff meet monthly within their own departmental groups to discuss and analyze student data and reaffirm commitment to learner outcomes, and faculty meetings are held monthly as well. In addition, within departments there are grade level or course specific groups that meet, and academy teachers have common prep periods to discuss such outcomes. Parents and stakeholders are given multiple opportunities to review and discuss DO LCAP and PHS SPSA goals in monthly LCAP, SSC, and PTSA general meetings. All stakeholders are also invited to DO LCAP meetings; the PHS ELAC consistently out number parents from all other schools in the OUHSD in said meetings. Parents are informed about their opportunities to participate in school governance at registration, orientation, and through materials sent home, back to school night and parent teacher conferences are also directly used to re-establish learner outcome expectations. Although these measures are consistent every year, turnout and commitment on the part of non-faculty and staff stakeholders has been low relative to population based expectations.

- Back-to-School Night
- Collaboration (grade-level) Meetings
- Community Development LCAP Meetings (DO and Site-based)
- Evaluation of test data

- Faculty Meetings
- Job-alikes (grade level)
- Open House
- School Site Council

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.



Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.

The clarity of board policies and procedures are sufficiently clear regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements. All relevant policies and procedures are communicated through the District Website and are accessible to all stakeholders in the school community.

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| <ul style="list-style-type: none"> ➤ District Governing Board sends agenda directly to staff through email ➤ Further clarification of board policy is communicated at Department Chair and District Curriculum Committee meetings. | <ul style="list-style-type: none"> ➤ Videos of Governing Board meetings available on the District Website ➤ Written minutes of Governing Board meetings available on the District Website |
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***Understanding the Role of the Governing Board***

A2.2. Indicator: *There is clear understanding about the role and responsibilities of the governing board and the professional staff.*

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

The board's purpose is to hire a superintendent and set board policy. This understanding is made perfectly clear by the governing members of the board. The board does not extend itself beyond these parameters. The board is accessible to professional staff and responsive to the needs of community members and the board is accessible to all stakeholders through regular open sessions.

➤ Board Meetings

➤ District Website

➤ Faculty and Department Meetings

➤ School Site Council



Governing Board and Stakeholder Involvement

A2.3. Indicator: *Parents, community members, staff and students are engaged in the governance of the school.*

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Parents are encouraged to participate in regular LCAP, School Site Council, PTSA, and ELAC meetings. They are contacted through email, Blackboard Connect, monthly PTSA general meetings, Back-to-School Night, PHS Zing app, Orientation and Parent-Teacher Conferences. Community business partnerships are significantly involved in the development of, planning, and governance of our six academics and career pathways. Attendance is relatively low compared to expectations/goals based upon school population. There is a need to increase parent and community involvement in governing opportunities. The Parent Education Project coordinator also organizes regular workshops to teach parents about school operations and opportunities for involvement.

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| <ul style="list-style-type: none"> ➤ “Coffee with the Principal” ➤ Campus Twitter Account ➤ ELAC attendance ➤ LCAP attendance ➤ Parent Education Project attendance | <ul style="list-style-type: none"> ➤ PHS app for connectivity ➤ School Site Council attendance ➤ PTSA meetings ➤ Academy advisory meetings |
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Board's Evaluation/Monitoring Procedures

A2.4. Indicator: *There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.*

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

School Site Council provides advice in meetings where the final draft of the LCAP is composed and voted on. Results are finalized on the SPSA. Four LCAP meetings, open to the community, are held annually to assess progress district goals and the Eight State Priorities. Input is gathered at these LCAP meetings and presented before the School Board. All meetings are thoroughly documented and available through the District Website. The Pacifica High School SPSA goals are monitored and data is collected for evaluation and monitoring in monthly SSC meetings. Single-School Plan progress is also evaluated on the yearly PHS SPSA evaluation worksheet and shared with the SSC to provide insight/feedback when new SPSA goals are proposed, and old ones refined, at a yearly SSC meetings.

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| <ul style="list-style-type: none"> ➤ Board Meetings and Agendas ➤ DCC Meetings ➤ FPM - Federal Program Monitoring | <ul style="list-style-type: none"> ➤ OUHSD Board Priorities ➤ Superintendent's Cabinet |
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Complaint and Conflict Resolution Procedures

A2.5. Indicator: *The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.*

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Complaint and conflict resolution procedures are varied and suit the needs of respective staff. The most important communication with parents is the Parent Compact sent home with all students at the onset of the school year. The Parent Compact outlines relevant parent rights, procedures and expectations. Conflict Resolutions are sufficiently handled through School Site Council and are communicated in person there and through the public bulletin. School Site Administrators meet first with parents or community members with concerns. If the concern persists it is brought before the DO for further resolution procedures. Summer mailers also contain relevant parent communication regarding the conflict resolution procedures.

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| <ul style="list-style-type: none"> ➤ Administrators readily available to staff, students and parents ➤ District Office Complaint Procedure ➤ PAR ➤ Parent Compact | <ul style="list-style-type: none"> ➤ Peer resource students available to resolve student to student conflicts ➤ Solutions Committee ➤ Union contract ensures due process is provided |
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A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.



Broad-Based and Collaborative

A3.1. Indicator: *The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.*

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

The continuous school improvement planning process moderately ensures collaboration of all stakeholders and opportunities exist for input into decision-making processes and planning. Student achievement data is routinely shared and discussed at School Site Council. This data directly affects school site funds and perceived needs. In addition, collaboration periods are set aside for the assessing of data and making adjustments to instruction. Staff surveys are a means to collect schoolwide input from stakeholders. Staff meetings, ELAC, department meetings, leadership meetings, grade-level content meetings, and job-alikes also represent a tiered approach to addressing broad-based collaboration.

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| ➤ A-G Completion Rates | ➤ RFEP |
| ➤ AP Test Results | ➤ SAT |
| ➤ CAASPP | ➤ SSC meetings |
| ➤ CAST | ➤ ELAC meetings |
| ➤ CELDT | ➤ Department meetings |
| ➤ Graduation Rates | ➤ Leadership meeting |
| ➤ PSAT | |



Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: *The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.*

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Five School Site Council meetings take place which involve an approval process for funds based directly upon the gathering and monitoring of detailed statistics gathered from achievement data. The rate at which the goals of the SPSA are met is directly linked to the funding decisions made in regards to LCAP.

- A-G Compliance Rates
- AP Test Results
- CAASPP
- CAST
- CELDT

- Graduation Rates
- PSAT
- RFEP
- SAT



Staff Actions/Accountability to Support Learning

A3.3. Indicator: *The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.*

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

School site staff are sufficiently involved in shared decision-making, responsibility, and self-reflection. Site Administrative decisions are sent through APs, Department Heads, Grade Level Leads and all Staff members. All stakeholders have access to and clear communication regarding the LCAP funding decisions and monitoring practices. Email, department meetings, staff meetings and in person communication with administrators facilitate the flow of information.

- Academies
- ASB
- Job-Alikes

- School Site Plan
- Internal Communication and Planning



A3.4. Indicator: *The school has effective existing structures for internal communication, planning, and resolving differences.*

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration?*

Communication among staff and administration is moderately comprehensive. Most internal communication is through email and regular staff meetings. Formal grievance procedures exist. Collaboration meetings are planned across departments. Department chairs attend leadership meetings to coordinate and disseminate concerns to specific departments. The Solutions and Safety Committee also exists and directly conveys their concerns with administration. Use of email and IM by staff, while available, is inconsistently monitored.

- Collaboration Thursdays
- Department Meetings
- Fireside chats

- Job-alikes
- Staff Meetings

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.



Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.1. Prompt: Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.

The Human Resources Department at the district office ensures that all staff members are highly qualified, motivated professionals with a penchant for realizing the vision, mission and learning outcomes of the school site. Hiring of new staff members involve members of current staff on the interviewing committee to allow for the selection of someone who will not only complement existing Pacifica norms, but will also provide a fresh perspective and new ideas. New Teacher Orientation and ongoing professional development programs are in place to ensure new and veteran staff members are prepared for the rigorous expectations of their respective positions on campus. Ongoing opportunities are communicated by the District Office through email and My Learning Plan.

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| <ul style="list-style-type: none"> ➤ Collaboration Thursdays ➤ District-organized professional development sessions ➤ District-wide staff development days | <ul style="list-style-type: none"> ➤ Induction ➤ Job-alikes ➤ On-site (site specific) staff development days ➤ Peer-Observation |
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Staff Assignment and Preparation

A4.2. Indicator: *The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.*

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

The District Office offers a week-long orientation for all new staff members but that orientation program is general and lacks specific preparation for the assignment of the respective participant. This orientation is helpful for accomplishing administrative needs and for establishing district wide goals and best practices, but does not provide any site-specific training or orientation. There is a clear need for site-specific training and orientation directed towards familiarization with campus facilities, procedures, staff, policies, adopted technology and amenities.

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| <ul style="list-style-type: none"> ➤ Academic Grade-Level Leads ➤ DO Orientation | <ul style="list-style-type: none"> ➤ Lapse in on-site new teacher orientation program ➤ Teacher prep day |
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Defining and Understanding Practices/Relationships

A4.3. Indicator: *The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.*

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

The system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff is comprehensive and sufficient. At the beginning of each year administrative responsibility charts are distributed in print and by email to all staff members. Updated emergency procedures and evacuation plans are distributed every year. Departments meet to reevaluate pacing guides and curriculum plans, making adjustments when necessitated. A staff handbook is distributed to all staff members that contains various procedures, policies, and rules of conduct. All staff members sign-off with the Principal's secretary, confirming receipt and understanding of the information contained therein.

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| <ul style="list-style-type: none"> ➤ Disaster Drills ➤ District/School Website ➤ Healthy School Survey ➤ Information, Culture, and Disciplinary posters on campus ➤ On-Campus Posters | <ul style="list-style-type: none"> ➤ PBIS ➤ Staff Meetings ➤ Staff Survey ➤ Technology Survey ➤ WASC Survey |
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Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: *The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.*

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs of staff. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?*

Professional development opportunities are substantial but there's a perception that they are not offered at convenient times or have sufficient incentives attached. Not all District level professional development offerings are appropriate to all school sites, creating conflicts of interest. Professional development opportunities are communicated through regular email and updates to My Learning Plan, which require proactive engagement from staff members to take advantage of the offerings. There is a perception among faculty and staff at the school site that there is a negative professional development culture. As a result, enthusiasm and participation is low. There is currently a lack of understanding as to how much effect current professional development procedures are having on student achievement. There is a perception that the effect is minimal. In the 2017-18 school year, an online gamification personal development program, Oxnard Union Express, was introduced to help facilitate the introduction of Google suite to district employees, as well as conduct a DO-wide investigation to identify technology needs, professional development needs, and provide recommendations.

➤ Gamification strategies implemented

➤ Post Professional Development Evaluations



Supervision and Evaluation

A4.5. Indicator: *The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.*

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

There is a consensus that the school's supervision and evaluation procedures are insufficient in their ability to promote professional growth. CASP/TASP is the currently employed procedure for evaluation of staff/faculty and includes a series of options that may be taken by the employee, including Administrative Observation, Peer Observation, and Portfolio. Although the evaluation system is a valuable tool for assessing instructor and staff strengths and areas for growth, there is a strong impression that this program is ineffective towards meeting the stated goal of increasing professionalism and growth. There is no clear connection between TASP results and professional development offerings at the district, nor are individual professional development suggestions offered through this process.

There is a recent effort by some faculty to employ "lesson studies" which include peer observations rather than administrative observation. These studies include collaborative evaluation and incorporate professional growth strategies to be employed during future lesson studies and in everyday instructional practices. This modeling of desired lesson presentation helps with the implementation of better teaching practices.

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| <ul style="list-style-type: none"> ➤ BTSA ➤ CASP/TASP ➤ Departmental and District Walkthroughs ➤ Grade-Level Lead Teachers | <ul style="list-style-type: none"> ➤ Instructional Coaches ➤ Learning Design Coaches ➤ Mentor Teachers ➤ PBIS |
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A5. Resources Criterion

Allocation Decisions and Their Impact

To a [great] extent resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards.



Allocation Decisions and Their Impact

A5.1. Indicator: *There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.*

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

While in the past there has been a lack of communication between leadership and staff as to how resource allocation decisions can best be applied, and while there are still times when resource and information delivery could be expedited better, there have been some areas of improvement (i.e. materials acquisition timelines). WASC goals are incorporated in the, Single-School Plan (SPSA), which is aligned with the DO LCAP. Resource allocations are proposed by admin and regularly voted on through School Site Council.

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| <ul style="list-style-type: none"> ➤ Department Chairs solicit materials requests from department members ➤ Leadership team fosters interdepartmental cooperation and sharing of resources | <ul style="list-style-type: none"> ➤ New technology in the form of COWs (Computer Labs on Wheels) ➤ Science lab materials to support advanced learning ➤ Some basic materials and items replenished slowly at times (e.g., PE restrooms) |
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Practices

A5.2. Indicator: *There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.*

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

By educating stakeholders on the school's financial obligations toward the district and soliciting input from them, Pacifica is effective in its budgeting, auditing and accounting practices. The principal explains to the site LPAC how funding works and collects suggestions on how the money should be spent. School Site Council provides a venue for faculty, parent and student input that is used to create the SPSA that will determine how funding will be utilized. To protect against mishandling of funds, every expenditure must be justified according to LPAC goals; the principal is required to connect every expenditure submitted to a specific code in a particular LPAC category.

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| <ul style="list-style-type: none"> ➤ ASB bookkeeper conducts audits for funding associated with school activities. ➤ Department purchase orders checked to stay within department budgets | <ul style="list-style-type: none"> ➤ District office scrutinizes requests and clarifies if there are concerns about appropriateness ➤ Multiple meetings provide multiple opportunities for input. ➤ Title one expenditures require principal sign off prior to being sent to district office. |
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Facilities

A5.3. Indicator: *The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.*

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Taken as a whole, Pacifica's facilities sufficiently enable to school to maintain a learning environment that meets the educational, health and safety needs of students.

Pacifica is blessed with many of its facilities, for example, the Performing Arts Center provides a venue that allows for large numbers of students to witness special presentations. The TECA and ESEA academies have also used the PAC for culminating projects their students completed, thereby creating the opportunity for many classes of other students to observe their peers' in a more formal setting. Similarly, technology in the form of smart boards, COWS, and document cameras have widespread usage on campus, greatly improving the engagement in our educational setting. Conversely, with a large school, there are always challenges to some basic services, despite the never-ending efforts of maintenance and technology support. Air-conditioning is fast becoming a school site need. With rising temperatures inside and outside the classroom, effective and safe learning environments are being threatened. Over-population is a major concern at PHS as well, with a growing student population and a facility in stasis. Many teachers must travel between classrooms, which diminishes the professional capabilities of the faculty. Much of this can be attributed to overpopulation; a school designed for 2400 students currently serves 3200.

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| <ul style="list-style-type: none"> ➤ Air conditioning or improved air flow in classes needed ➤ Bathroom availability, policies and cleanliness remain a challenge. ➤ Electrical and plumbing problems in labs fixed right away ➤ Nurse available most days ➤ Periodic Ant Infestation ➤ Reduced numbers of custodians hinder them from always cleaning rooms | <ul style="list-style-type: none"> ➤ Severely handicapped program sponsor a recycling program ➤ Teachers cooperate in sharing classroom and travelling in absence of having their own rooms ➤ Track needed replacement and was rebuilt ➤ Triton Talk facilities steadily upgraded so shows can be streamed |
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Instructional Materials and Equipment

A5.4. Indicator: *The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.*

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Pacifica has sufficiently effective policies and procedures for acquiring and maintaining adequate instructional materials and equipment, including technological tools and support, printed instructional materials, library resources, manipulatives, and laboratory materials. Requisitions forms are filled out and submitted to SSC for approval. In addition, mini-grants are offered through the school's PTSA in order to supplement teacher resource needs.

Teachers and students at Pacifica are particularly fortunate in the technology that is available to them and for the support they can receive to maintain these tools and improve their skills with them. For example, the district provides a help desk for immediate concerns, and to provide better service to teachers with classes beginning at 7:11, the desk now opens at 7:00. Our on-campus computer technician is invaluable in solving problems quickly and offering helpful advice. Several teachers are identified as technology coaches and also send out emails with tutorials facilitating grading or administrative processes. In addition, several of the academies used their funding to purchase COWs for some of their teachers, reducing the strain on individual departments that had insufficient numbers of COWs to meet the demands of their teachers.

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| <ul style="list-style-type: none">➤ Although many COWs are available, their individual cost is currently prohibitive, and cheaper alternatives are being considered➤ Art Department has budget for materials and purchase orders for hardware purchases➤ Calculators are available for student use, but sometimes numbers are insufficient.➤ Foreign language is getting new textbooks with an online version; while supporting the district's overall movement to blended learning, not all students have access at home | <ul style="list-style-type: none">➤ Math texts are online; to encourage use, sufficient numbers of textbooks were ordered for class sets for individuals without home access➤ Science Department is generous in allocating funds for lab materials, but more will be required to meet new standards in biology➤ Submission dates for purchase orders and requisitions are generally well announced, but delivery time frames can be lengthy➤ Textbook clerk responsive when given requests for checkout or accessing textbooks |
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Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.

Pacifica has insufficient resources to nurture and provide ongoing professional development of a well-qualified staff, although opportunities do exist.

Although experienced teachers coming to Pacifica are typically well-qualified and able to adjust by collaborating with Pacifica veterans and attending selected district personal development opportunities, for new teachers at Pacifica, the resources and assistance they require as neophytes needs improvement. The BTSA induction program provides support for all first and second year teachers and administrative staff supports new teachers in their efforts to expand upon their professional skill. Although this induction program for new teachers exists, Pacifica no longer has an informal, site-based introduction program that has ongoing meetings for new teachers. Individual departments identify lead teachers (as in the English department) or mentors (as in the math department) who provide informal guidance. For example, the sophomore English teacher lead provides newcomers with direct access to shared lesson plans and pacing guides. Opportunities for more intensive, resource heavy development are rare.

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| <ul style="list-style-type: none"> ➤ District job fair conducted in March ➤ District lists available positions and provides applications on website so teachers from anywhere can apply and we can get more highly qualified teachers ➤ Grade Level Content Lead Professional Development Seminars at the DO ➤ Job-alikes are available to each department, including ones | <p>organized by specific classes or grade level at both district and site level, allowing more senior teacher inputs to create a variety of perspectives.</p> <ul style="list-style-type: none"> ➤ Teachers involved in hiring need to explain what is needed within department ➤ The district solicits teacher input for personal development, but more options need to be offered to better meet teacher needs |
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Long-Range Planning

A5.6. Indicator: *The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical student learning needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.*

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

To a moderate extent, the district and school's processes for aligning the LCAP with site resources ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical student learning needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

While some aspects of district and school processes for linking LCAP with school resources exist, acceptance of the best way to use funds is remains controversial. For example, in 2016-17, the District purchased the PSAT for all students at all levels district-wide, and in 2017-18 will pay for all 11th grade students to take the SAT as a means of exposing all students to the standards required for college and career readiness; however, many teachers question the effectiveness of testing everyone.

➤ District purchased Naviance for students to use, but more site training for staff and students is necessary

➤ Technology funding needed for all new computers in library and COWS

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs



Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter III).

Summary (including comments about the critical student learning needs)

Access to technology (both physical computers and online resources) needs improvement. While Pacifica High School offers virtual programs, technological equipment and digital resources, the availability and access to technology at a school-wide level is an area that could be strengthened. Some suggestions included working towards providing 1-to-1 access to take advantage of the software resources on and off campus.

In order to expand programs and courses that provide student support, academic enrichment/remediation, and interventions to increase student achievement we need to solve our attendance issue. Students do not take advantage of programs available and an incentive program may be necessary to create buy-in.

Though numerous avenues for parent involvement exist, we need to create a culture which fosters more direct parent participation in their student's education to improve academic success. Direct-text, improved access and usability of online grade reporting and ease of interpretation are all critical student learning needs that must be addressed.

There is a need for a comprehensive investigation of the root causes of Ds/Fs (non-A-G) across all departments and grade levels and a data-based response to continue moving all students towards higher levels of achievement. Mission/Vision goals must be integrated at a Department and Grade/Content level and must contain a clear progression for increasing student learning. Professional development opportunities are not currently utilized for these purposes. In order to move students towards more complex levels of rigorous instruction it will take support from all stakeholders.

Steps are being taken to address these needs and in most cases the criterion are being implemented to a satisfactory degree.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- 1.1 CAASPP Data
- 2.2 Back to School Night/Open House
- 2.2 Faculty and Department Meetings
- 1.3 New PBIS Program and Implementation
- 1.2 Work Experience Programs
- 4.1 Job-alikes/Peer-Observation
- 1.1 Dinner Program
- 3.3 Solutions Committee
- 4.3 Clear Policies and Procedures
- 1.1 Health Tip Tuesdays

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth

- 4.2: Some members indicated a desire to see more relevant training and orientation procedures. Specifically practices and technical instruction on the infrastructure of the school and relevant technology could be improved. Mentor teachers assigned to new teachers across departments was a popular suggestion.
- 4.4: Professional development is substantial but there's a perception that is it not offered at convenient times and lacks incentivization, aggravated by a lack of positive PD culture on campus and perceived redundant offerings.
- 4.5: Current evaluation procedures do not include the promotion of professional growth.
- 4.3: Staff would like to see a more centralized location for updated school policies and procedures, easily accessible and understandable for staff, parents and students so there is a uniform set of expectations for all stakeholders to follow.
- 2.3: Attendance is relatively low at stakeholder meetings compared to expectations/goals, so we can consider and implement plans to encourage more parent and community involvement. (ELAC, SSC, LCAP)
- 1.3: Too many parents are unaware of specific learner outcome expectations because schoolwide learner outcomes are not being explicitly communicated to parents.
- 1.2 We see a need to increase parent use of ParentVue system in order to more effectively operate as co-stakeholders in student progress. Direct text-to-parent features linked through the gradebook is one of the more popular solutions.
- 4.5 Teachers see a need to assign new faculty members a department mentor to help guide through first year transition
- 5.4 Classroom numbers is not currently sufficient for growing student population. Class size reduction and overall reduction of room usage is necessary to achieve a healthy teacher-student ratio.

Focus Group B

Standards-based Student learning: Curriculum

Kimberly Filar Group Leader B, English teacher, Site Content Lead (English 4)

Clint Dawson Group Leader B, Science Teacher

Jessica Unterburger Writer Group B, Social Science teacher

Guadalupe Aguilera	Special Education teacher	Cynthia Hernandez	Spanish teacher, Cheer Advisor
Carolina Alcala	Art teacher	Steve Hernandez	Social Science teacher
Herman Barragan	Special Education teacher	Justin Jimenez	Library/Media Tech
Brian Brister	Science teacher, Site Content Lead (Biology)	Bryan Juell	Social Science teacher
Mark Brondos	Social Science teacher, Assistant Football Coach	Beth King	Special Education teacher
Cesar Calderon	Math teacher	Deborah King	Performing Arts teacher: Dance
Robert Carr	Science teacher	Melody Linecker	English teacher
Agustin Castaneda	Math teacher, Assistant Football Coach	Guillermo Lopez	Assistant Principal
Sofia Castanon (On leave)	English teacher	Araceli Martell	Spanish Teacher, Department Chair (World Languages and ELD)
Jason Daw	Science teacher, Head Varsity Cross Country Coach (Boys and Girls) and Head Varsity Track & Field Coach (Boys and Girls)	Carmen Peralta	English teacher, ELD teacher
Eric Diaz	PE teacher, Assistant Football Coach	David Ramos	Counselor, Special Programs
David Fox	Business Technology teacher	La Donna Ramos	Science teacher, AVID Coordinator
Marina Garcia	Consumer and Family Science teacher	Bethany Rogers	Math teacher
Dacia Hayslip	English teacher	Gabriel Valdez	English teacher, Tech Coach, Site Content Lead (English 2), Academic Decathlon teacher

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.



Current Educational Research and Thinking

B1.1. Indicator: *The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.*

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

To a sufficient degree the school effectively uses current educational research related to curricular areas to maintain meaningful and viable instruction. Textbooks in World Languages and CPM math have been newly updated to reflect Common Core, and World Languages has updated their course curricula to reflect current research. Some science courses use POGIL (process oriented guided instructional learning), another proven program. The advent of Common Core curriculum has created increased use of, and interest in, Socratic seminars, and lesson planning drawing on different depths of knowledge, while teachers continue to utilize techniques from past staff development such as explicit direct instruction and TAPPLE. Other research proven techniques or procedures used by teachers include scaffolding, bell-to-bell instruction, posted learning goals, and multiple exposures to allow corrections and facilitate improvement, or what we refer to at Pacifica as the concept of “re”. Teacher collaboration also provides opportunities to engage in dialogue about research based strategies that can apply to classroom lessons, while some teachers also employ student collaborations to develop their skills in negotiating roles, designating responsibilities and working together towards a common outcome.

Pacifica High School offers a variety of resources that allows for differentiated learning approaches. Most students are placed in A-G classes, and those that are not are given alternative options to achieve educational and career driven goals. To help increase college bound student numbers, Pacifica has an AVID program; research shows how the strategies implemented through WICOR close students' achievement gaps. The programs instituted at Pacifica High School are driven by data provided by district office (for state and district wide data) as well as by teachers themselves, and allow for equity within our diverse classrooms. Areas of growth include access to better services for mental and sexual health. The CDC now encourages schools to provide "Safe Rooms" and sexual health services including condoms and birth control and to discuss the laws in health class.

From a classroom management perspective, the PBIS program encouraging universally positive reactions to student behaviors in common areas (i.e., hallways, quad) has begun making its way into classrooms as well which will help with the instructional program.

English Department teachers meet by grade level during every department meeting, and hold additional job-alikes to promote consistency in their practices and delivery of curriculum as well as integrity and rigor in their course content. With the emphasis on research in the Common Core standards, all grade levels conduct one or more research projects of varying lengths to give students practice and improve their skill (e.g., in following MLA procedures or citing sources) to a college ready level, whether it is on mythology in ninth grade, rebels in 10th grade, current issues with juniors and seniors, or more focused on an academy's *raison d'être*, such as the Academy of Business's work on business and entrepreneurs or the Environmental Academy's environmental impact reports. In support of this, all grade levels also focus on argumentative writing tasks during the course of the year. Furthermore, in preparation for the CAASPP in 11th grade, all grade levels are using state IABs for practice.

An increasing number of English teachers are applying essential questions to better focus their units, and those employing Socratic seminars and blended learning are growing in numbers as well as providing observation opportunities for others who have yet to make the leap. Also on the rise are teachers taking on facilitator roles as they emphasize other forms of student directed learning.

All students are encouraged to attempt AP if they so desire (or if a teacher's experience with a student suggests he/she could be successful); however, in acknowledgement of the need to maintain rigor when students have varied skill levels, two or three classes at each grade level are co-taught with a special education teacher, which provides additional support not only to special education students, but also English language learners and other at-risk students who benefit from additional attention. The senior Communications 2000 class offers students a focus geared more towards students for

whom a career readiness focus is more appropriate. Regardless of a student's skill level, all teachers utilize a wide range of supplemental literature that expose students to diverse cultures or communities.

Math Department classes have been almost totally revised as Common Core standards have been implemented. Gone are the old, familiar names like Algebra 1, Algebra 2, and Geometry, replaced by Integrated Math 1, 2, and 3. The new approach brings multiple aspects of math into each course, and the emphasis is on problem based learning with collaborative student study teams. Some high stakes tests have gone away, but AP exams, PSAT and SAT continue, so math teachers continue to provide special preparation for those exams, and have also begun IAB tests to prepare for the CAASPP.

All students have access to the honors and AP curricula, and all courses except two are taught at the college prep level. The math department also uses a special education teacher to team teach classes requiring the more individualized support many special education students require. Math 1 and 2 are taught as bilingual classes, allowing students to continue developing their math skills while their English catches up to grade level. There is also a Math 1 class targeted for grades 11 and 12 that focuses primarily on skills needed for graduation/career and college readiness.

Math teachers are also in the process of developing lesson study plans that will enable them to jointly create, observe and evaluate lessons in terms of the student learning that took place.

Social Science Department teachers have steadily been working on curriculum changes in anticipation of the Common Core standards that would guide what and how they teach. Because many teachers in the department are members of academy teaching teams, they are used to collaborating with other academy teachers, and that practice is visible within the department as well. As they implement Common Core standards, they have coordinated professional development days for US History and World Civilization teachers in which they are collaborating with the English instructional coach to create new curricula that will engage and enhance understanding of the essential content of their respective social science, as well as improve student reading, writing and listening skills. This has involved reviewing CAASPP exams and results in order to identify and recognize the skills required for success on the tests and incorporating them into Common Core assessment activities (such as the benchmark exams that the department is developing) that best mirror the performance tasks students will encounter on the CAASPP exams. Attention to CAASPP related skills has also included additional resources like the SOAPSTONE chart for document analysis and Flipgrid to improve student speaking skills, as well as ones to enhance focused listening to speeches. Throughout all this, however, the department has maintained a focus on the attainment

of subject matter vocabulary and the use of academic language to maintain the rigor required in the discipline.

The department shares its COWs and uses them regularly. Some staff have a teacher-based website that requires student interaction. Some have students complete homework in an online/distance learning format.

With the adoption of Next Generation Science Standards (NGSS), the **Science Department** has made numerous changes to courses and how they teach, including the embedding of the common core math, reading and writing standards into this newly developed curriculum. The department this year has adopted an integrated physics and chemistry course, “It’s about time,” that is focused to apply science topics to real world situations. They completely restructured the Earth Science curriculum to make it a laboratory class, thereby increasing the rigor involved in it. Physiology also increased labs and practicals. Labs are being re-written to align with NGSS and include engineering, writing, and math common core standards.

To improve science instruction the department keeps up to date on new scientific research to keep curriculum aligned to scientific discoveries that are happening in our world in real time. Scientific Journals and magazines such as *Chem Matters*, *Scientific American*, *National Geographic* and *Tech Briefs* are used in lesson design to achieve this. New lab techniques are constantly explored. The targeted instructional strategies that are implemented in science classrooms include TAPPLE, Data analysis driven labs, inquiry based labs, and project based learning. Recording and analyzing lab data has also supported the department’s CER (Claim, Evidence, and Reasoning) lab report format. Each developed unit targets many learning modalities (visual, written, auditory, and kinesthetic). By varying the type of curriculum, we can support our ELL and SPED students. Teachers have increased the use of technology and online resources in the classroom including PHET lab simulations, Google classroom, and Khan Academy.

All science classes are college prep level, and all meet the A-G requirements of California universities. Students also have the opportunity to receive certification in Biotech through a program with Amgen. Training for certification in CPR, first aid and first responder is also available.

Students of **World Language** teachers, practice their language skills on a daily basis utilizing all the domains available. Teachers regularly work on their reading comprehension skills, guiding them through annotation with purpose and emphasizing the importance of it, and continuing by applying higher order thinking skills to the content. Other forms of text, such as video, are also used to increase comprehension as well as to enhance better understandings of the cultures behind the language. Oral language skills are developed through the creation and recitation of original dialogues in

response to some form of text, as well as during paired reviews of classwork, and through the singing of songs. Group discussions not only provide further practice opportunities, but also develop skill in following oral protocols that are part of career or college readiness. Among the writing practices teachers use are composing original dialogues, responding to literature, journal writing, and creating literary samples such as essays, poems, and stories. Writing practices occur in both individual and group settings. Oral proficiency is developed in the classroom as well as the language lab.

Cultural awareness is promoted through assignments such as learning capitals of Spanish speaking countries; creating Day of the Dead altars; studying French speaking cultures in Africa, North America or the Caribbean; or through investigating an international university that would help a student meet his chosen career goal. In Teachers also spend considerable energy preparing students for career or college through other practices, especially those involving technology (e.g., Word, Powerpoint, and online forums like Google Classroom and Edmodo). One teacher conducts mini-lessons in all the aspects of applying to college (e.g., A-G and UC requirements, scholarships and financial aid, brag sheets), further emphasizing the district and school's vision that all students should consider college. Another teacher encourages further education and self-evaluation by having students identify and research a personal career goal, and consider how their current academic status is helping or hindering the achievement of that goal.

The Spanish Language program is composed of two tracks: Spanish as a second language and Spanish for Native Speakers, which is the larger of the two. World Languages typically has one of the largest groups of students taking Spanish AP tests, and have had great success with their pass rates. They prepare students not only for the AP Spanish Language and Culture exam, but also the AP Spanish Literature and Culture exam.

Physical Education Department teachers provide the physical activities that best prepare students to pass the California Physical Fitness Test, and academically, they teach and review rules and regulations for sports in which the students participate. Much of their work also emphasizes concepts or practices they encounter in the more traditional academic arena. For example, in some classes, teachers utilize articles to review issues in sports, dance or health to practice comprehension and analysis skills one might more traditionally associate with an English class. The Aerobics and Fitness for Life courses involve semester projects that require the use of skills in goal setting, project based learning, and inquiry based learning. For example, a Step group project involves communication, discovery and innovation in creating step choreography, while the presentation aspect of the project requires the kind of skills one would need for workplace success, and the written component supported English skills. In addition, it involved hands on inquiry and an understanding of muscle and motion to create steps,

technology to research options, and self-reflection to evaluate the videotaped project. In Dance Technique, Dance Rhythmics, and Street Jazz students also participate in collaborative choreography projects. Students work together to produce a dance piece that demonstrates an understanding of genres studied throughout the school year. Projects are then presented to the class.

Because **Special Education Department** teachers are committed to helping their students with learning disabilities to achieve the students' best possible academic results, they provide specialized academic instruction in all courses through classes that have fewer students and more individualized instruction. In addition, students can receive other avenues of support including English and math classes that are taught by a team (a special education teacher partnering with a subject matter expert). In this way, students have access to additional support in class as well as another advocate for difficult situations identified in an IEP. Similarly, some core subjects have paraeducators who can provide more assistance as needed. Many students also have a Directed Studies class where they learn study skills, organizational skills, self-advocacy skills, and get help with assignments or have additional time when testing for other core subjects. In addition, tutoring is available for students who are struggling in math or English; this is valuable for any of the students who are in academies where the classes are not team taught.

Since many SPED students will not be going directly to a four-year university, the department encourages college readiness at the community college level as well as career readiness for those who want to go straight to work. Field trips to Oxnard and Ventura College not only expose students to post-secondary campuses, but also inform students of support structures available to enable them to be more successful. A Career Explorations class enables students to learn and practice skills they would need to apply for and maintain a job, and the district has an annual Career fair which gives students the opportunity to talk directly with employers and get a better sense of what a workplace would expect of them. In addition, job skills are addressed through directed studies and transition goals on the IEP.

With the start of the **Coding Academy** in the 2015-16 school year, Business and Technology Department teachers were able to expand course offerings beyond basic computing and digital photography to include some coding classes. Any of these classes enable students to satisfy the district's computer literacy graduation requirement. Digital photography satisfies the Visual and Performing Arts requirement for UC course admission. These computer classes expose students to Microsoft Office 365 technology as well as Google Classroom and the Google programs associated with it, giving students training relevant for both career and college readiness. They produce projects that not only show their competency and understanding of the capabilities of the programs on

which they have been trained, but also give them practice in delivering presentations. Creation of digital portfolios enables them to reflect and self-evaluate their work as well

Visual Arts Department assignments are predominantly project based, whether it is a sculpture, painting or yearbook segment. Students' art projects follow state content standards, meet the A-G requirements for college-readiness, and include the use of modern technology such as online software. With yearbook, students have opportunities to develop skills vital to one's success in college or a career, such as interviewing, writing and editing, meeting deadlines, and working as a team. Others can focus on more artistic elements of photography, layout and design, while those with an interest towards business can address fundraising and advertising.

English Language Development classes run concurrently, giving the teachers involved the flexibility to move students from one section to another as their skills progress or if an initial evaluation proved to be beyond the student's immediate capability, thereby minimizing the interruption and disruption that typically accompanies a level change. Teachers are able to provide instruction that each level will experience as rigorous while still staying within the Common Core curriculum that has caused relatively recent changes to the previous California State Standards. Teachers use TPR and visuals to make the target language, English, more accessible and meaningful. Students participate in listening, reading, writing and speaking activities at their level in English through scaffolded lessons.

Most students in the ELD 101 class are concurrently in the AVID zero period class where they are developing their study skills, learning and preparing more for college and career opportunities, as well as becoming more acclimated to the new school and culture. To continue developing the Spanish language speakers' language skills in their first language, they take Spanish Native Speakers 2 or Spanish Native Speakers 3. Further, both AP Spanish Language and Literature classes are offered on the Native Speaker's track, opening the AP option even to students who start with very low English proficiency.

The **Performing Arts Department** has collaborated with other teachers and District staff in curriculum revision to align more of our course offerings to UC standards; in fact, Advanced Dance, Choral Music and Mariachi courses have been recently revised. Rigor and relevance is maintained in all courses through standards-based learning (what is taught and how it is taught). Students enrolled in performance-based music ensembles explore a variety of music styles, historical eras, and world cultures in the course of preparing for performances. They regularly engage in critical self-assessment as part of the rehearsal process; in addition, music rehearsals are exercises in cooperative learning where students learn teamwork skills and how to function as a member of an effective group. Students in Advanced Dance are exposed to numerous

genres, study under semi-professional/professional dancers, create works of art through choreography projects, and perform in numerous concerts and events.

The **Consumer and Family Sciences Department** includes Culinary Arts, Child Development, and Fashion Design classes (although there are none of the latter in the 2017-18 school year. It is home to the Culinary Arts Academy which adheres to the rigorous standards of the Career Technical Education's Hospitality, Tourism and Recreation Unit. Coursework is geared towards helping students achieve industry certification, and they serve internships in their senior year. Students regularly work collaboratively in teams both in class assignments and outside of class competitions and catered events. Guest speakers further impress on students the high standards of the industry.

Child Development classes also adhere to both academic standards as well as the Education pathway of Career Technical Education, providing important coursework for students in the Teaching and Educational Careers Academy, including preparation for Paraprofessional certification. In the senior course, Teaching and Education II, the computer literacy standards for OUHSD have been incorporated so that students earn their Computer Literacy Requirement through successful course completion. Students learn collaboration, research, computer and speaking skills throughout their classes and internships in the academy that culminate in their Capstone Presentation of original research.

- Career center services are available for all students to access. Research is collected from these services drives data that allows for meaningful instruction.
- Counselors use Triton Talk daily Web feed to discuss A-G requirements, which helps stress emphasize the importance of taking college prep classes. Most students are placed in A-G classes; however, teachers and counselors need to stress the importance of earning a C or better to qualify for college admissions, which will enable Pacifica to maintain relevant instructional programs for students. .
- Our school offers After School Academic Tutoring (ASAT)
- Our School offers six academies: Culinary Arts, Health Sciences, Teaching and Educational Careers, Coding, Business , and Environmental Engineering. These student-centered cohorts provided learning experiences that engage students while building their self-efficacy.
- ROP classes are available to students, taking them outside of the classroom and introducing them to meaningful, hands on and student-centered instruction.
- ROP Classes, work experience classes, and virtual job shadowing are resources and programs readily available to students on campus. These programs facilitate

effective ways to support students looking for a differentiated approach to traditional classroom based learning.

- Virtual programs such as Lynda.com, Khan Academy, Discovery Education and Naviance are available to students. Naviance supports the implementation and tracking of students in pursuit of post-secondary academic and career goals, and is available to all students and faculty, although it is not utilized to its full potential, ^this could be changed through teacher trainings. This could be amended in through more access to computers and training on 21st century technology.
- We utilize ELL strategies.



Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)

Academic standards and college/career readiness standards meet national standards amongst our courses at Pacifica High School to a sufficient degree. Our school also offers a wide array of college preparatory classes that are aligned to A-G requirements. A total of more than 200 classes that are UC approved are offered at Pacifica. While our counseling department aims to establish clear communication and support to all students, more frequent one-on-one contact between students and counselors/career center would be beneficial.

- A-G college preparatory classes are submitted through A-G CMP
- AP course syllabuses are audited by College Board
- Career readiness standards are not widely accessed or referenced by all classes
- Computer and internet skills are language standards, and are taught through the TIDE goal of students becoming global communicators and citizens
- Facility requirements for “wet labs” are met for all lab science courses
- INacoal is used for digital course standards
- Many non A-G courses are were going to be rewritten over the summer
- Triton Talk is used to discuss A-G requirements; however, students should be called in to their counselors to go over one-on-one requirements during the year to make sure they are on track. “Counselor Corner” segment on Triton Talk features announcements, information sessions and opportunities for students to increase their success.



Congruence

B1.3. Indicator: *There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

To a sufficient degree Pacifica encourages consistency between concepts, skills taught, academic standards, college-and-career-readiness standards and schoolwide learner outcomes. Pacifica High School promotes student-centered learning in pursuit of achieving higher level learning standards for all students, asking students not only to remember content but also understand, apply, analyze, and evaluate it as well. This is seen across the disciplines through our initiative of implementing common core curriculum and standards. In addition, cross curricular instruction is implemented amongst our academies, avid programs, SPED programs. Through a cross disciplinary approach students are able to absorb content and life skills through multiple perspectives. Curricular integrity is kept through the implementation of common core standards and cross curricular lesson planning.

OUHSD has been promoting college readiness for all of its students, and to encourage this, pays for all freshmen, juniors and sophomores to take the PSAT during school hours using the College Readiness Grant. The district also uses this grant to pay for all juniors to take the SAT tests once at its expense and during school hours. To practice for the SATs, the district provides students and teachers with free access to Khan Academy; student scores for the PSAT are automatically uploaded to Khan Academy which provides individualized instruction based on those results. Pacifica students who have taken advantage of this have testified that it has made them better “problem solvers and academic achievers,” as well as raised their SAT scores substantially from their PSAT scores.

While virtually all students are in classes meeting A-G requirements, only 25-30% of students in a given year are A-G qualified at graduation. Consequently, students who are placed in college prep classes who lack skills to complete the course successfully are being set up for failure. Balancing the encouragement of all to attend college, with the recognition that not all will remain a challenge when working on college and career readiness.

The English department has moved to using CAASPP Interim Assessment Blocks (IABs) as common formative assessments (CFAs). The IABs are aligned with the Common Core State Standards. The skills in these IABs are supporting curriculum and driving instruction, as grade level teams meet to build mini-units in order to prepare students for state testing. An increasing number of teachers on campus are accessing the CAASPP Digital Library to assist in creating lessons and units that are aligned with both content-area standards, as well as college and career readiness standards.

The TIDE goal of “Prepared for a future as responsible, healthy, involved citizens” is evident in student participation in beach clean-ups and in community participation projects such as Toys for Tots. Students also arrange donations for the poor, and organized a massive effort to provide victims of the Thomas Fire with water and clothing, an effort that put them in touch with diverse members of local communities. Testimonies from people who received help reflected our students’ abilities to communicate with them effectively and more than meet their needs in adversity. Students also receive regular updates on healthy living through the “Health Tip Tuesday” portion of Triton Talk. Increasing numbers of students are applying for academic scholarships as well, as more students meet the goal of “problem-solvers and academic achievers.” Science department project based student driven learning also supports this goal.

- Common core standards aligned to all courses in almost all disciplines
- Culinary Arts, Health Sciences, Teaching and Educational Careers, Coding, Business, Environmental Engineering academies offer student-centered cohorts that provide learning experiences that engage students while building their self-efficacy.
- Curriculum based on career explorations: CTE courses
- Data from online quizzes/tests/CAASPP interim blocks/Khan academy/PSAT-SATs assessments guide further teacher instruction
- Job alike and internships
- ROP
- Teachers download standards from the state curriculum, align them to their pacing calendars in the courses, and the departments check in on each teacher to make sure that all standards are covered.
- Teaching of academic vocabulary, writing skills, higher reading comprehension, proper use of references and citations is increasing across the departments



Integration Among Disciplines

B1.4. Indicator: *There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Academic and career technical disciplines at Pacifica are integrated and aligned to a sufficient degree. All disciplines are expected to teach reading and writing standards, and with the coming of common core standards, teachers in all subjects are encouraged to introduce non-fiction texts into their classes. Academy teachers work together across departments to provide integration between the disciplines so their respective cohorts can see the broader perspective that connects different subjects, and now the English Department and the Social Science Department have begun working together to organize materials and tests that mirror the CAASPP, and to administer interim CAASPP tests to prepare for the actual CAASPP which they will also help administer.

Pacifica also incorporates outsourced curriculum in a manner that ensures curricular integrity. In the 2016-17 school year reading teachers in the district, including our teacher at Pacifica, implemented the Ilit program to help students who were reading far below grade level. The results so far are promising with many students improving their reading scores, in some cases to the point where they are able to read close enough to grade level to no longer need the reading class.

Although we do not offer much outsourced curriculum at our school currently, we have offered Apex and continue to offer Cyber High. We are, however on the low end of integration. Students and teachers also need to be trained in Naviance, job shadowing and other cross curricular programs.

- Academies (6)
- Independent study online - Apex
- Independent study online - Cyber High
- Police and Fire explorers that come to our campus(vocational)
- ROP
- Supplemental resources – KHAN Academy, Lynda.com, Naviance, Virtual Job shadowing
- World Languages online during the summer allow for a seamless transition for students upon their return to school in the fall



Articulation and Follow-up Studies

B1.5. Indicator: *The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

To a sufficient degree Pacifica High School articulates curricular programs and expectations with its feeder schools, local colleges, universities, and technical schools. Our school site also may use follow up studies from graduates through the Alumni Spotlight segments on our YouTube Channel. Follow up studies that may be conducted are not shared or sent with teachers. The special education department, however, follows up on their students through the use of questionnaires, but this information is not shared outside of SPED.

- All counselors schedule meetings with feeder schools to setup 9th grade schedules
- College and Career Center
- Event at Ventura College with Math departments across the district and Math Professors from Ventura College collaborating – on standards and achievement for students.
- FAFSA workshops
- Feeder schools - Oxnard and Ventura campus comes to our campus regularly
- Field trips to college and university campuses
- Future plans of Math is working with Rio district to observe math 1 and math 2 classes
- Military presence on campus
- TECA academy goes to feeder schools for their internship program
- Triton Transition (SPED)

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.



Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Pacifica allows students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options to a sufficient degree. We provide our students with an array of opportunities that give them differentiated opportunities to pursue various educational and career-oriented goals. From vocational trainings, life skills learning opportunities, and realistic career-driven experiences, our school provides resources and opportunities for post-secondary success.

- | | |
|--|---|
| <ul style="list-style-type: none"> ➤ Academies ➤ ASVAB ➤ AVID ➤ BASC ➤ Career Center ➤ ROP ➤ Career pathways ➤ Career fair ➤ College visits | <ul style="list-style-type: none"> ➤ CTE courses ➤ Elective classes ➤ Field Trips – Dr. Phil, CSUCI, Oxnard college, hospital visits, art museums, etc. ➤ Guest speakers ➤ Migrant program ➤ Road-Trip Nation via Naviance ➤ Vocational (VICA) |
|--|---|



Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

To a sufficient degree Pacifica gives our students access to rigorous, relevant and coherent curriculum through real world applications. The programs we offer ensure access to higher level thinking with equal access and equal opportunity. Almost all courses are A-G; some courses, like Developmental Psychology and Culinary Science, are dual-credit with colleges. Special Education students are integrated into gen-ed classrooms, and many of these classes are team taught between both a general education and special education teacher, providing these students with both access and immediate support. In other classes, many general education and SPED department teachers work collaboratively across the curriculum to engage students in multiple ways. Furthermore, some teachers use formative and informative assessments that use differentiated approaches.

As teachers become more adept at project-based learning and common core, curricular rigor continues to grow. A increasing number of teachers are utilizing Bloom's, depth of knowledge, or a similar type of chart that examines learning on a continuum. We are beginning to focus more on college and career readiness skills, which require more autonomy and critical thinking than ever before. There has been an increase in the number of projects and creative assessments, such as BreakoutEDU, which requires students to work in small groups to solve a number of puzzles and riddles.

Real-world applications are evident in ROP and Academy classes that have internships and job-shadowing. By utilizing OneDrive, Google Classroom or Canvas for assignments, students get exposure to and practice with real-world learning applications. AVID teachers are trained in how to use different course curriculum to give students real-world skills, including how to research, organize, and work collaboratively. Academic-based field-trips such as trips to colleges or AmGen labs helps solidify the connection between classroom and real world. Work experience is offered for credit, providing a direct connection to the real world.

- Academies work together in an interdisciplinary approach with various teachers to create real world application for their students. Biology uses Amgen's Lab, exposing students to opportunities in the workforce
- Collaboration days -collaboration to provide unification
- Common core driven instruction focuses on critical thinking and multiple literacies
- In SPED there is a focus on real world aspects that will give students skills for after high school. Every student has an IEP and are also given an assignment that allows for the researching of careers and resume building.
- In the World Languages department, the students are not tracked, but rather there is a division between the native and non-native speakers. All students do have the opportunity to get involved in AP classes. We also encourage resume building and job shadowing
- Integrated Math 1,2 and,3 curriculum is problem based, not focused on skills but applications. They also give out similar handouts within the math classes to allow for a more unified department.
- Latest versions of adobe creative suite used in digital media to meet real world applications.
- Project-based learning
- Students and parents have access to teachers, case managers and paraeducators.
- Students in SPED have case managers that work with students to ensure they are on track for college or career readiness paths.
- Teachers regularly schedule guest speakers and field trips
- Tutoring
- We also have a growing arts program that meets A-G visual arts and fine arts requirements



Student-Parent-Staff Collaboration

B2.3. Indicator: *Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)*

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

To a sufficient degree parents, students and staff at Pacifica collaborate in the development of students and their personal learning experiences on our campus. Pacifica High School allows for opportunities for parents to be involved with their students' secondary educational academic journey. Various opportunities are both readily available and accessible to students and their parents, such as bi-annual parent, staff, student collaboration through report cards, parent committees, and both academic/non academic school functions.

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| <ul style="list-style-type: none"> ➤ 504 plans ➤ After school programs ➤ Blackboard connect ➤ Classes offered to parents - Parent project ➤ English department has a mandatory FAFSA meeting ➤ Four year plan meetings | <ul style="list-style-type: none"> ➤ OUHSD and PHS website ➤ SPED communicated with outside agencies ➤ StudentVUE and ParentVUE ➤ Tutoring before and after school ➤ World Languages department encourages (or requires) students to apply for scholarships |
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Post High School Transitions

B2.4. Indicator: *The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.*

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

To a sufficient degree Pacifica effectively implements strategies and programs that facilitate transitions to college, career, and other post-secondary options. Counselors help students create a four year plan for their time at Pacifica, and they review and update it annually. They progress monitor students' A-G status, encouraging them to pursue that goal, and initiate immediate interventions to ensure college readiness and keep them on track to complete A-G requirements. For students who are unable to fulfill those requirements, counselors assist them by assigning immediate interventions and remediations, such as Cyber High and academic enrichment, while at the same time helping them to consider career options and review with them the kinds of skills they need for successful career readiness.

Pacifica offers programs that are aimed at providing pathways and facilitating post high school options for all students. Sped explores careers, creates individualized school-to-work goals, and teachers from various departments have students create and update resumes, fill out FAFSAs, and scholarship forms. AVID's mission is to help students (including ELD students) get into the college of their choice upon graduating from PHS; through researching schools online to college field trips and guest speakers, students learn how to transition to college. AP classes develop college-level expectations, work ethic and performance. Dual credit for attending college classes provides both incentives and experience. The English Department's ERWC unit "What's Next?" helps students prepare for life after school. ROP classes are available to increase employability for students whose immediate needs are more career oriented.

Colleges come to our site to enroll seniors, also some teachers sponsor college visits (from community college to 4-years) and College Fair. The Career Center technician is regularly featured on Triton Talk and sending out emails about VCCF, which are all the grants and scholarships available to students. Programs and vocational academies are made available to students during and after high school. All student have access to

Virtual Job Shadow app on their common sign-on. Staff promote college attendance by wearing college t-shirts every Wednesday.

Pacifica participates in The Transition Partnership Program, which is a community-based program in partnership with the Department of Rehabilitation that provides employment skills, life training skills and job placement services to students with special needs who are transitioning between school and work. When students are referred to the TPP program, they are enrolled in a Career Exploration class where they are provided with pre-employment transition services such as training on exploring careers, appropriate work behavior, appropriate grooming and hygiene, developing and organizing resumes, cover letters, and other types of job search related documents. TPP students will practice completing mock job applications, learn about job resources in the community, and practice interviewing techniques. The Career Exploration Teacher also plans annual trips to Oxnard and Ventura colleges.

In addition to classroom instruction, students are referred to an employment specialist, employed by the OUHSD, who will help students, once they are out of school, apply and interview for jobs and, ultimately, be placed in an employment situation. This might be paid employment, an internship, or volunteer work, all which provides excellent first-time experience in the world of employment. Furthermore, TPP students will be signed up as clients of the Department of Rehabilitation and have an assigned DOR counselor during this job development process in the TPP program. The DOR counselor provides students with services such as driver's tutoring, driver's training classes, California I.D. card, interview clothes, work clothes, tools and equipment required by the job, and transportation such as bikes, bus passes, and Uber. TPP students will receive assistance even after high school in preparing for finding a job and, once employed, will continue to receive ongoing support and resources for 90 days.

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| <ul style="list-style-type: none"> ➤ A-G requirements ➤ Academies ➤ Career center – 4 Year plan that has counselors meeting with students annually ➤ College and Career segments on Triton Talk ➤ College presenters ➤ Cyber High ➤ Every teacher required to teach 21st century skills lessons | <ul style="list-style-type: none"> ➤ Naviance- Goals set through Naviance ➤ Scholarship announcements each week on Triton Talk ➤ TECA presentations ➤ TIDE ➤ Transcripts ➤ Virtual job shadowing ➤ WASC report |
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ACS WASC Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs



Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter III).

Summary (including comments about the critical student learning needs)

Pacifica High School has recognized the need for its students to be better prepared for their post high school existence, and consequently has focused activity on helping students develop the critical thinking and problem solving skills they will need whether they choose to go to college directly or prefer to pursue a career. To this end considerable efforts are made to provide students with the information that can best help them make educated decisions about their respective futures. Whether it is enrolment in AP classes or college classes that provide dual credit to prepare them for the rigor of college and give them a start on earning college credits; or in AVID classes to develop skills for success in high school that will enable entry into and success at college; or within an academy pointing to a career pathway in health and science, education, culinary arts, business, computer coding, or environmental science; or ROP classes that teach very specific occupational skills such as dental technician or automotive repair; all are available to students according to their need and desires.

Teachers collaborate within and across departments to ensure that curriculum remains rigorous and relevant. Common core standards increasingly drive lesson development in order to provide skills necessary for successful futures and to raise achievement levels. Having most classes A-G approved keeps standards at a high level.

Because many common core and standards-aligned instructional materials, such as Khan Academy, No Red Ink, and CAASPP IABs are digital, increasing access to technology and making it equitable for all students and teachers is necessary. More and more curricula are also going digital, with the rise of OER (Open Education Resource), which are digital teacher-created textbooks.

The criteria here also affects professional development in regards to curriculum. While many of our staff have integrated common core-aligned curriculum into their lesson, there is a need for true professional development training teachers in both finding,

creating, and utilizing the standards-based curriculum. Additionally, teachers need to be provided with dedicated collaboration time in order to focus more on cross-curricular lessons and units that embed state standards.

While most efforts are sufficient, Pacifica recognizes the need to continue to address how our curriculum options serve to make our students career or college ready in pursuit of the future they choose.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

1. Pacifica High School offers a variety of academic and career pathway options, which allows for increased student engagement and success. For example, AVID, AP courses, Academies, ROP, academic clubs, teach life skills, give hands on experience and increase student involvement on our campus.
2. Pacifica offers an environment that promotes community engagement. Through student outreach, college campus visits, award ceremonies, art exhibits, performances, and sporting events, our campus fosters student growth, engagement community involvement and service clubs.
3. Technology is available for students to use on our campus. We have 46 COW carts, a media center and computer lab in our library, as well as WIFI that is accessible to students on our campus. This promotes digital literacy and student engagement.
4. Teachers implement technology to deliver curriculum when accessible.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

1. While Pacifica high school offers virtual programs, and technological equipment and digital resources, the availability and access to technology at a school-wide level is an area that could be strengthened.
2. Through numerous avenues for parent involvement exist, we need to create a culture which fosters ore direct parent participation in their students education to improve academic success.
3. Although we do offer professional development days and allotted collaboration time, there is a need for more grade and subject specific trainings that encourage common core NGSS curriculum and development as well as the introduction to new 21st century tools and access to resources.
4. Work towards providing and expanding campus wide access to software such as Adobe Creative Cloud.
5. Develop more cross curricular lesson plans that will support the push for common core curriculum and promote that interaction and collaboration amongst teachers.
6. Areas for improvement include trainings and relevant support for new and veteran teachers so that all are all in sync with the programs that promote career and college readiness.

Focus Group C

Standards-based Student Learning: Instruction

Nic Gaffuri Focus Group Leader Group C, Social Science teacher, Environmental Science and Engineering Academy Director

Ramon Rodriguez Focus Group Leader Group C, Social Science teacher, Culinary Arts Academy Director, Site Content Lead (Social Studies), Web Master

Kara Hamilton Writer Group C, WASC Co-Coordinator, English teacher, Site Content Lead (English 3)

Carlos Aldrete	Science teacher	Jennifer Juarez	Duplicating Tech
Jodie Antilla	Math teacher	Sumi Katsuda	Health teacher
John Beck	English teacher	Sue Kipp	Librarian
Myra Bemis	Math teacher	Jon McFarland	French teacher
Jay Behniwal	English teacher	Kristen Ofeldt	Culinary Arts teacher
Holly Carter	Special Education teacher	Laura Rico	Spanish teacher
Rachael Carver	Math teacher, Instructional Coach, Site Content Lead (Math 2), Varsity Girls Soccer Coach	Mark Riley	English teacher, Newspaper advisor
Rosa Castellanos	College & Career Center Tech	Gina Rodriguez	Social Science teacher, Site Content Lead (Social Studies)
Carlos Castro	Spanish teacher	Cathi Rogers	Music teacher, Band Director
Gheorghe Ceara	Code Developers Academy (CODE) Director, Tech Coach	Juan Salcedo	Math teacher
Daisy Contreras	Parent	Nicole Schipper	Secretary
Mercedes Cuesta	Science teacher	Gayle Schulze	Counselor
Erik Farias	Math teacher	Carly Simpson	Performing Arts teacher: Dance, PE Department Chair
Ray Gonzales	Assistant Principal (temporary)	Bryan Wilson	Science teacher, Head Varsity Baseball Coach
Jay Hitchner	Science teacher	Diane Winter	Science teacher, Science Department Chair
Karin Hotchkiss	Special Education teacher		

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.



Results of Student Observations and Examining Work

C1.1. Indicator: *The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.*

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

All students are involved in challenging and relevant learning 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 our access to technology increases. Because we lack updated textbooks in the majority of our departments, many teachers rely on digital means to supplement aging materials, with many teachers sourcing their own free, digital texts. Teachers also rely on technology to utilize many newer instructional tools, such as learning management systems like Google Classroom or Canvas; AP and PSAT/PSAT preparation with Khan Academy; or standards-based sites like No Red Ink and CommonLit. 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, all of which underscore many content-specific state standards along with the college and career readiness anchor standards. Many of our instructional decisions are to best prepare students for the CAASPP and CAST tests, which are rooted in the common core state standards, and focus on reading, writing, research, and inquiry skills. Many departments have begun implementing more writing-specific activities in order to prepare students for the demands of CAASPP's Performance Task.

Our TIDE (schoolwide learner outcomes) expects all graduates to be prepared for a future as a productive citizen; problem solvers and academic achievers; and effective communicators in diverse communities. The TIDE is tied to the college and career readiness skills, with the all classes on our campus supporting the mental, emotional, and psychological development and maturity of our students so that they are prepared for the world, whether they enter the workforce, attend college, or join a branch of the military.

Examination of student work has shown a marked shift toward common core-aligned instruction. More and more teachers are replacing rote methods of learning (answering basic questions out of a textbook, writing a simple summary) with common core-aligned 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, such as presentations, creating video/media, and small collaborative groups. Students working employ more common-core and college and career-ready skills, such as critical thinking, ability to problem solve, and inquiry.

Many staff members differentiate based on ability, especially for group work. Small, collaborative groups allow members with like strengths to complete tasks and assignments that allow them to access the content and show mastery in a way that speaks to their individual learning styles.

Our team-taught and Directed Studies classes are examples of this. In the team-taught courses, English, Math, Social Studies, and Science, the general education and special education teacher are able to group based on ability and modify instruction to suit individual student needs. The majority of our SPED students are also enrolled in a Directed Studies class that provides them additional support and modifications to general education coursework.

- Gradual shifts to more project based learning
- Preparing for CAASPP by writing across curriculum
- Making forays into Digital learning/blended learning: Office 365, Google/Drive, for the last 3 years D2L but moving to Google Classroom and Canvas (free versions)
- Kahoot, Quizizz, Quizlet, Shmoop, Edmodo, NewsELA
- WICOR and SDAIE strategies evident in notes organization and reading strategies, such as annotating

- Academy Projects:
 - Culinary runs the faculty cafeteria S2, competes in national competitions
 - HSA has internships in local medical facilities
 - TECA interns with teachers and tutors in elementary school
 - AoB visits local businesses and creates social media marketing plans
 - CODE competes in code competitions
 - ESEA Big Ideas product development presentations



Student Understanding of Learning Expectations

C1.2. Indicator: *The students understand the standards/expected performance levels for each area of study.*

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

While students understand the standards/expected performance levels that they must achieve to demonstrate proficiency within an individual class, there is growth needed when it comes to providing students the information necessary to understand state-defined performance levels on CAASPP, CAST, and CELDT/ELPAC testing.

CAASPP bands of Standard Exceeded, Standard Met, Standard Nearly Met, and Standard Not Met are discussed with juniors enrolled in English and Math, but more information and training for teachers is needed before students can truly comprehend them and understand what is expected of them to score at each level. Although the CAASPP system provides materials in the Digital Library and scoring rubrics and exemplars, the actual information regarding proficiency levels and how they are achieved is lacking.

Within classrooms on campus, proficiency for a particular course and its standards is relayed by the teacher. Individual teachers share rubrics, student models, and practice tests designed to help students understand the performance levels that they must achieve to demonstrate proficiency. More and more digital instructional tools, such as No Red Ink and Khan Academy, also share with students what they need to work on in order to gain proficiency.

- Rubrics and pre-made (CAASPP, AP, SAT scoring guides)
- 4 Year Plan, Academic Review, Freshmen and Sophomore Blitz focus on academic standards

□ both teachers and students are introduced to CAASPP tests introduce students to text skills early.

- Student learning objective, driving or essential questions, agendas, other communication about what students are attempting to learn



Differentiation of Instruction

C1.3. Indicator: *The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.*

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Some instructional staff members are able to effectively differentiate instruction if they have regular access to technology; however, the inequity and lack of accessibility to technology on campus for some teachers fails to provide a level playing field, leaving some teachers without means to effectively differentiate as well as others. This is a major need of growth on our campus; increasing the number of computers and providing regular access to all students and teachers would increase the ability of teachers to address the needs of all learners.

Staff members are more and more effectively differentiating instruction as access to technology grows. Learning management systems like Canvas and Google Classroom allow teachers to make groups so that they can assign various assignments based on student need. These systems also make it easier for students to complete assignments using a variety of tools (media, video, screencast, audio, etc.) that speak to their distinct learning styles. Likewise, Turn It In allows English teachers to assign peer-editing groups based on need.

Sites like Khan Academy, which uses PSAT and SAT scores, and No Red Ink provide personalized practice based on student achievement. NewsELA, a website used by the English and Social Studies departments, even allows students to personalize their reading level.

Instruction is differentiated in team-taught classes in all content areas, where a Special Education teacher teaches alongside a general-ed content area teacher. With two teachers in the room, there is increased ability for small group instruction, one-on-ones, reteaching, and stations.

Project-based learning is easily differentiated, with students able to choose projects that suit their own learning needs based on guidance from the teacher.

Common core also supports differentiated learning; teachers here are increasing implementation of the 4 C's (creativity, collaboration, critical thinking, and communication), which supports diverse learning styles. Student learning increases with student choice. All students will create a product that will be assessed using the same standards, but providing differentiated instruction and support tailored to individual students' learning needs increases student engagement and assignment completion

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| <ul style="list-style-type: none"> ➤ Google Classroom and Canvas (formerly D2L), Office 365, Google Drive and related apps ➤ Specialized websites to support student needs: Shmoop, APEX and Cyberhigh, Khan Academy and College Board ➤ Modified lessons within GALE for World Civ and U.S. History. ➤ Modified Assessments ➤ Extension questions for those who are excelling ➤ Sentence frames ➤ Labs with online simulations PhET ➤ NoRedInk: Pre-assessments, test and practice at their level (individualized) ➤ Khan Academy, Quizziz, Kahoot, MEMBEAN, Flipgrid, Google | <p>Classroom, Scholastic Go! Quizlet, iscore5 (AP courses),</p> <ul style="list-style-type: none"> ➤ Student choice (assessment) ➤ Teacher established groups by level. ➤ Differentiated instruction via websites such as CommonLit, NewsELA, and some teachers piloting NoRedInk and Membean. ➤ Non-technology differentiation includes Science Department Cloze Notes, visuals and manipulatives, pair share, group learning, scaffolding, various interpretations of RE, Marzano strategies ➤ Team teaching in math and English |
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C2. Student Engagement Criterion

Teachers in the **English Department** continually share resources they create or find. On the One drive there are folders at each grade level containing lessons, activities or assessments that different teachers have submitted. A number of teachers use online resources such as Quizlet or Quizizz where they use other's work or create their own. An increasing number of teachers are making use of Commonlit.org to give students a variety of literary experiences. The district contracted with Noredink.com for licenses, and teachers were trained and have been using it with their classes. The district also provides Turnitin.com. which teachers use to help students understand the need for original work and doing their own thinking. Increasing numbers are using Google classroom or Canvas to better communicate with classes. Reading classes are now almost completely conducted with the iLit program, and it has encouraged many students to raise their reading levels close to or above their current grade level. Some teachers have begun using Virtual Job Shadow and Naviance (also through the district) to help students plan their futures. In 2017, Pacifica also piloted a program called MyTrustedAid which allows seniors to enter personal data and see what financial aid is available from colleges to them based on that data.

Student engagement is also promoted through guest speakers, including military recruiters, that give students a better understanding of the world that awaits them and the options available to them. Some teachers have also included activities promoting civic engagement, such as volunteering at poll booths.

Since students take the CAASPP exam on laptops, the **Math Department** has been having students to their practice exams by rotating the COWs available in their department among its teachers. To further assist students and guarantee consistency from class to class, math teachers collaborate in specific content groups (i.e., Math 1, Math 2 and Math 3), The math department has also made use of Khan Academy, (and offered after school training in it for other staff members) as well as the use of other websites and demos. Math teachers are also available for tutoring before and after school.

In the **Social Science Department**, one teacher is piloting a digital textbook that he and other OUHSD teachers created from online sources to supplement the textbook currently being used (but somewhat out of date) in World Civilization classes, and thereby providing students with more up to date activities and documents than those provided in the old textbook. Teachers also began a more concerted effort to identify students with Advanced Placement potential starting in their ninth and tenth grade classes, and consequently that resulted in increasing course offerings that met the needs of these students. Based on Pre-Registration requests, two sections of AP Psychology and two college prep sections of Psychology and Sociology were created, giving seniors

more options for elective courses. AP European History students benefited from teacher collaboration within the district as well as with study sessions with AP European History students from Buena High. Also, the department created an ESL US history class (one already existed for World Civilization) where the course is taught mainly in Spanish so students can absorb content while they develop their English skills in other classes.

Some teachers have organized their classes with Google Classroom and/or Canvas, and some use the district provided Turnitin to further educate students in the dangers of plagiarism. Some use Kahoot, Quizlet, and Quizizz to further engage students. Teachers use other online resources like Newsela, the Gale Resource Center and Commonlit.org, giving their students needed practice and supporting the increased emphasis on informational text that has come with Common Core standards. Some teachers are proceeding with Socratic seminars. Beyond the textbook, students find current events that connect the present to what they are learning about the past and increase its relevance. For example, they examine how the debate over first amendment rights continues in modern society, as well as how technology creates new challenges to constitutional amendments that could not have been predicted when they were originally ratified.

Teachers of all subjects in the **Science Department** are collaborating to rewrite all unit quizzes and unit exams to align to the NGSS standards. Exams also include a written or free response section to encourage writing skill and higher-level thinking. These exams are used as common assessments so that curriculum is data driven. Teachers use online platforms such as Kahoot and Quizizz for formative assessments that provide both the teacher and student with instant feedback. For unit exams, teachers are using scantron reports, and grading apps such as Zipgrade, which provide data that can be used for reteaching or instruction moving forward. Teachers collaborate to discuss where students struggled on selected response and written assessments.

Student engagement is further enhanced with guest speakers (e.g., local agriculture representatives) and field trips linked to curriculum (e.g., measuring trophic levels at a local park). One of the more popular experiences is the Science Club Brekke Day, when students from one of Pacifica's feeder schools come on campus for a day of science activities run by Pacifica students. In addition, a partnership with AMGEN provides students with hands on biotech labs in biology classes that are cutting edge science.

World Language Department teachers share COWs and a language lab, providing students with many online or technological resources that will facilitate both career and college readiness. In some cases, the textbook and related activities are also online, including the EMC Passport program that accompanies the textbook. Other technology some teachers employ include learning management systems like D2L, Canvas, and Edmodo; some are also using Google classroom, which one teacher commented allows

greater sharing among students about their ideas and projects. Many utilize tools such as Kahoot, Quizlet, Padlet, Remind, Quizizz, and Flickers that create better student engagement, as well as Studyspanish.com and Colby Spanish grammar. Sometimes students view documentaries online to enhance cultural knowledge. Beyond the textbook, teachers use more traditional low-tech tools such as additional print materials, realia, graphic organizers for scaffolding, Cornell notes, organized composition or notebooks, calendars, and the ultimate tool for engagement - food!

By offering specialized classes like Aerobics, Zumba, Fitness for Life, and Self-Defense, the **Physical Education Department** has attempted to increase participation and improve engagement in class time by the nature of class. Both in these classes and the generic PE ones, teachers provide opportunities for students to take responsibility for choosing areas of interest and learning skills to facilitate the ability to set goals, work collaboratively with other students, research for needed information, and to evaluate their final products; all these serve to improve student college and career readiness.

One of the **Special Education Department** classrooms is a computer lab, and teachers use it, their department COW, and ones from team taught classes to focus on getting students with special needs familiar with technology for essay writing and grammar. Teachers also use technology to implement IEPs, especially where differentiated instruction is concerned. For example, some teachers employ text to speech programs that aid in student comprehension of reading material. More traditional approaches like scaffolding and a slower pace to accomplish the same standards also take into account the students' specialized needs. In addition, other means to enhance student engagement include small group activities, peer tutoring, teacher/student generated questions and worksheets, visual imagery, and hands on activities.

Computer programs and equipment dominate the resources students require for success in **Business and Technology Department** courses, whether it is Google Classroom (and the accompanying Google features), Microsoft Office and Windows 10 used in all classes, or ones more specific to each discipline (i.e., specific coding programs for those classes, and digital cameras, and Adobe photoshop for digital photography). Students even learn to use their beloved cell phones for other academic or artistic uses. Teachers also develop their own materials to match student struggles and requirements.

While some students are still automatically engaged by working on sculpture, painting or yearbook by the nature of the content, other **Visual Arts Department** students need more technical support to arouse interest. Visual arts teachers incorporate modern technology such as a document camera, computers, and cellular phones as resources to help students succeed in class. Students also have beyond the textbook experiences as they actively engage in creating art based-projects using art theories that

are presented to them through visual aids, audio transcripts, and text. Students also work on their high order thinking skills through hands-on projects (e.g., paintings or portraits) that require them to use their critical thinking skills for answers, that cannot be found in a textbook. Yearbook students need to use and display competence with desktop computers, digital cameras, Adobe Photoshop, Microsoft Office, Windows 10 and all things Google. They also have ample opportunities to practice higher order thinking skills like synthesizing and evaluating as they try to determine what to include that matches the yearbook theme, and how to include so the connections are apparent.

English Language Development Department teachers utilize technology as much as they can to keep student interest, including Vocabulary.com to learn their spelling of words, Learn Chocolate to acquire more vocabulary, Duolingo to hear and say more words and phrases, and Word and Google Docs to create and submit writing assignments. Through Youtube, students learn songs and hear short stories. Students practice sending samples or reading assignments on FLIPGrid. The department has its own COW, but ironically, the benefit of concurrent classes has made sharing the COW difficult (although one teacher has a set of ancient laptops that are largely functional for her students word processing and online needs. To encourage greater interest and participation on the part of these students, Triton Talk regularly features Spanish translations of important messages. As students pass different levels of English language proficiency and are reclassified at a higher level, they are recognized in a ceremony. CSUCI and Pacifica also have weekend conferences to encourage ELD students to consider working towards being college ready.

In order to offer a music class for the general student that is experiential instead of performance-based, the **Performing Arts Department** wrote World Music, a course in which students study music and culture of different continents and cultural regions. They have attended presentations by Japanese internment camp survivors, learned Chinese calligraphy, made American Indian rattles, and played African drum rhythms of Ghana.

Performance based classes, such as Advanced Guitar, emphasizes performance skills. The classroom has a small stage. lighting and sound systems, and students arrange and perform popular music for each other. Students assess each others performances and can apply their insights to their own development as they develop new projects. Similarly, Beginning Piano students perform in front of the class as their semester final. Additional opportunities for students to develop as musicians include participating in a weekly after-school jam session the guitar teacher hosts, volunteering in after-school music programs at our feeder middle schools, and concurrently participating in area college and community music ensembles. Furthermore, besides concert performances (which are videotaped and archived), our music groups participate in other school functions (e.g., : rallies, football games, assemblies and graduation exercise) as well as

performing at community functions, parades, and competitive festivals. Finally, to spur student engagement and have them engage in higher level thinking, music teachers utilize solo and small ensemble projects and performances based on student created works or those of other composers.

Within the **Consumer and Family Sciences Department**, Culinary Arts students are regularly challenged to fix things and make them different from recipes or standard expectations to emphasize the high level of creativity that leads to success in the foodservice industry. Technologically, they use Nearpod for interactive responses that preserve student anonymity that fosters more willing participation, and they have also begun utilizing Rouxbe, a program that contains videos and tutorials on a wide range of cooking techniques. Beyond the classroom, students engage in different competitions (including one that involves scholarships). In second semester, they completely manage every aspect of the faculty lunch room, including menu planning, cooking, service, work schedule, and management of payments and teacher accounts. These real world skills are also practiced when students provide catering services for on campus functions, district office functions, and other community or business requests resulting from word of mouth recommendations. This has included local partnerships with the Carnegie Art Museum and Visionality. Their final senior project at the end of the year is to build their own restaurant from obtaining investors to procuring equipment and staff to developing menus and a successful business plan.

Child Development classes have the benefit of TECA's two full computer laptop carts, one for in class work and one that is available for students to check out and take home. Students utilize the learning management system, Canvas, to turn in work as well. Beyond the classroom, TECA does Internships at Brekke Elementary, Frank Middle, Foster Middle (Special Education School), and Pacifica High School. Students at each grade level are responsible for running events at each grade level: 10th - "End the R word" campaign in 10th grade, Kids Day in 11th grade, and Senior Presentation/Capstone Project and Recruitment of new TECA cohort in 12th grade. Students learn skills by directly doing activities that help them apply to college (including obtaining financial aid, and searching, comparing, and contrasting colleges that are suitable for their needs and desires), make connections with professionals in the field, analyze the interactions they have with students in the real world and develop their resumes and portfolios. Through these and their classroom activities, students learn the standards that are necessary to succeed in college and the workplace so they can translate what was learned in the classroom to real life jobs.

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.



Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.

Teachers moderately effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum. Some teachers use current technology to increase efficiency of content delivery. The increased number of district and school level collaborations and trainings have helped to sharpen teachers focus on the variety of free and paid options to infuse technology into daily teaching and from it gain instant data to further lesson changes and focus students on their own progress. Many teachers enjoy using technology like Quizlet and Kahoot to increase student participation and gain informal data. Teachers continue to need ongoing support to develop proficiency and reflection and collaboration to increase effectiveness of technology, as well as more equitable distribution and access to technology.

➤ Technology to support research, reading, testing, and collaboration

- | | |
|--|---|
| <input type="radio"/> Books online (math and English) | <input type="radio"/> iscore5 (AP courses) |
| <input type="radio"/> CAASPP Digital Library materials | <input type="radio"/> Kahoot, Quizlet, Quizizz |
| <input type="radio"/> CAASPP IABs | <input type="radio"/> Khan Academy |
| <input type="radio"/> Canvas, Edmodo, or Google Classroom | <input type="radio"/> Membean |
| <input type="radio"/> CNN10 | <input type="radio"/> Nearpod |
| <input type="radio"/> Code.org | <input type="radio"/> Quia.com |
| <input type="radio"/> CommonLit, NewsELA | <input type="radio"/> Research Databases (Gale, eLibrary, Scholastic) |
| <input type="radio"/> Flipgrid | <input type="radio"/> ROUXBE |
| <input type="radio"/> Google Drive and related services / Office365 and related services | <input type="radio"/> Scholastic Go! |
| <input type="radio"/> Hyperdocs | <input type="radio"/> TED Talks |
| | <input type="radio"/> TurnItIn |
| | <input type="radio"/> TV5.org |
| | <input type="radio"/> Youtube |

- Content Areas
 - English: CommonLit, NewsELA, NoRedInk, a few piloting Membean
 - Math: Khan Academy, Estimation 360, Desmos
 - Science: STEMScopes
 - Social Science: NewsELA
- Professional and Collegial Development to support integration:
 - Lesson Study PD, Job Alikes share other resources to help with content practice: Kahoot, Quizlet, NewsELA, NoRedInk, Quizizz □
- Engagement and Questioning Strategies:
 - TAPPLE, PBIS, Pair Share, White Boards, Checking for Understanding, Entrance and/or Exit Tickets





Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.

Most teachers use coaching strategies to facilitate learning for all students including a variety of equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning. Teachers who regularly engage in these practices have observed decreased negative behavior and increased student understanding.

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|---|---|
| <ul style="list-style-type: none"> ➤ Competitions, poetry slam, speech contests ➤ Creative demonstrations of learning that create an audience: gallery walks, dioramas, collages, brochures, scavenger hunts, student presentations, gamification ➤ Cross-curricular historical simulation ➤ Incentives ➤ Inclusion techniques: TAPPLE, Popsicles and Cards to pick non-volunteers, Random student picker, Padlet, Whiteboards, Class Dojo | <ul style="list-style-type: none"> ➤ Learner support strategies, especially EL Support: pair share, group work, Groups with roles, Think alouds ➤ Personal journal writing ➤ Pre-Recorded Instructors/Instructional PPT allow teacher to be present in the classroom ➤ Project Based Learning, Work Based Learning ➤ Depth of Knowledge/Bloom's Taxonomy ➤ Quick CFUs-- "fist to five", other strategies that quickly allow students to assess and communicate their own learning |
|---|---|



Examination of Student Work

C2.3. Indicator: *Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.*

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

A moderate number of students are able to demonstrate that they are able to organize, access and apply knowledge they already have acquired through graphic organizers, electronic platforms like Google, portfolios, and performance tasks that require research; furthermore, an increasing number of students use academic tools to gather and create knowledge. With increased classroom access to academic tools students have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this. Perhaps the most obvious example is the students' performance on the CAASPP test which shows gradual improvement.

- | | |
|--|--|
| <ul style="list-style-type: none"> ➤ Academic simulations ➤ AP exams, final exams, research projects, presentations, lab reports, CAASPP, AP Project computer science ➤ Apply academic language to problem solving in math ➤ CAASPP Testing: Performance Tasks ➤ help students process and retain information | <ul style="list-style-type: none"> ➤ project based learning, research projects/papers/presentations, making a video game/apps, academy internships ➤ Purposeful reading: annotation, essential questions ➤ Research and Synthesis projects and essays in English ➤ Science: Claim and Defense Labs |
|--|--|



C2.4. Indicator: *Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.*

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

The variety of representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation. Many departments place a high premium on the conceptual underpinning and process students work through to learn and use new information from the math department's pivot to having students explain the process to arrive at a correct answer to students in English working through the research process in multiple levels on a myriad of topics or World Civilization classes applying information from the past to new questions the value is on application and extension, not just memorization.

- All English classes English analyze and emulate writers' styles and complete many research/synthesis projects and papers.
- Socratic Seminars in English classes
- Many academy classes have a project based learning or a culminating project per grade level.
- Math is in their second year asking students to collaborating to explain and support the method and the answer; "solve and justify" to show that through students' work that they understand the concept behind the problem
- World Civ-regular class work and projects require that they process information and apply it to a new question, support answer through evidence
- World Music project on poverty requires research for 5 weeks that actually seeks to solve it and shares in a PPT



C2.5. Indicator: *Students use technology to support their learning.*

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Most students frequently use technology to assist them in achieving the academic standards and the schoolwide learner outcomes. Access to COWs and the BYOD wireless network has increased the ability of students to consistently access technology for learning. Representative work samples of students' research papers and presentations, videos and other media, screencasts, audio clips, group essays/assignments collaboration on Google Drive, and CAASPP IABs. Although many teachers have incorporated technology into their instruction, the lack of equitable access on campus leaves some teachers unable to access technology as much as they would like.

- Communication: Outlook, Synergy/StudentVUE, Naviance, Google Drive, Google Classroom, Canvas, Remind
- Digital Citizenship is encouraged by teachers, Triton Talk, and a mini-course on Canvas or Google Classroom
- Increasing access to COWs
- Resources: Databases, Shmoop, Edmodo, Remind, Khan Academy+College Board, Canvas, Google Classroom, Google/Office 365, TurnItIn, Quizlet, NewsELA, Quizizz, CommonLit
- Various departments emphasize correct MLA and APA paper and works cited format



C2.6. Indicator: *Students use a variety of materials and resources beyond the textbook.*

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; 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.*

Faculty's deep focus on preparing students to be college and career ready has lead to teachers designing a variety of experiences that use materials and resources beyond the textbook, give students opportunities to access data-based, original source documents, and experiences and activities that link students to the real world. Many of our students access the research databases provided (Gale, eLibrary, or Scholastic) and perform common core-aligned tasks revolving around inquiry, research, reading, and writing. Additionally, the many clubs on campus help students connect through service to more experiences.

➤ All academies have projects, guest speakers, and trips to relevant experiences:

- AoB: internships and visits to local businesses, such as Cydcor and Riot Gaming
- CODE: JBL and the Point Mugu Naval Base, Coding competitions
- Culinary: run the faculty cafeteria during second semester, cater several faculty meetings, competitions
- ESEA: visit Hill Canyon Waste Water Treatment Plant and NASA's Jet Propulsion Lab

○ HSA: internships at local medical facilities

○ TECA: tutoring and teaching internships

- CODE robots, Raspberry Pie
- English: NewsELA
- Math manipulatives and lessons taught using real world applications (i.e. football, design, event planning)
- Naviance Virtual Job Shadow
- Physics Next will be all hands on
- Resources: Databases, Teacher websites
- Social Science: The Week magazine



Real World Experiences

C2.7. Indicator: *All students have access to and are engaged in career preparation activities.*

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Pacifica is effective at helping student obtain powerful futures means helping them access, explore, and prepare for future careers and colleges. Students' first connection to their futures come through the counseling department who start helping them understand their high school journey and keep them apprised of how their academic progress keeps the doors to success open. Classroom curriculum and extra experiences help students hone in on what they would like to pursue.

- Clubs: MESA, Mock Trial, Key Club, AcaDeca
- College and Career Center Resources, speakers, and special application workshops
- Digital Job Shadow
- Embedded in some classes:
 - Marine Biology does Island Restoration
 - Government: interview and resume
 - High degree of potential for access/Working to expand access: primarily those in academies and in RO;
- Oxnard College Internships
- Naviance is used to gauge interest in future careers, to explore careers and the education required for them, to request letters of recommendation, and to complete college applications
- Work Experience class
- The Academy of Business works with We Bee Poppin', a popcorn company founded by a former Pacifica student; Riot Gaming, a global gaming company who produces "League of Legends"; Cydcor, Inc., a global sales company that provides academy students career guidance and worksite tours; Skillify, a company that sends guest speakers to work with students on necessary soft skills; and Friends of Channel Islands Harbor, a local Chamber of Commerce that utilizes academy students to create social media marketing.

- The Teaching and Educational Careers Academy (TECA) partners with our local schools Brekke Elementary, Frank Intermediate, and Foster Middle School (Special Education), providing them with student interns. TECA also works closely with California State University Channel Islands, Ventura County Office of Education, Oxnard College, the Oxnard Scholars program, and Special Olympics Southern California.
- The Health Science Academy (HSA) works with many local companies, including the Channel Islands Park Foundation and Island Fox; biotech giant Amgen; and local hospital St. John's Regional Medical Center. The students also work with local chapters of national companies such as the American Red Cross and Planned Parenthood.
- The Culinary Arts Academy (CA) works with several local companies who provide unpaid internships to students. Restaurants such as Tierra Sur, Boar's Breath Burger Company, Scratch Sandwich Counter, and Fresh & Fabulous train our students on industry skills and standards. Students also hold positions at Glenwood Care Facility and Embassy Suites Mandalay Bay, providing an experience out of the typical restaurant world.
- The Environmental Science and Engineering Academy (ESEA) is a newer academy and is establishing community relationships. The academy worked with Sunpower the summer of 201 to provide internships to students.
- The Code Developers Academy (CODE) works with several local companies such as Smartronics, Clinicas, and Toyota of Oxnard. The academy students also intern at the Naval Construction Battalion Center in the neighboring community of Port Hueneme, CA. Students also participate in Cyber Security competitions.

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs



Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter III).

Prioritize the areas of strength and growth for Category C.

Summary (including comments about the critical student learning needs)

Educators are engaging students in challenging and relevant learning. Most students understand the standards and performance levels needed to succeed. Technology assists teachers in teaching and students in learning; however, more support in the form of access and training would benefit the effectiveness of both. Teachers here collaborate on a regular basis to support instruction and student learning.

It is clear that Pacifica has embraced what technology they do have and we have implemented many programs, such as Khan Academy and CAASPP IABs, as instructional tools to help prepare students for high-stakes testing. However, access to technology is not equitable; we need technology for all teachers and all students in every classroom every day. This would allow a greater number of teachers to take advantage of common core-aligned sites like No Red Ink and CommonLit, SAT prep sites like Khan Academy, and the CAASPP IABs in order to prepare for state testing.

The criteria in Category C is being sufficiently met, but instruction needs to be strengthened in order to close the achievement gap. Greater opportunities for professional development would help with common core-aligned instruction, and would help prepare all students, but especially our significant subgroups, for testing. Likewise, there needs to be more instructional professional development for teachers to increase rigor, critical thinking skills, problem-solving, and utilization of credible sources.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Educators are making a concerted effort to incorporate technology to help communicate with students and support their learning.
- Students are growing more comfortable using a variety technology to support their learning.
- Teachers informally collaborate using technology to share resources,
- Using open source technology as alternatives to the textbook and as a way to extend learning beyond the classroom.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Access to technology (both physical computers and online resources) needs improvement
- Improving students problem solving and critical thinking skills via differentiated instruction.
- More reading and writing courses to support learning across all disciplines, improve critical thinking, and help students with serious skill deficiencies to improve and succeed in all classes. This is one way that we might ELL and SPED to help them close the achievement gap.
- Preparing students to competently gather, correctly use, and effectively build upon credible sources.

Focus Group D

Standards-based Student Learning: Assessment and Accountability

Randy Guzik Focus Group Leader D Math teacher, PBIS Coach

Allison Holicky Focus Group Leader D WASC Co-Coordinator, Instructional Coach, English Teacher, Triton Transition Coordinator

Aaron Peck Writer Group D, Math teacher, Head Varsity Tennis Coach (Boys and Girls)

Roman Garcia	Writer Group D, Social Science teacher, Social Science Department Chair	Scott McCardell	Math teacher
Reyna Aguirre	Counselor	Michael Moon	PE Teacher, Head Varsity Football Coach
Daisy Arellano	Counselor	Abel Morales	Health teacher, Head Varsity Boys Basketball Coach
Tom Czerwinski	Science teacher, Assistant Football Coach, Assistant Cross Country and Track & Field Coach	Veronica Morales	Spanish teacher
Travis Dasnoit	Science teacher, Varsity Swim and Varsity Water Polo coach (boys and girls)	Victor Munoz	Social Science teacher
Heriberto Diaz	Spanish teacher	Jose Rosa	Art teacher
Michael Flesher	English teacher, Drama teacher	Rich Rosin	PE teacher
Jesse Gonzalez	Math teacher, Math Department Chair	Cameron Salehi	Assistant Principal
Darren Hatch	Special Education teacher	Billy Smuck	English teacher
Michelle Hickman	Special Education teacher	Randy Stage	PE teacher
Patrice Kawaichi	Counselor	Matt Tackett	English teacher, Work Experience teacher, Head Varsity Golf Coach (Girls and Boys)
Michael Keddington	Special Education teacher	Sage Thornton	Psychologist
Jeanette Lopez	Secretary	Jocelyn White	Science teacher
Donna Marks	Registrar Clerk	Dawn Ybanez	Parent

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.



Professionally Acceptable Assessment Process

D1.1. Indicator: *The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.*

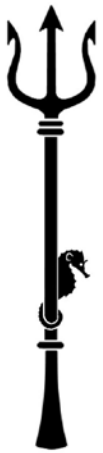
D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

The Pacifica assessment process is effective in collecting and analyzing student performance. Math and English departments collaborate on the creation of assessments within their departments. Data from CAASPP, PSAT and results from these common assessments are made available to teachers through software programs Data Director (2012-2016) and Synergy. The data was discussed by staff members in various WASC meetings, administrator-led faculty meetings and CAASPP presentation by Principal Lawrence, and grade-level PLCs in content-area departments.

This data is collected and studied by core subject teachers to identify areas of weakness and strength within the curriculum and pacing. The data provided can also be used to show teachers and counselors how specific student groups and sub-groups are meeting or not meeting expectations. Data and results can be categorized to show sub-groups such as English Learners, and Special Education students, and those results are then analyzed to show which expectations those groups are meeting and which skills need to be prioritized or re-taught. This 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.

Students, parents, and teachers all have access to assessment data through the following additional sources:

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| <ul style="list-style-type: none"> ➤ CAASPP Interim Assessment Blocks (IABs) ➤ CAASPP results mailed home ➤ CAASPP scores available in Synergy (both 8th and 11th grade scores) ➤ Desire2Learn (2012-2016), now Canvas or Google Classroom (2017-present); Google Classroom also provides parent access ➤ Khan Academy ➤ Counselor presentations at PTSA meetings ➤ Teacher Websites: TeacherWeb, wikis, Edmodo, Google Classroom, Canvas ➤ Five week progress reports and mailed Report Cards ➤ Open House Conferences | <ul style="list-style-type: none"> ➤ ParentVUE ➤ StudentVUE ➤ IEPs and 504 plans in Synergy ➤ PSAT results are mailed home, posted on collegeboard.com, and distributed to students in person ➤ Transcript review and individual meetings with counselors for all students ➤ SPED IEP meetings ➤ SST interventions ➤ EL reclassification process ➤ Synergy icons that communicate student EL classification/status ➤ Subject-area common formative assessments (CFAs) ➤ University of California TES (Transcript Evaluation Services) |
|--|--|



Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Informing its stakeholders of student achievement and in creating an understanding of students' achievement and college and career-readiness is an increasing focus at Pacifica. 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.

Communication with parents and students has greatly improved with the implementation of Synergy. Student and parent email and phone numbers are available to teachers at the click of a mouse, and parents and students have access to teachers through email and phone through StudentVUE and ParentVUE.

Students, parents, and the community have access to the following:

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|---|---|
| <ul style="list-style-type: none">➤ Site Translators➤ Academy Websites➤ Annual IEPs and Triennial IEPs➤ Interaction with City Impact➤ Campus security reports through OSS➤ All-Calls➤ Career Technical Education (CTE) Program and ROP➤ Progress reports, quarterly report cards, semester report cards➤ Weekly grade checks for athletes, academy students, and any others who request one | <ul style="list-style-type: none">(parent/counselor/student request)➤ Open house conferences➤ Back to School Night➤ 504s and IEPs on Synergy➤ SSTs➤ Google Classroom➤ 24-hour digital access to gradebook on Synergy➤ “At-Risk” letters mailed home to senior parents about graduation status➤ Pacifica Twitter, Facebook, additional social media➤ Naviance |
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Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.

Pacifica is effective at monitoring growth and progress of students in meeting its academic standards. Teachers use homework, classwork, participation, projects, presentations, as well as quizzes, tests and final exams of both a formative and summative nature. They create clear academic expectations by providing models, rubrics, and other assessment measures, and many teachers utilize peer grading. Additionally, many core department teachers collaborate in creating common, standards-aligned, grading systems so that all students can be measured equally across classrooms.

Student progress is also monitored throughout the semester. In addition to the standard progress reports, many teachers utilize pre-tests and post-tests so students can see direct improvement. Teachers encourage this monitoring by reteaching, using test corrections, and assigning tutoring for individualized help. Some students can measure their success when they are recommended for a higher level class in the future. Special Education students have goals written into their IEPs that can be referenced at all times.

Pacifica also uses state and district testing data to determine performance levels of students, including course placements and level adjustments that will challenge students appropriately. Achievement in previous level courses is important and may drive teacher recommendations, but there are opportunities for students to self-register or take a class by parent request. With Advanced Placement classes, for example, generally students with an A or B in a previous class could go up, but others could as well depending on the outcome of student interview, observation of a student's affective

behavior, as well as the students confidence that he/she can succeed. PSAT scores provide a component called AP Potential, that teachers can use to determine a student's possible success in a future AP class.

Students are all introduced to their 4-year-plan as freshmen, and their progress along that plan in preparing them for college and career readiness is actively monitored and reviewed by the students and their counselors in meetings that occur formally every academic year.

Other data that are used in monitoring student growth and progress are:

- | | |
|--------------------------------------|---------------------------|
| ➤ Graduation Rates | ➤ Project-based Learning |
| ➤ Grade Gamification in some classes | ➤ Graduation Requirements |
| ➤ AP Scores | ➤ CAASPP scores |
| ➤ A-G completion rate | ➤ PSAT scores |
| | ➤ Khan Academy |

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.



Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

Pacifica is increasingly effective in creating and administering timely and appropriate assessments to its students. Core department teachers collaborate to create and use common assessments to evaluate student work and achievement. 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 assessing all students equally, as well as equitably.

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.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ➤ 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 	<ul style="list-style-type: none"> ➤ 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

***Demonstration of Student Achievement***

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.

Pacifica is effective in using data collected by assessments to guide, modify, and adjust curricular and instructional approaches. Both summative and formative test results are shared by content area teachers to create better assessments and revise curriculum. CAASPP and common core questions are being implemented to better align assessments and instruction to state standards and assessments. Specifically, 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. They are also in the process of rewriting course descriptions for all Social Science courses to embed literacy skills in all assessments.

The Special Education department creates IEPs to guide student instruction and set goals for student achievement. Also, co-teaching is widely used in classrooms to generate individual instructional situations and assessments for students in mainstream classrooms. SPED paraeducators are placed in classrooms where there are 5 or more SPED students in mainstream classroom to allow for increased formative assessments and to accommodate students for summative assessments.



Student Feedback

D2.3. Indicator: *Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.*

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Pacifica is becoming more effective at using student input and student feedback in monitoring student progress. Student feedback is regularly requested by all content teachers to guide the pace of instruction. Instructional tools such as “thumbs up, thumbs down” and “red cup/yellow cup/green cup” are used to help guide instruction and inform teachers if concepts need to be retaught.

Academies are keeping in contact with graduates of their respective programs so that they can learn from their graduates what concepts or topics should be covered more in depth due to what the graduate has encountered after entering either another education program or a career.

Several teachers give an end-of-the-year exit interview during which they ask students what aspects of the course they felt were most helpful and what aspects need polishing.

Although some teachers and some academies on campus are using tools such as these and other student input to measure student progress, a majority of the campus could benefit from more student-interaction-based-curricular adjustment.

D3. Using Assessment to Monitor and Modify the Program

Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.



Schoolwide Assessment and Monitoring Process

D3.1. Indicator: *The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.*

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

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 of our parents are still learning to navigate student monitoring systems. Obstacles such as lack of internet access at home and lack of computer skills prevent many of our parents from participating at the level they would like. Teachers report high interest for parents whenever home contact is made regarding grades and assessments.

With the end of API and AYP scores of any sort are no longer available to the community and local business and industry. These stakeholders have little to no impact in evaluating and monitoring student progress.

The district is involved in student assessment and monitoring through their funding of a schoolwide PSAT. Students from 9th, 10th, and 11th grades were all administered the PSAT assessment, and the results from that assessment were made available to those students, their teachers and their 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.

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.



Curriculum-Embedded Assessments

D3.2. Indicator: *The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.*

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Pacifica has effectively utilized available tools in ensuring students' needs are being met through a challenging, coherent, and relevant curriculum. 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. Non-English and Math departments are open to collaboration with those departments in restructuring their curriculum to better facilitate English and Math deficiencies as indicated by the CAASPP results.

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. PSAT data provides AP Potential, which flags students who, based on PSAT performance, will succeed in certain AP classes. Counselors and teachers can use this information to increase the number of students enrolled in AP courses. PSAT data is able to be linked to Khan Academy which all teachers can use to support increasing test scores, while the Math department specifically uses the linked Khan Academy and PSAT results to inform instruction and provide additional practice.

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. This data, along with CAASPP IAB data, is in the beginning stages of being effectively utilized to inform instruction and affect student placement in both English and Math courses.

The restructuring of the CELDT into the ELPAC is bringing fresh eyes into the process and revitalizing the EL learner strategies. The school site piloted the ELPAC for the first time in the spring of 2017; data will be available for the 2018 administration, which the staff will use to inform instruction.

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 reteaching. 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.



Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

Pacifica has used assessment results in changing school programs to drive a results continuous process. Assessment results have caused the reallocation of computer carts to be concentrated in Math and English classrooms; moreover, additional COWs have been purchased for those departments and others. Results have prompted the district to allocate additional monies towards purchasing EL instructional resources. Furthermore, assessment results have brought in the LCAP program, which has funded an after school tutoring program.

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. The district, and several departments on campus, has put forth a greater interest in lesson study as professional development, in addition to funding more AP summer workshops.

In addition to CAASPP results, PSAT results are being used as an indicator of probable success in AP classes. Counselors are meeting with students who show promise based on their PSAT results and encouraging them to enroll in AP classes.



D3.4. Indicator: *The school periodically assesses its curriculum and instruction review and evaluation processes.*

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Pacifica is diligent in assessing the effectiveness of each program area designed to ensure that student needs are met through challenging, coherent, and relevant curriculum.

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, and will plan the student's next steps toward meeting their goals. Time was scheduled during the year where each math class would take two days out of their instruction to take their classes to the counselor's offices to facilitate these meetings. Counselors come speak to freshmen in their English classes, while sophomores, juniors, and seniors go meet with counselors individually to review progress on their 4-year plan. Counselors also review assessment data with them at this time, such as CAASPP, SAT, and PSAT results.

Many departments are working towards norming grading and homework policies, so that they are universal across curriculums.

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.

Grading policies, although discussed broadly across departments, are up to the individual teacher so that students meet the expectations of the course.



D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.

Pacifica is effective at employing security to maintain integrity in the assessment process. Testing security is taken very seriously and CAASPP, ELPAC, and PSAT proctors all are required to sign an affidavit. CAASPP auditors visited Pacifica last year during testing and found the school to be in compliance with all testing and security procedures. During all standardized tests, proctors follow any given DFAs and security measures as set forth by both the testing company and the school site. PSAT and SAT require that teacher sign testing materials in and out.

During AP exams, teachers of each subject are not allowed to proctor their subject specific exam. All AP proctors are trained and adhere to the strict security measures of the AP program.

Additionally, web-based security sites such as Turnitin are being utilized to ensure originality of work, on top of strict plagiarism rules on campus.

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs



Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter III).

Prioritize the areas of strength and growth for Category D.

Summary (including comments about the critical student learning needs)

Pacifica is sufficiently assessing students and using assessment data to drive instruction. The huge increase in both access to and implementation of technology in recent years has made the construction and distribution of assessments easier, as well as provided more methods of disaggregating data. Teachers within departments often work together to create Common Formative Assessments (CFAs) and then analyze results in order to improve student academic success. Teachers use formative assessments throughout the teaching process to check for understanding. Data analysis also led to the creation of several positions, including Instructional Coach and Site Content Leads.

Assessments are increasingly common core-aligned, with a growing focus on preparation for high-stakes testing such as the CAASPP, CAST, AP tests, and College Board exams. The English and Math departments have built in practice for the CAASPP test with CAASPP Interim Assessment Blocks (IABs). This focus on state testing, which is all online, drives home the need for more technology on campus, which is one of the critical learning needs. Teachers in all departments have to share laptop carts (COWs) to varying degrees, which lessons equity. Having more technology on campus would provide equal access for all students and teachers. The rise in state testing takes COWs away from teachers who are not testing, which prevents students from using instructional technology in classrooms.

Easier to access to data for all stakeholders is an area for growth. Communication from school to home regarding assessments continues to grow, with Pacifica now utilizing postal mail, email, social media, all-calls, and ParentVUE to share student testing information. However, more can be done to involve parents in the preparation for all major tests. Fostering a culture of increased parent involvement would help support closing the achievement gap, especially in regards to test scores.

Critical thinking skills and problem-solving are directly addressed by CAASPP IABs and are increasingly built into individual classrooms through project-based learning and common core-aligned assessments. Teachers continue to work together to create CFAs that are rigorous and relevant, but there needs to be more vertical alignment among grade levels. This will ensure consistency, learning growth, and standard mastery. Increasing the use of CFAs and CAASPP Interim Assessment Blocks (IABs), assigned vertically by grade level, will provide more data in order to drive instruction, providing targeted remediation for students who are not reaching goals.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

1. Assessments and analysis of assessment data have led to allocation and reallocation of resources, such as COWs, tutoring, ASAT, and various course offerings (bilingual classes, etc.)
2. 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.
3. 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.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

1. Pacifica staff needs a way to consistently describe levels of effectiveness when evaluating our assessment practices.
2. Pacifica staff needs 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.
3. Increased vertical collaboration within departments would greatly benefit students and assessment results.

Focus Group E

School Culture and Support for student Personal and Academic Growth

Burna Hartman Focus Group Leader D English Teacher

Diana Stroh Focus Group Leader D Math teacher

Lorraine Crane Writer Group D, PE teacher

Corrinne Abbott	English teacher	Claire Hunter	EDP Attendance Operator
Adrian Barragan	Special Education teacher, Assistant Boys Wrestling Coach	Shelly Kohnle	Art teacher, Visual Arts Department Chair, Yearbook Advisor
Mike Basua	Math teacher	Jennifer Lasley	School Nurse
Javier Bautista	Social Science teacher	Cristina Magallanes	Special Education teacher
Chloe Carson	Science teacher, Health Science Academy Director	Jennie Montgomery	Campus Supervisor
Leticia Castro	Guidance Tech	Lupe Murillo	Spanish teacher
Marissa Cervantes	Assistant Principal	Claudia Naranjo	Guidance Technician/Parent Facilitator
Tracy Deen	Speech Pathologist	Jaimene Nichols	English teacher
Stefanie Davison	Math teacher, Site Content Lead (Math 1)	Margarita Rivera	Clerical Assistant I (Attendance)
Willie Dillon	PE Teacher, Head Boys Varsity Wrestling Coach	Guadalupe Sandoval	Parent
Teodora Evangelista	Parent	Bob Sanford	Lead Campus Supervisor
Reiko Evans	French teacher	Jeff Shettler	Special Education teacher
Linda Felzer	English teacher, ELD teacher	Doreen Simpson	English teacher
Maria Flores	Parent	Velia Soto	Special Education teacher
Robert Goldstein	Special Education teacher	Marianela Valencia	Clerical Assistant III (Attendance)
Robert Greaves	Site Technology	Lupe Vazquez	Math teacher
Peggy Helmstedter	Counselor	Lizbeth Villanueva	Secretary
Darlene Hooks	Cafeteria Manager	Mark Wingland	Music teacher

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.



Regular Parent Involvement

E1.1. Indicator: *The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.*

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Staff and Administration find Pacifica High school to be sufficient in implementing processes for all stakeholders, including parents of non-English speaking and special needs students, addressing the needs and involvement of all students, community and staff through various forms of meetings, workshops, mailings, technology, telephone “All-Calls” and the internet. Technology, workshops and meetings continue to be key in utilizing information to the staff, various clubs, organizations, academics, district and school. Pacifica High School welcomes and promotes a myriad of workshops and events that encourage the personal, social, and academic growth of all students, parents and community. These workshops and events also help bridge the gap of our non-EL speaking families, special needs students and community members which in affect encourages their active participation her at Pacifica High School and within the community.

PHS regularly involves families, businesses, industries, and the community. Families are active in PTSA, ELAC, School Site Council, and Doughnuts with the Principal, and Parent Project. The counseling office includes parents in outreach opportunities weekly, especially during college application season. Business and industries often give presentations on campus to align with career core standards in multiple grades and

contents. Teachers make requests to various businesses to contribute to PHS as necessary.

Academies have been particularly active in establishing contacts with businesses or within the community. The Academy of Business partners with local businesses to donate time, lessons, and mentoring to the students. The Health and Science Academy arranges medical internships, and the Culinary Arts Academy does the same with restaurants, and TECA does the same both with the middle schools whose students will attend Pacifica as well as within classes at Pacifica. In addition, culinary arts students participate in competitions within the community to further gain recognition for Pacifica.

Nevertheless, parent involvement in particular remains an area for improvement highlighted as well by parents who do participate!

Family

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| <ul style="list-style-type: none"> ➤ Family conference college club (Prep for University CSUCI) ➤ WASC meetings ➤ IEPS ➤ Open house (for SPED specifically) ➤ Back to school night ➤ Open house ➤ AOC ➤ All calls ➤ Flyers ➤ Mailers | <ul style="list-style-type: none"> ➤ Personal contact ➤ PHS and District Websites ➤ PTSA ➤ Parent workshops- Parent Vue ➤ School site council ➤ Parent orientation night for incoming freshman ➤ Triton Transition (with parent participation) ➤ “Taking care of business” for parents of freshmen |
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Community

- Supper club
- Awards night – RFEP, ELAC/ migrant meeting
- DLAC/ DPAC- district meetings
- D/F parent letters after meetings with students (counselor contact as needed)

- Flexibility and support that allows parents to use career center computers
- FAFSA night
- LCAP- leadership trainings for parents
- SPED open house- junior high teachers come

Industry / Business

- Health- volunteer
- TECA- goes to Brekke and other schools
- AOB- service hours
- AOC (Increase business Partnerships)
- CODE
- Culinary Arts
- Clinicas
- School on Wheels- supplies backpacks/ supplies

- Career fair
- Toys for Tots
- Higher Ed week- universities/ trade schools
- Community Colleges assist with applications
- Blood drive
- Speakers (motivational/ holocaust / informational)
- Peer Resource (canned food drive/ TUPE/ senior hours)



Use of Community Resources

E1.2. Indicator: *The school uses community resources to support student learning.*

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Pacifica High School uses our community resources to a sufficient extent to support students learning to provide real world applications of the learning standards and the TIDE, in particular “prepared for a future as responsible, healthy, involved citizens.” Pacifica High School maintains and welcomes the addition of ongoing relationships with various members in our community to further support our clubs, academics, performing arts and athletic programs. Our community participants are key in providing the added enrichment, time, financial support and learning activities we encourage and foster here at Pacifica High School.

Our AVID program and six academies work closely with local businesses to provide real world applications of learning standards. AVID volunteers with many local organizations, such as the Oxnard beach clean up; AVID also employs community members to serve as tutors for the AVID elective course, in addition to soliciting local businesses for guest speakers. Each academy has relationships with many local businesses, with stakeholders participating in a variety of ways. All academies take field trips to local businesses that relate to the academy focus; many of these same businesses also send employees as guest speakers or to provide feedback on projects. Academies offer internships with local businesses where students get relevant work experience and skill-building. Many academy students turn internships and job shadowing into part-time work after graduation, supporting our TIDE and CTE standards.

The academies are supported by district personnel, who facilitate job fairs with local businesses and who provide an “internship bootcamp” with students, which functions as a crash course in the skills local employers are looking for.

The Special Education Department, for example, schedules field trips to local community colleges where personnel at the college not only introduce the students to the colleges, but also make them aware of specific services and resources they can obtain as special education students to make their time at the colleges more successful. The TPP class taught in the Special Education Department teaches students employment seeking skills like resumes and interviews, and people from the community visit and help students with these skills.

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| <ul style="list-style-type: none"> ➤ ROP ➤ Job shadows ➤ Internships ➤ Interview businesses ➤ Guest Speakers and Presenters ➤ Field Trips to local businesses such as Community College- road museum, Maritime museum, Dr. Phil, NASA, JPL, Camarillo Wastewater Treatment Plant, Point Mugu, Channel Islands National Parks, CSCUI, | <ul style="list-style-type: none"> Engineering and Robotics
Lavatory and Research Facility,
Cydcor, Riot Gaming ➤ Oxnard Police Departments
Explorers Academy ➤ Upward Bound ➤ OUHSD's Law Enforcement
Academy for Young Adults ➤ Drag Racing Against Guns and
Graffiti (DRAGG) |
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E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.



Safe, Clean, and Orderly Environment

E2.1. Indicator: *The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.*

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Pacifica High School sufficiently establishes and implements existing policies, regulations and resources (including the internet) to ensure a safe, clean, and orderly environment that fosters and nurtures learning. The school safety plan has been re-written over the past 18 months to re-evaluate emergency supplies and procedures. The committee members meet bi-monthly to address any added safety and emergency concerns, including emergency supplies, fire and disaster drills, and lockdowns. All staff, students and local fire department personnel are included in all safety drills and practices. Both evacuation and lockdown drills are conducted annually, including participation in the Great Shake Out. Committee members have also been trained on the CATAPULT system to be implemented soon. The system uses computers and cell phones which allow staff to communicate with each other as safety events unfold, and also enables staff to account for students and faculty location using GPS on cell phones or computers.

The SPRIGEO system for online bullying reporting is available to families, and students can access it from school or at home. The Peer Resource group also provides students with an avenue for resolving conflicts or dealing with difficulties on a student to student level; students typically respond well to their peers in these circumstances. Further

support for students is available from a county counselor who conducts individual and group help for students with drug and alcohol abuse issues, a grief support group, and the school psychologist who performs tests to diagnose student problems.

The PBIS program also promotes civility and appropriate behaviors on campus. Posters have been created and are visible throughout the campus, and committee members address students weekly on issues and the faculty at monthly staff meetings.

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| <ul style="list-style-type: none"> ➤ School Wide safety plan ➤ Parent / teacher handbook (Safety rules and regulations) ➤ Staff Security supervision present and visible during all hours including before and after school ➤ Golf Carts used for rapid security response ➤ Local School Assigned Police officer present and visible (Resource Officer) ➤ Secured Campus ➤ Secured check in at front gate ➤ Guest speaker approval form approved by administration ➤ Full time nurse on site ➤ Random Police Dog Search ➤ Community service hours granted for community clean up ➤ PBIS – Positive Behavior Intervention and Support | <ul style="list-style-type: none"> committee – Encourages safe and appropriate practices in the classroom and on the common grounds ➤ Teachers visible in the halls, during breaks and at lunch ➤ Numerous teachers leave classroom opens at break and lunch creating a safe place other than the common grounds and lunch areas. ➤ Pacifica High School creates a safe environment for all clubs and groups of different cultures and sexual orientation. ➤ Custodial staff maintains a rigorous schedule in maintaining a trash free environment, clean classrooms, bathrooms, parking lots, building maintains, grounds and athletic facilities. |
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High Expectations/Concern for Students

E2.2. Indicator: *The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Pacifica High School is sufficient in demonstrating caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning. We take great steps in recognizing the differences of each student's needs and concerns, demonstrating an environment of compassion and concern while maintaining high expectations for each student. Through various events and school opportunities, Pacifica High School provides the support and added resources that integrates cultural values, diversity and school spirit unifying "Tritonland" as a safe environment for learning and social interaction.

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| <ul style="list-style-type: none"> ➤ Alliance ➤ PBIS ➤ Triton Transition ➤ AP Exams— Encouraging students of diverse backgrounds to take ➤ Nurse – Added health resources ➤ Lunch and after school Tutoring— Many classrooms open to students during lunch ➤ Greet students at door ➤ Know Student Names ➤ Attend Student Performances, sporting activities, ➤ Ariel's Closet ➤ Evaluation of how we are doing-- General feeling = 7 out of 10 | <ul style="list-style-type: none"> ➤ NO excuses— We teach all students no matter their circumstances ➤ Determine how effectively School Policies are implemented. ➤ Student athlete of the week ➤ Alumni Spotlight ➤ SPED student classroom inclusion ➤ Cultural Awareness – Triton talk ➤ Peer Resource – Positive Behavior strategies ➤ Classroom rules and expectations ➤ IEP's student, staff, parent involvement ➤ Behavior intervention plan |
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Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.

Pacifica High School demonstrates a level of sufficiency in creating an atmosphere of trust, respect, and professionalism. All stakeholders are encouraged to develop strong, positive relationship that fosters student learning, growth and development physically, academically, emotionally and socially. PHS continues to have a strong and sufficient ELAC membership who meets monthly at PHS and as a part of the DLAC at the DO level. PHS's ELAC also continues to inform the Single-School Plan through discussions at the SSC level. Member if PHS's ELAC, SSC, and PTSA also present PHS at regular DO LCAP planning/input meetings.

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| <ul style="list-style-type: none"> ➤ Trust, Respect, and Professionalism is implemented and visible by all stakeholders in meetings, collaborations, triton talks and various meetings ➤ Administration and staff exhibit respectful, professional and trusting relationships amongst each other ➤ Professionalism - maintained at the highest level in meeting the needs of our students and maintaining the respect and trust of others. ➤ Meetings - Collaboration between staff and administration is | <p>extremely high allowing all stakeholders to voice concerns and decision making in a safe healthy environment.</p> <ul style="list-style-type: none"> ➤ Consistency of Communication and Collaboration is done in a timely manner ➤ School Site Council (SSC) meeting address areas of concern and needs ➤ Concerns Committee (safety issues) ➤ LCAP ➤ PTSA ➤ ELAC |
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E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These student support systems are enhanced by business, industry, and the community.



Adequate Personalized Support

E3.1. Indicator: *The school has available and adequate services to support student's personal needs.*

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Pacifica High School is sufficient in having adequate and readily available services to support student's personal needs. These services include career, personal counseling and academic assistance, as well as areas of health and wellness, and they meet every level of a student's physical, mental and emotional well-being. Our counselors not only guide and help with academic planning but also look out for students' overall well-being and personal needs. They are available both before school begins at 8:11 a.m. (as early as 7:15 a.m.) and after school ends at 3:15 (and as late as 6:00 p.m.) as well as during lunch hour. Counselors also meet with students throughout the year to create their schedule for the following school year, and meet with at-risk students more frequently. In addition, the Career Center technician is available from 7:00 a.m. until 4:00 p.m. to assist students with information about colleges, placement exams, workshops, and scholarships. She regularly appears on Triton Talk with announcements and also disseminates information to teachers through bulletins and e-mail.

Our major health support services include our full time nurse and school psychologist, as well as a part-time counselor from the county and a speech therapist. These professionals provide Pacifica with the means of testing students who show signs of needing additional social, emotional or therapeutic help, as well as providing specific counseling help for issues such as grief or drug and alcohol abuse. During the 2017-18 school year, Pacifica High School contracted with Ventura County Behavioral Health (VCBH) to provide a weekly clinician to address the needs, and to assist with the diagnosis of, students with major psychological disabilities, such as bipolarism and schizophrenia. Pacifica also continues to offer counseling groups, provided by City

Impact, to address the social-emotional needs of our students. Pacifica High School currently offers the following groups; 1) anger management group, 2) teen issues group, 3) grief group, 4) drug and alcohol group, 5) stretching and relaxation therapy group, 6) teen issues group, and 7) the new arrival migrant group. In addition, through the work of the Peer Resource class, Pacifica students can avail themselves to assistance from fellow students who have received training that enables them to listen to their peers and help them talk through situations that do not necessarily require professional help, or help direct them towards the professionals who are trained to deal with more serious problems.

Further support is available to teen moms; the onsite child care provider enables students to continue their education while their children are carefully supervised, as well as being an additional adult to whom these young ladies can go when they have parenting issues they want to discuss.

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| <ul style="list-style-type: none"> ➤ Outside Agencies - Clinicas ➤ Grief Counseling, individual and group ➤ Peer Counseling and mediation ➤ Child Protective Services ➤ City Impact— Counseling ➤ 211 help referrals from the county ➤ LGBT ➤ SRO ➤ Parent Project Meetings/Education on parenting and helping students in school--10 weeks/30 hours ➤ IMPACT; ISIS: Breakfast, Lunch and Dinner Program; Eye and Hearing ➤ Screenings, IEP's , 504's, SST plans ➤ Academies; Student / Counselor meeting yearly in the spring to plan the schedule for the following year. ➤ College and Career Opportunities presented on Triton Talk | <ul style="list-style-type: none"> ➤ Health Fair for all Students/parents done through the District ➤ Naviance—Online college preparedness (freshman – seniors) ➤ KHAN Academy and College Board ➤ Health Tip Tuesday ➤ Migrant counselor ➤ Counselors ➤ Freshmen Blitz ➤ Meeting with Individuals ➤ Seniors Meetings ➤ Full time school nurse ➤ Health tip Tuesday -Triton Talk ➤ Blood Drives ➤ Hearing and vision tests ➤ Health Academy ➤ On campus county child care provider |
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Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Pacifica High School is sufficient in the strategies the school leadership and staff use to develop and implement personalized approaches to learning and alternative instructional options. These strategies take into consideration the students' individual needs and assessments, academic potential and testing scores, as well as their social, emotional, physical and mental well-being. Pacifica staff and administration focuses on meeting these personalized approaches primarily through career and academic services.

Personalized Strategies:

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| <ul style="list-style-type: none"> ➤ IEPs, 504s, Icons in Synergy ➤ APEX, Oasis, I-Lit, Cyber High ➤ Differentiated Instruction ➤ AVID ➤ Academies ➤ Small Learning Communities: SED; SDC Classes; Exploring | <ul style="list-style-type: none"> Discovery Education; Academies; Read and Write Gold ➤ Home Hospital / Individualized Instructional Planning ➤ ELL Strategies ➤ Directed Studies ➤ Para Educators ➤ CYBER High |
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Support Services – Interventions and Student Learning

E3.3. Indicator: *The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.*

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Pacifica High School is sufficient when it pertains to evaluating a student's learning needs accurately and in a timely manner. We strive to provide the appropriate support, intervention and services, and to monitor the progress of each student's individual needs (Including those with special needs and circumstances) in a proficient manner. Classroom teachers are able to identify when students may not be correctly placed in a class that provides the appropriate challenges, whether there are too few or too many, in a timely manner, as are counselors and special education case carriers, and all are working together to improve the speed with which the actual changes finally occur. For example, the three ELD classes are scheduled at the same times so teachers have the flexibility to initiate changes as language learners improve, or when an incoming student is placed at too high a level. When the proficiency of these students improves to a level where the teacher recommends mainstreaming the students, however, the process bogs down with administrative roadblocks .

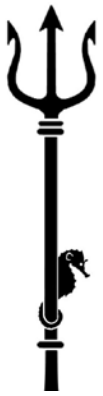
Both formal and informal tutoring sessions are available to students. Within the first month of school administration publishes a schedule for formal tutoring and expanded library hours, all staffed by certificated teachers. Through formal office hours or informally, individual teacher availability before school, during preps, at lunch and after school provides students with additional times to receive extra help. Students from the teaching academy (TECA) have also done some tutoring for fellow students, but peer

tutoring on a larger scale has yet to be explored. Moreover, too few students take advantage of any of the tutoring options discussed.

Administration, staff, parents and additional support service (including the school psychologist when needed) provide and create a detailed instructional plan for all levels of student abilities to help each student succeed. For example, severely handicapped students, for example, enter Pacifica identified with eligibility for the program, and the students' learning needs are based on their IEPs which determine the services with which they are provided. The effectiveness of the support and intervention services provided are reflected in data collected and student progress both individually and towards goals and objectives.

In addition, counselors began a "Freshman Blitz" program several years ago in an attempt to help freshman students who had failed an excessive number of classes in their first semester and reverse the trend for second semester. Because the Freshman Blitz program continues to be successful, a similar Blitz was recently instituted for sophomore students. The master schedule also builds in remediation classes (SOAR, OASIS, CyberHigh) to help students who are having difficulties with traditional classroom procedures with the intent of giving them a chance to recover credits, receive academic tutoring, and get back on track for graduation.

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| <ul style="list-style-type: none">➤ Individual subject A-G Recovery tutoring sessions➤ ASAT➤ Informal individual teacher availability before school, during preps, at lunch and after school | <ul style="list-style-type: none">➤ SSTs➤ IEPs➤ iLit for reading classes➤ Freshman and sophomore "blitz"➤ Greater need for interventions |
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Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: *Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.*

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Pacifica High School is sufficient in supporting students and giving them access to a challenging, relevant and coherent curriculum. The curriculum provided at Pacifica is well thought-out and planned to be inclusive for all levels of students. The curriculum reflects our best practices and collaborative efforts. Support for students engaged in this curriculum is readily available through after school tutoring, extended library hours, and individual teacher's willingness to work with individual students requesting additional help.

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| <ul style="list-style-type: none"> ➤ AP classes opened to students who want to try despite skill level ➤ Zero period creating more access for students to start early ➤ Before and after school tutoring ➤ Constant monitoring of student achievement in academies including own tutoring ➤ Academies require grade checks and tutoring if they are not passing ➤ CODE and ESEA academies require that English 2 is honors (ESEA); some academies also requiring certain AP classes ➤ Summer school courses APEX and Cyber High ➤ AVID program ➤ Migrant program ➤ Teacher induction requiring online EL instruction courses ➤ Revamping elective course to make A-G and UC (newspaper, yearbook) | <ul style="list-style-type: none"> ➤ CTE courses available ➤ Dual credits ➤ Co-teaching to help SPED and other mainstream students succeed ➤ Bilingual courses ➤ Paras available in SPED and in other EL classes ➤ Math support classes in addition to regular courses ➤ Master class scheduling is carefully monitored to address the needs of all students and course offered. ➤ Availability of PAST, SAT. Act and ASVAB testing facilities ➤ Regular progress reports ➤ Positive behavior support plans ➤ Team teaching ➤ Technology training ➤ Weekly progress checks ➤ Summer School Credit recovery in core classes |
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Co-Curricular Activities

E3.5. Indicator: *The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Pacifica High School offers a wide range of curricular and co-curricular activities to its students. Almost all students participate in college prep, honors or advanced placement classes. Co-curricular involvement is also emphasized through Club Rush Week and through a variety of ASB-sponsored lunchtime events. Many of the curricular activities on campus promote our TIDE, or school-wide learner outcomes. However, linking these activities to academic standards and processes used to evaluate student involvement are areas where there is opportunity for growth.

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| <ul style="list-style-type: none"> ➤ Percentage involved in academies ➤ Number of students in clubs ➤ Teachers encourage freshmen to join clubs ➤ Student set GPA required for specific club admission vs GPA not required for admission in other clubs ➤ Athletic awards through CIF – Team award if all team members qualify ➤ Scholar Athlete Awards / CIF ➤ Champions of Character ➤ Club Rush ➤ Triton Talk promotes all clubs ➤ Triton Transition promotes freshmen involvement prior to coming to PHS and after ➤ Peer Resource ➤ ASB (student wide) ➤ Counseling groups | <ul style="list-style-type: none"> ➤ Theatre and arts programs and GPA ➤ ROP program ➤ Online and “paper” Triton Newspaper ➤ Yearbook ➤ Go bowl ➤ Academic Decathlon ➤ Mock Trial ➤ AP classes ➤ Key club ➤ Unicef ➤ Night to Remember (prom for SPED) ➤ Marine Bio club (volunteers with Channel Islands park) ➤ Beach cleanup on earth day ➤ Rose bowl decorations ➤ Community service Dance and Music Clubs |
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Summary, Strengths, and Growth Needs



Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter III).

Prioritize the areas of strength and growth for Category E.

Summary (including comments about the critical student learning needs)

In regards to the level of Parent and Community Engagement Pacifica High School has collectively found our level of performance to be sufficient in meeting the schools culture and support for students personal and academic growth. We collectively, on a yearly, monthly and daily bases, employ a wide range of strategies that we believe continue to encourage our families, businesses, industry and community involvement, especially as this relates to the learning and teaching process.

In WASC feedback meetings, parents have expressed their gratitude for the supports their students receive, and are emphatic about the importance of continuing this assistance. They appreciate the efforts of teachers who provide remediation to the students who are having short or long term difficulties, as well as the extra efforts made by AP teachers to fully prepare and support their students' efforts. Counselor support of students was also important for the development of student four year plans and continued follow up over that period. Emotional support provided by external counselors was also considered to be a valuable service.

Recognizing the difficulties many freshmen face adjusting to high school, Pacifica directs considerable attention to supporting students as they undergo this change. Starting with Triton Transition prior to the school year that creates a Pacifica home and family environment, continuing with Club Rush week that invites participation in the Pacifica community, and if necessary, redirecting student academic problems during Freshman Blitz, freshmen receive support from staff and students who care.

Although it is always a challenge for schools to partner with local businesses and community members, Pacifica is fortunate to have achieved some success in this area through its academies as well as from several clubs. Parents want to be involved and want more parents to be involved. Pacifica will continue its efforts to become an inviting place for students to attend where they can depend on receiving whatever support is necessary to lead them on to success.

Areas for growth include increasing transparency between administration, staff, and stakeholders in order to provide all sectors a voice; raising already high expectations to promote increased adherence to rules and to bring in alumni contacts; and providing more security and maintenance on campus.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

1. Pacifica High School excels in maintaining a positive school environment that provides ongoing daily concern for our students. We accomplish this by implementing a school wide safety plan that serves and protects the well being of every students needs, culture and sexual orientation. Our concern and protection for each student is evident within our classrooms, athletic fields, clubs, organizations, meals served, tutoring offered and every single program implemented before, during and after school.
2. Providing student support and intervention strategies for our students continues to promote a positive culture for educational success. We implement this through the use of outside agencies, individual and group counseling, positive postcards to home, Therapists, CPS, Citi Impact, Freshman Blitz, 211, Naviance, Khan and Individual Student Screenings.
3. Community resources are implemented, present and made readily available for all Pacific High School Students. We do this through Triton Talk, local military and PD recruitment, Mock Trial, Peer Resource, Band, Culinary ROP, Work experience, Citi Impact and the numerous field trips provided to our students.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

1. Although PHS implements and promotes an atmosphere of trust, respect and professionalism the following areas were flagged as areas needing improvement. These areas include 1) needing more transparency amongst administration, staff and stakeholders during collaboration, group, department, school site council and PTSO meetings and 2) Showing more concern and professional giving everyone a voice, or chance to share, the areas of concern or need within our campus.
2. While PHS has high expectations and concern for our students we believe there are several areas here that need improving upon. These areas include spotlighting our Alumni and Alma Mater, increasing the atmosphere and promotion of College Wednesdays and lastly, having a clear school policy implementation plan for all to follow and adhere to.
3. PHS is an extremely large campus with numerous environmental needs that should be improved. The two we found that needed to be improved upon the most were within the schools security and maintenance. Having more visible, recognizable and active security at gates, on campus and on the athletic fields is needed to increase a secured campus and to improve student and staff safety. The cleanliness of the classrooms, to include the floors, and common outside areas, specifically the concrete, also needs to be addressed, cleaned and maintained on a set schedule.

Chapter IV

Summary of Identified Student Need



**PACIFICA
HIGH SCHOOL**



CHAPTER 4:

Summary from Analysis of Identified Critical Student Learning Needs

Summary of Identified Critical Areas

The Chapter 2 summary provided much food for thought. It is clear that we are doing many things well: we have dramatically increased both access to technology and use of technological programs/resources; we have expanded the amount of programs we offer, such as AVID and new academies; we have laid the foundation for increasing CAASPP scores; our A-G rates are rising along with our focus on creating a college-going culture; and positivity abounds through PBIS and school spirit. Despite those gains, however, we also need to focus on improving the following: CAASPP scores for all students, especially subgroups; discovering the root cause of our large D/F rate; providing relevant professional development in the ever-changing world of Common Core and CAASPP prep; further reducing suspensions in order to increase student learning; and addressing our master schedule, which is bursting at the seams with too many options and not enough classrooms.

Table -1- Original Core Strengths by Group

Group	Strengths
A-Organization	<ul style="list-style-type: none"> ➤ 1.1 CAASPP Data ➤ 2.2 Back to School Night/Open House ➤ 2.2 Faculty and Department Meetings ➤ 1.3 New PBIS Program and Implementation ➤ 1.2 Work Experience Programs ➤ 4.1 Job-alikes/Peer-Observation ➤ 1.1 Dinner Program ➤ 3.3 Solutions Committee ➤ 4.3 Clear Policies and Procedures ➤ 1.1 Health Tip Tuesdays
B-Standards-Based Student Learning-Curriculum	<ul style="list-style-type: none"> ➤ Pacifica High School offers a variety of academic and career pathway options ➤ Pacifica offers an environment that promotes community engagement ➤ Technology is available for students to use on our campus ➤ Teachers implement technology to deliver curriculum when accessible
C-Standards-Based Student Learning-Instruction	<ul style="list-style-type: none"> ➤ Educators are making a concerted effort to incorporate technology ➤ Students are growing more comfortable using a variety technology ➤ Teachers informally collaborate using technology ➤ Using source open source technology as alternatives to the textbooks
D-Standards-Based Student Learning-Assessment and Accountability	<ul style="list-style-type: none"> ➤ Analysis of assessment data have led to allocation and reallocation of resources ➤ Positions such as Instructional coaches and site content leads were created ➤ Increased department collaboration
E-School Culture	<ul style="list-style-type: none"> ➤ a positive school environment that provides ongoing daily concern for our students ➤ student support and intervention strategies for our students continues to promote a positive culture for educational success ➤ Community resources are implemented, present and made readily available for all Pacific High School Students

Table -2- Original Core Growth Needs by Group

Group	Growth Needs
A-Organization	<ul style="list-style-type: none"> ➤ 4.2: more relevant training and orientation procedures ➤ 4.4: Professional development at convenient times and increased incentivization ➤ 4.5: Current evaluation procedures do not include the promotion of professional growth. ➤ 4.3: Staff would like to see a more centralized location for updated school policies and procedures ➤ 2.3: Attendance is relatively low at stakeholder meetings ➤ 1.3: Too many parents are unaware of specific learner outcome expectations ➤ 1.2 increase parent use of ParentVue system ➤ 4.5 new faculty members need a department mentor ➤ 5.4 Classroom numbers is not currently sufficient for growing student population
B-Standards-Based Student Learning-Curriculum	<ul style="list-style-type: none"> ➤ The availability and access to technology at a school-wide level is an area that could be strengthened. ➤ we need to create a culture which fosters ore direct parent participation ➤ there is a need for more grade and subject specific trainings ➤ Work towards providing and expanding campus wide access to software ➤ Develop more cross curricular lesson plans
C-Standards-Based Student Learning-Instruction	<ul style="list-style-type: none"> ➤ Improving students problem solving and critical thinking skills ➤ Preparing students to competently gather, correctly use, and effectively build upon credible sources. ➤ Access to technology needs improvement ➤ ELL and SPED need continued/improved support ➤ More reading and writing courses
D-Standards-Based Student Learning-Assessment and Accountability	<ul style="list-style-type: none"> ➤ a way to consistently describe levels of effectiveness ➤ Increase communication with stakeholders about assessment data ➤ Increased vertical collaboration within departments
E-School Culture	<ul style="list-style-type: none"> ➤ More transparency amongst administration, staff and stakeholders ➤ Showing more concern and professionalism giving everyone a voice ➤ Increasing the atmosphere and promotion of a college-going culture ➤ Having a clear school policy implementation plan for all to follow ➤ Having more visible, recognizable and active security a ➤ The cleanliness of the classrooms and common outside areas

Strengths and Growth Needs

Below is a compilation of all the strengths and growth needs from all groups. Prioritize the areas of strength and growth to help the school decide on our top priorities for the Action Plan.

Pacifica High School recognizes the following Areas of Strengths:

School Environment

- S1. Pacifica High School excels in maintaining a positive school environment that provides ongoing daily concern for our students. We accomplish this by implementing a school wide safety plan that serves and protects the wellbeing of every student's needs, culture and sexual orientation. Our concern and protection for each student is evident within our classrooms, athletic fields, clubs, organizations, meals served, tutoring offered and every single program implemented before, during, and after school.
- S2. Pacifica High School creates a positive organizational culture that encourages all teachers and students to participate and join in the common purpose through community building programs such as Back to School Night/Open House, Faculty and Department Meetings, Concerns Committee, Clear Policies and Procedures, New PBIS Program and Implementation, and Job-alikes/Peer-Observation.

Student Support

- S3. Providing student support and intervention strategies for our students continues to promote a positive culture for educational success and empowerment. We implement this through the use of outside agencies, individual and group counseling, positive postcards to home, Therapists, CPS, Citi Impact, Freshman Blitz, 211, Naviance, access to Khan Academy, Individual Student Screenings, the PBIS Program, Work Experience Programs, Dinner Program, and Health Tip Tuesdays.

Instruction and Learning

- S4. Assessments and analysis of assessment data have led to allocation and reallocation 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.
- S5. 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. Additionally, teachers informally collaborate using technology to share resources.
- S6. Pacifica High School offers a variety of academic and career pathway options, which allows for increased student engagement and success. These programs such as AVID, AP courses, the six on campus academies, ROP, academic clubs, etc. which teach life skills, give hands on experience, and increase student involvement on our campus.

Community Connection

- S7. Pacifica offers an environment that promotes community engagement and community resources are present and made readily available for all Pacific High School Students. We do this through Triton Talk, local military and PD recruitment, Mock Trial, Peer Resource, Band, Culinary ROP, Work experience, Citi Impact, student outreach, college campus visits, award ceremonies, art exhibits, performances, and sporting events, our campus fosters student growth, engagement community involvement and service clubs and the numerous field trips provided to our students.

Technology

- S8. Technology is available for students to use on our campus. We have 46 COW carts, a media center and computer lab in our library, as well as WIFI that is accessible to students on our campus. This promotes digital literacy and student engagement and students are growing more comfortable using a variety of technology to support their learning. Teachers utilize technology to deliver curriculum when accessible. Additionally, educators are making a concerted effort to incorporate technology to help communicate with students and support their learning. Some teachers are using source open source technology as alternatives to textbooks and as a way to extend learning beyond the classroom.

Pacifica High School Recognizes the following Areas of Growth Needed:

Professionalism

GN1. Although PHS implements and promotes an atmosphere of trust, respect and professionalism the following areas were flagged as areas needing improvement. These areas include 1) needing more transparency amongst administration, staff and stakeholders during collaboration, group, department, school site council and PTSA meetings and 2) Showing more concern and professionalism giving everyone a voice, or chance to share, the areas of concern or need within our campus.

Professional Development-Student Learning Loop

GN2. Although we do offer substantial professional development days and allotted collaboration time, there's a perception that is it not offered at convenient times and lacks incentivization, aggravated by a lack of positive PD culture on campus and perceived redundant offerings and there is a need for more grade and subject specific trainings that encourage common core NGSS curriculum and development as well as the introduction to new 21st century tools and access to resources. Some members indicated a desire to see more relevant training and orientation procedures. Specifically practices and technical instruction on the infrastructure of the school and relevant technology could be improved. Mentor teachers assigned to new teachers across departments was a popular suggestion. Additionally, current evaluation procedures do not include the promotion of professional growth.

GN3. Develop more vertical collaboration within departments and cross curricular lesson plans that will support the push for common core curriculum and promote that interaction and collaboration amongst teachers including a way to consistently describe levels of effectiveness when evaluating our assessment practices.

GN4. Many teachers observe a need to improve students' problem solving and critical thinking skills perhaps through more widespread differentiated instruction and challenging curriculum that fosters the attainment of upper level DOK and Bloom's. Students need additional preparation to increase their ability to independently and competently gather, correctly use, and effectively build upon credible sources in response to rigorous real world and academic tasks.

GN5. In an effort to narrow the achievement gap, many teachers believe there is a need to maintain and increase focus on particular subgroups, namely ELL and SPED students.

GN6. Many teachers believe more reading and writing courses would help support students' language development across all subjects, increase critical thinking, and prepare students for the rigors of college and career.

Setting and Attaining High Expectations

GN7. While PHS has high expectations and concern for our students we believe there are several areas here that need improving upon. These areas include spotlighting our Alumni and Alma Mater, increasing the atmosphere and promotion of College Wednesdays and lastly, having a more centralized location for updated school policies and procedures, easily accessible and understandable for staff, parents and students so there is a uniform set of expectations for all stakeholders to follow.

Parent Involvement and Communication

GN8. Though numerous avenues for parent involvement exist, we need to create a culture which fosters more direct parent participation in their students education to improve academic success. Too many parents are unaware of specific learner outcome expectations because schoolwide learner outcomes are not being explicitly communicated to parents.

GN9. Attendance is relatively low at stakeholder meetings compared to expectations/goals, so we can consider and implement plans to encourage more parent and community involvement? (ELAC, SSC, LCAP)

GN10. Pacifica staff needs 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.

Technology

GN11. Access to technology (both physical computers and online resources) needs improvement. While Pacifica High School offers virtual programs, and technological equipment and digital resources, the availability and access to technology at a school-wide level is an area that could be strengthened. One suggestion included working towards providing and expanding campus wide access to software such as Adobe Creative Cloud.

Campus Environment

GN12. PHS is an extremely large campus with numerous environmental needs that should be improved. The two we found that needed to be improved upon the most were within the school's security and maintenance. Having more visible, recognizable and active security at gates, on campus and on the athletic fields is needed to create a secured campus and to improve student and staff safety. The cleanliness of the classrooms, to include the floors, and common outside areas, specifically the concrete, also needs to be addressed, cleaned and maintained on a set schedule.

Starting with a list of nearly 50 needs, the WASC coordinators carefully grouped based on trends in the Areas of Critical Needs from staff and parents. These needs coalesced into 14 groups based on general focus areas (Professional Development, Setting and Attaining High Standards, etc.). Aiming to retain the voice of each of the needs from the groups, as many specifics and rationale behind the needs suggested were incorporated into the detailed needs. Roughly half of the needs centered on teacher development to support student learning and student support, while the other half was made up of desire to further parent involvement and campus improvement.

Staff members were administered a survey digitally through Google Forms in order to vote on the top 3 to 5 critical learning needs.

Two sessions of parent meetings were held on December 2, 2017, to receive a brief summary of the WASC process as it affects Pacifica, and to review the summary of Chapter 2 and the compilation of areas of strengths and growth. The first session was held in English, and the second session was held in Spanish; both sessions had six attendees.

Parent Identified Critical Areas

The table below summarizes the priorities of the parents. Both the English-speaking and Spanish-speaking groups selected five areas, often combining multiple areas from the chart.

- S3 - Continue with the supports and interventions that help students
- S7 - Continue to pursue community involvement
- GN1 & GN3 - Increase collaboration while maintaining transparency and inclusiveness necessary for it to be successful
- GN12 - Ensure the school is safe and secure for all
- GN2 - Offer professional development that enables teachers to provide the best instruction to their students
- GN2 - Enable teachers to develop their craft to the fullest
- GN8, GN9, & GN10 - Involve more parents; numbers are far below what they could be
- GN8, GN9, & GN10 - Involve more parents; consider incentives that would facilitate more involvement
- GN11 - Maintain technology on campus to prepare students for “real World”
- S8 - Continue providing technological resources for students and teachers

Parent Common Threads

- S7, G8, G9, G10 -More parent involvement was probably the most important area discussed. Parents discussed the need to increase this, possibly with incentives to benefit students and/or the parents (e.g., free tickets to a football game). Some even stated there should be a parent requirement to attend a specified number of school activities.
- GN2 - There was considerable conversation that acknowledged that teachers did need additional training to maintain the level of instruction and to maintain the culture at Pacifica
- S8, GN11 - Technology was recognized as important in what students are achieving and what they will need to achieve in the future.
- S3, S7 - There are resources that assist and support students from both within the district and within the community. Both have worked well, and the interest is in maintaining and expanding these

Table -3- Critical Needs Voting

Need	Detailed Need	Votes
Foster teacher collaboration to increase instructional effectiveness and consistent rigor.	Develop more vertical collaboration within departments and cross curricular lesson plans that will support the push for common core curriculum and promote that interaction and collaboration amongst teachers including a way to consistently describe levels of effectiveness when evaluating our assessment practices.	23
Foster students' critical thinking skills for academic and real world tasks.	Many teachers observe a need to improve students' problem solving and critical thinking skills perhaps through more widespread differentiated instruction and challenging curriculum that fosters the attainment of upper level DOK and Bloom's. Students need additional preparation to increase their ability to independently and competently gather, correctly use, and effectively build upon credible sources in response to rigorous real world and academic tasks.	38
Increase access to technology.	Access to technology (both physical computers and online resources) needs improvement. While Pacifica High School offers virtual programs, and technological equipment and digital resources, the availability and access to technology at a school-wide level is an area that could be strengthened. Some suggestions included working towards providing 1-to-1 access and expanding campus wide access to software such as Adobe Creative Cloud.	51
Conduct a comprehensive investigation of and determine data-based response to the root causes of Ds/Fs (non-A-G).	There is a need for a comprehensive investigation of the root causes of Ds/Fs (non-A-G) across all departments and grade levels and a data-based response to continue moving all students towards higher levels of achievement.	42
Develop differentiated instruction to increase students' independence and critical thinking and communication abilities.	Develop differentiated instruction and challenging curriculum through a variety of increased collaborations to improve all students' communication/social interaction skills, fosters upper level DOK and Blooms attainment, critical thinking, and independent ability to competently gather, read, and write/respond to credible sources for rigorous real world and academic tasks.	23

Review and revise the master schedule planning to better support student learning needs (academies, AP, remedial, etc.)	Master schedule review and revision to better support student learning needs including consideration of how academy and AP classes are scheduled, number of electives, and data-based decisions regarding credit recovery and skills remediation.	50
Increase transparency between administration, staff, and stakeholders and increase stakeholder voice.	Although PHS implements and promotes an atmosphere of trust, respect and professionalism the following areas were flagged as areas needing improvement. These areas include 1) needing more transparency amongst administration, staff and stakeholders during collaboration, group, department, school site council and PTSA meetings and 2) Showing more concern and professional giving everyone a voice, or chance to share, the areas of concern or need within our campus.	23
Increase parent involvement and deliberate parent education.	Though numerous avenues for parent involvement exist, we need to create a culture which fosters more direct parent participation in their students education to improve academic success. Too many parents are unaware of specific learner outcome expectations because schoolwide learner outcomes are not being explicitly communicated to parents.	33
Increase communication about assessment and assessment results among all stakeholders.	Pacifica staff needs 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.	19
Work to decrease the achievement gap especially in EL and SPED populations.	Close the achievement gap by providing more collaboration and professional development time for teachers, along with specialized focus on our at-risk subgroups (English Learners, homeless, migrant, foster, SPED, etc.).	30

<p>Increase relevance of training professional development training and support and evaluation procedures to promote greater professional growth.</p>	<p>Although we do offer substantial professional development days and allotted collaboration time, there's a perception that is it not offered at convenient times and lacks incentivization, aggravated by a lack of positive PD culture on campus and perceived redundant offerings and there is a need for more grade and subject specific trainings that encourage common core NGSS curriculum and development as well as the introduction to new 21st century tools and access to resources. Some members indicated a desire to see more relevant training and orientation procedures. Specifically practices and technical instruction on the infrastructure of the school and relevant technology could be improved. Mentor teachers assigned to new teachers across departments was a popular suggestion. Additionally, current evaluation procedures do not include the promotion of professional growth.</p>	<p>20</p>
<p>Increase students' understanding of and by-in to expectations, policies, and themselves as Tritons. Continue to promote a positive culture of education success and empowerment at Pacifica and beyond.</p>	<p>While PHS has high expectations and concern for our students we believe there are several areas here that need improving upon. These areas include spotlighting our Alumni and Alma Mater, increasing the atmosphere and promotion of College Wednesdays and lastly, having a more centralized location for updated school policies and procedures, easily accessible and understandable for staff, parents and students so there is a uniform set of expectations for all stakeholders to follow.</p>	<p>13</p>
<p>Increase campus security and improve facilities maintenance.</p>	<p>Increase security and campus supervisors on campus to curtail behavioral issues so that instructional time increases. PHS is an extremely large campus with numerous environmental needs that should be improved. The two we found that needed to be improved upon the most were within the school's security and maintenance. Having more visible, recognizable and active security at gates, on campus and on the athletic fields is needed to increase a secured campus and to improve student and staff safety. The cleanliness of the classrooms, to include the floors, and common outside areas, specifically the concrete, also needs to be addressed, cleaned and maintained on a set schedule.</p>	<p>47</p>

Increase community engagement and access to community resources.	Continue providing student support and intervention strategies for our students continues to promote a positive culture for educational success and empowerment. Continue and expand programs like the use of outside agencies, individual and group counseling, positive postcards to home, Therapists, CPS, Citi Impact, Freshman Blitz, 211, Naviance, access to Khan Academy, Individual Student Screenings, the PBIS Program, Work Experience Programs, Dinner Program, and Health Tip Tuesdays.	37
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Critical Needs Identification Process

Focus groups began the process in the fall of 2016, meeting monthly in their groups to discuss prompts and to mine for evidence. Focus groups consisted of staff, including at least one teacher from each department; faculty; and parents. This allowed for multiple perspectives so that our Chapter 3 narratives and our critical learning needs would truly reflect the school community as a whole.

Focus groups were presented the document containing the chapter 2 summary, areas of strength, and areas for growth. All focus groups met in person and discussed the document, first in small groups, then as a larger group. Focus group members then selected their top five areas for growth. The group members took turns sharing out their list, with a staff member tallying the votes. Once all votes were accounted for, the focus group members worked to narrow the list down to a maximum of five critical student learning needs by combining areas for growth and reworking some items.

Each focus group sent their final list of three to five items to the WASC Coordinator team, who then created a survey using Google Forms and emailed it to the staff. Staff members were able to select their top three critical learning needs. The WASC Coordinator team analyzed data through Google Forms to identify not only the top five critical learning needs, but also to see the ranking among those five items.

Parents were also involved in the process. They first attending a parent meeting in their home language where they were able to review the chapter 2 summary, the areas of strength, and the areas of weakness. Parents then voted on their top choices, also combining like items to maximize effectiveness of the critical learning need. Parents were invited to take the same digital survey voting on the final five critical learning needs that the staff completed.

Prioritizing of Critical Needs

The stakeholders identified their top five critical learning needs:

- Increase campus security and improve facilities maintenance.
- 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).

After careful examination of the identified learning needs, staff determined that one of the needs (campus security/maintenance) was an issue that could best be addressed by administration in a timely manner rather than included in a six-year action plan. This learning need was replaced by the learning need with the next highest number of votes: increasing parent involvement and deliberate parent education.

All stakeholders met, reviewed, and discussed the areas of strength and areas of growth needed created by the focus groups, as well as the condensed versions of both. All stakeholders agree that there is a nexus between the five critical learning needs that were identified below.

Critical Learning Need #1:

“Access to technology (both physical computers and online resources) needs improvement. While Pacifica High School offers virtual programs, and technological equipment and digital resources, the availability and access to technology at a school-wide level is an area that could be strengthened. Some suggestions included working towards providing 1-to-1 access and expanding campus wide access to software such as Adobe Creative Cloud.”

This critical learning need was already embedded in our current WASC plan as a supporting action item that helped increase rigor and test scores, as well as provide equitability throughout campus for subgroups. The push to really ensure that all Tritons are college-ready continues to drive the need for more and more technology.

Critical Learning Need #1 can also be seen in our 2017 SPSA plan as 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. Critical Learning Need #1 can also be seen in SPSA 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.

Critical Learning Need #2:

“Continue to expand programs and courses that provide student support, academic enrichment/remediation, and interventions to increase student achievement, close achievement gaps, and provide social-emotional resources for students in need.”

This critical learning need was not stated explicitly in our previous WASC plan, but was implied in action goals related to implementation of research-based instructional strategies, refining assessment practices, and increasing communication.

Critical Learning Need #2 can also be seen in our 2017 SPSA plan as 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. Critical Learning Need #1 can also be seen as SPSA 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. Critical Learning Need #2 can also be seen in our SPSA plan as 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.

Critical Learning Need #3:

“Though numerous avenues for parent involvement exist, we need to create a culture which fosters more direct parent participation in their student's education to improve academic success.”

Critical Learning Need #3 was a part of our WASC action plan as Goal #3: Pacifica High School faculty, staff, students, and parents will develop, increase, and improve communication to facilitate student success.

Critical Learning Need #3 can be seen in our 2017 SPSA plan as 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.

Critical Learning Need #4:

“There is a need for a comprehensive investigation of the root causes of Ds/Fs (non-A-G) across all departments and grade levels and a data-based response to continue moving all students towards higher levels of achievement.”

This exact critical learning need was not listed explicitly in our previous WASC plan, but it was implied in all three previous WASC action items (increase rigor, increase communication, and use of data-driven assessment practices). The data showed stakeholders that there must be a direct goal in place to not only examine the cause of our D and F rates, but to remedy them.

Critical Learning Need #4 can be seen in our SPSA plan as 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.

Critical Learning Need #5:

“Many teachers observe a need to improve students’ problem solving and critical thinking skills perhaps through more widespread differentiated instruction and challenging curriculum that fosters the attainment of upper level DOK and Bloom’s. Students need additional preparation to increase their ability to independently and competently gather, correctly use, and effectively build upon credible sources in response to rigorous real world and academic tasks.”

This exact critical learning need was not listed explicitly in our previous WASC plan, but it was implied under the action item focusing on increasing rigor. With the move to the Common Core State Standards and the focus on critical thinking on the ELA and Math CAASPP tests, as well as the CAST (Science), there is a major need for students to learn to synthesize information from multiple sources at a higher level.

Critical Learning Need #5 can also be seen in our 2017 SPSA plan as 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. Critical Learning Need #5 can also be seen as SPSA 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.

Chapter V

Schoolwide Action Plan



**PACIFICA
HIGH SCHOOL**



CHAPTER 5: Schoolwide Action Plan

Goal #1:

Pacifica High School will deepen its understanding of, and refine the implementation of, research-based instructional strategies, including differentiation and scaffolding, and increase the use of, and access to, technology within all curricular areas.

Rationale:

Many teachers observe a need to improve students' problem solving and critical thinking skills through more widespread differentiated instruction and challenging curriculum that fosters the attainment of upper level Depth of Knowledge and Bloom's taxonomy. Students need additional preparation to increase their ability to independently and competently gather, correctly use, and effectively build upon credible sources in response to rigorous real world and academic tasks. Access to technology and use of existing technology, both physical computers and online resources, needs improvement. While Pacifica High School offers virtual programs, and technological equipment and digital resources, the availability and access to technology at a school-wide level is an area that could be strengthened.

Schoolwide learner outcomes addressed:

By Graduation, Tritons will be:

1. Prepared for a future as responsible, healthy, involved citizens
2. Problem solvers and academic achievers
3. Effective communicators in diverse communities

Associated plans:

Single School Plan (SPSA); OUHSD Local Educational Agency Plan (LEAP);

OUHSD EL Master Plan

Measurable Action #1.1

Continue to collaborate, design, implement, and monitor rigorous writing across the curriculum with a focus on increasing student overall literacy with embedded EL supports.

Person(s) Responsible	Resources
Administration	Common Core State Standards, Next Generation Science Standards
Instructional Coaches	CAASPP Digital Library
Tech coaches	CAASPP IABs
Site Content Leads	CFAs
Grade-level teams	Instructional Sites (Khan, etc)
PLCs	EL Master Plan/ELRT
District Learning	Learning Management Systems
Design Coaches	SSTs/IEPs/504s
ELRT	Meetings: Leadership, Faculty, Dep't, Job-alikes, Collab
District ELCC	Pacing calendars, curriculum maps/ AP Curriculum guides
District Instructional Support Services	Instructional walkthroughs
Plan to Assess	Means to Report Progress
Scores: CAASPP, CAASPP IAB, PSAT/SAT/ACT, AP, CFA, CELDT/ELPAC, CAST	Instructional coaches and department chairs to Leadership Team
EAP	
Dashboard	Timeline
Instructional walkthrough forms	Ongoing

Measurable Action #1.2

Focus on increasing student proficiency in ELA, science, and mathematics by designing rigorous 21st Century lessons that meet Common Core State Standards and which are supported through instructional strategies

- Focus on cognitive strategies to teach the Common Core State Standards
- Create a culture of cultivating a growth mindset
- Focus on creating common assessments for the Common Core suite of assessments
- Focus on the effective implementation of Site Content, Instructional, and Technology Coaches to support this effort

Person(s) Responsible	Resources
Administration Instructional Coaches Site Content Leads Technology Coaches Grade-level teams PLCs District Learning Design Coaches District Instructional Support Services	Common Core State Standards, Next Generation Science Standards CAASPP Digital Library CAASPP IABs CFAs Instructional Sites (Khan, etc) EL Master Plan/ELRT Learning Management Systems Triton Talk COWs Meetings: Leadership, Faculty, Dep't, Job-alikes, Collab Instructional walkthroughs Library research databases
Plan to Assess	Means to Report Progress
Scores: CAASPP, CAASPP IAB, PSAT/SAT/ACT, AP, CFA, CELDT/ELPAC, CAST EAP Dashboard Instructional walkthrough forms	Instructional Coaches, Site Content Leads, and Department Chairs to the Leadership Team Principal to Sup's Cabinet
	Timeline:
	Ongoing Weekly Collaboration Thursdays

Measurable Action #1.3

Continue to seek out and advertise Professional Development/PLCs to support implementation of the Common Core State Standards and to support new teachers.

Person(s) Responsible	Resources
Administration Grade-level teams PLCs District Learning Design Coaches District Instructional Support Services Department Chairs BTSA Mentors	Common Core State Standards, Next Generation Science Standards Learning Management Systems Meetings: Leadership, Faculty, Dep't, Job-alikes, Collab Instructional walkthroughs
Plan to Assess	Means to Report Progress
Scores: CAASPP, CAASPP IAB, PSAT/SAT/ACT, AP, CFA, CELDT/ELPAC, CAST EAP Dashboard Staff surveys PHS School Improvement Survey	Principal to SSC and ELAC Timeline: Ongoing

Measurable Action #1.4

Focus on instructional strategies including: SIOP, TAPPLE, Bloom's, DOK, SDAIE, differentiation, scaffolding, Strategic Learning, ELL, AVID, Rich Smith, and Marzano - support with data-driven job-alikes, professional development, and data walkthroughs.

Person(s) Responsible	Resources
Administration	Instructional Sites (Khan, etc)
Instructional Coaches	EL Master Plan/ELRT
Site Content Leads	Learning Management Systems
Grade-level teams	Meetings: Leadership, Faculty, Dep't, Job-alikes, Collab
PLCs	Instructional walkthroughs
District Learning	Research library databases
Design Coaches	
ELRT	
District ELCC	
District Instructional Support Services	
Plan to Assess	Means to Report Progress
Scores: CAASPP, CAASPP IAB, PSAT/SAT/ACT, AP, CFA, CELDT/ELPAC, CAST	Instructional coaches and department chairs to Leadership Team
EAP	ELRT to ELCC
Dashboard	
Graduation rate	
Instructional walkthrough forms	
	Timeline:
	Ongoing

Measurable Action #1.5

Continue to increase support, and access to, technology within all curricular areas, with a focus on effectively implementing technology through pedagogical practices, and as a remediation resource, to better prepare students for the Common Core suite of assessments, ELPAC, and college and career readiness.

- Provide additional 1-to-1 student Chromebooks
- Seek student internship opportunities to support site techs
- Modernize library technology infrastructure
- Support implementation of Canvas & Google Classroom

Person(s) Responsible	Resources
Administration Tech Coaches Grade-level teams PLCs District Learning Design Coaches District Instructional Support Services District Technology Advisory Committee (TAC) Site IT Tech	Common Core State Standards, Next Generation Science Standards CAASPP Digital Library CAASPP IABs CFAs Instructional Sites (Khan, etc) EL Master Plan/ELRT Learning Management Systems COWs Meetings: Leadership, Faculty, Dep't, Job-alikes, Collab Instructional walkthroughs
Plan to Assess	Means to Report Progress
Scores: CAASPP, CAASPP IAB, PSAT/SAT/ACT, AP, CFA, CELDT/ELPAC, CAST EAP Dashboard PHS School Improvement Survey Instructional walkthrough forms	Assistant Principals to Principal Principal to SSC and ELAC Tech Coaches to TAC
	Timeline:
	Spring 2018 / SSC will discuss and update Schoolwide Plan to allow for additional LCAP and Title 1 funding for technology by curricular area Ongoing

Measurable Action #1.6

6. Continue to work with the instructional coaches, site/DO admin, Migrant Counselor, and the ELD department to develop policies, programs, and transitional services to address the barriers impacting EL student achievement within the entire school program

- Research and implement a multi-tiered system of supports for migrant and EL students aligned to the DO EL masterplan and in conjunction with ELAC, ELCC, and ELRT committees
- Develop comprehensive home-language and English assessments to inform educators of students' existing knowledge and skills in both their native and English languages
- Research implement, and monitor intensive literacy and accelerated learning programs for recent arrivals and students with significant literacy gaps
- Continue to implement, advertise, and expand on migrant group counseling through City Impact

Person(s) Responsible	Resources
Instructional coaches Site content leads ELD Department members Administration ELRT	CELDT/ELPAC EL Master Plan/ELRT Instructional walkthroughs Common Core State Standards, Next Generation Science Standards CAASPP Digital Library CAASPP IABs CFAs Library research databases
Plan to Assess	Means to Report Progress
Scores: CAASPP, CAASPP IAB, PSAT/SAT/ACT, AP, CFA, CELDT/ELPAC, CAST EAP Dashboard PHS School Improvement Survey Instructional walkthrough forms	Instructional coaches and ELD department chair to leadership team Principal to ELAC, PTSA, and SSC Principal to Sup's Cabinet
	Timeline:
	Fall 2018 / Research, implement, and create a plan to progress monitor a multi-tiered system of supports for EL and migrant students Ongoing

Goal #2:

Pacifica High School will increase its understanding of and will more effectively access, analyze, and disaggregate student profile and assessment data to better inform instructional practices, strengthen assessment methodologies, and increase data-driven collaborations, both within and across departments, with a focus on improving student academic achievement.

Rationale:

An analysis of student achievement data indicates Pacifica High School continues to have a need to investigate the root causes of high D and F rates, to close achievement gaps, to improve its A-G completion rate, and to look into more effective practices to ensure graduates are college and career ready. PHS also has a need to develop more vertical collaborations, within departments and cross curricular areas, to support the push for Common Core curriculum and promote that interaction and collaboration amongst teachers including a way to consistently describe levels of effectiveness when evaluating its assessment practices.

Schoolwide learner outcomes addressed:

By Graduation, Tritons will be:

1. Prepared for a future as responsible, healthy, involved citizens
2. Problem solvers and academic achievers
3. Effective communicators in diverse communities

Associated plans:

Single School Plan (SPSA); OUHSD Local Educational Agency Plan (LEAP);

OUHSD EL Master Plan

Measurable Action #2.1

1. Seek and offer professional development and resources to better inform teacher data-driven collaboration and assessment practices

Person(s) Responsible	Resources
Administration Grade-level teams PLCs District Learning Design Coaches District Instructional Support Services	CAASPP scores PSAT/SAT scores CAASPP Interim Assessment Scores AP Scores CELDT/ELPAC scores CAASPP Digital Library CAASPP IABs CFAs Instructional Sites (Khan, etc) EL Master Plan/ELRT Learning Management Systems Meetings: Leadership, Faculty, Dep't, Job-alikes, Collab Instructional walkthroughs Synergy IEP documents
Plan to Assess	Means to Report Progress
Scores: CAASPP, CAASPP IAB, PSAT/SAT/ACTAP, CFA, CELDT/ELPAC, CAST EAP Dashboard Staff surveys PHS School Improvement Survey Graduation rate	Instructional coaches and department chairs to Leadership Team Principal to SSC and ELAC Timeline: Spring 2018 / research professional development opportunities and seek funding Fall 2018 / advertise, fund, and progress monitor professional development Ongoing

Measurable Action #2.2

2. With the help of Instructional Coaches, department chairs, and Site Content Leads implement and support a culture of data-driven practices:

- Focus on assessment methodologies including: frequent CFU, common formative and summative assessments, and a variety of rigorous Common Core aligned assessments
- Data-driven collaborations with a focus on sharing best practices and the implementation/progress monitoring of effective pedagogical practices

Person(s) Responsible	Resources
Administration Instructional Coaches Site Content Leads Department chairs	Funds for job-alikes CAASPP scores PSAT/SAT scores CAASPP Interim Assessment Scores AP Scores CELDT/ELPAC scores CAASPP Digital Library CAASPP IABs CFAs Instructional Sites (Khan, etc) EL Master Plan/ELRT Learning Management Systems Meetings: Leadership, Faculty, Dep't, Job-alikes, Collab Instructional walkthroughs
Plan to Assess	Means to Report Progress
Scores: CAASPP, CAASPP IAB, PSAT/SAT/ACT, AP, CFA, CELDT/ELPAC, CAST EAP D & F rates Dashboard Staff surveys PHS School Improvement Survey Graduation rate	Instructional coaches and department chairs to Leadership Team Principal to SSC and ELAC Principal to Sup's Cabinet
	Timeline:
	Collaboration Thursdays Ongoing

Measurable Action #2.3

3. Continue to discuss and refine grading practices and assessment methodologies based on the concept of “re” and the power of “zero”

Person(s) Responsible	Resources
Administration Leadership Team Department Chairs Grade-level teams PLCs Counselors PBIS Team	“The Case Against the Zero” by Douglas B. Reeves D/F data Attendance records Cum files Learning Management Systems ELRT SSTs/IEPs/504s Triton Talk Meetings: Leadership, Faculty, Dep’t, Job-alikes, Collab Grade checks PBIS
Plan to Assess	Means to Report Progress
Progress reports SSTs PHS School Improvement Survey Graduation rate A-G completion rate Attendance rate D/F rate	Instructional coaches and department chairs to Leadership Team
	Timeline: Ongoing

Measurable Action #2.4

4. Form a committee to further investigate the root causes of Ds and Fs; to research, implement, and monitor a tiered system of interventions; lead discussions & support the implementation of effective grading and assessment methodologies

Person(s) Responsible	Resources
Administration Leadership Team Grade-level teams PLCs Counselors Attendance Team Attendance Advisor PBIS team	D/F data Cum files Attendance records Learning Management Systems ELRT SSTs/IEPs/504s Triton Talk Meetings: Leadership, Faculty, Dep't, Job-alikes, Collab Grade checks PBIS
Plan to Assess	Means to Report Progress
Progress reports SSTs PHS School Improvement Survey Attendance rate D/F rate Graduation rate A-G completion rate CAASPP data CELDT/ELPAC data PSAT, SAT, and AP scores	D/F committee to administration Principal to SSC, ELAC, and PTSA Principal to Sup's Cabinet Timeline: Spring 2018 / discussions and recruitment of D/F committee Ongoing

Measurable Action #2.5

5. Continue to refine and implement walkthroughs utilizing the Rich Smith model

Person(s) Responsible	Resources
Instructional Coaches Site Content Leads Administration Department chairs District Instructional Support Services Rich Smith	Rich Smith Walkthrough Histogram Site-created Walkthrough Data Log Rich Smith linear depth of knowledge table Meetings: Leadership, Faculty, Dep't, Job-alikes, Collab District trainings with Rich Smith
Plan to Assess	Means to Report Progress
Walkthrough form data	Instructional Coaches and Site Content Leads to Leadership team Principal and Instructional team to Rich Smith
	Timeline:
	Spring 2018 / form & train teacher-lead walkthrough committee Fall 2018 / Fully implement new walkthrough process Ongoing

Goal #3:

Pacifica High School will continue to research and implement procedures, programs, and curriculum that provide student support, academic enrichment/remediation, and interventions.

Rationale:

An analysis of student achievement data indicates Pacifica High School needs to increase the use of progress monitoring in order to close the achievement gap, especially for our English Learners and Special Education students. We need further exploration of remediation and interventions that can increase the graduation and A-G completion rates, increase the attendance rate, lower the D/F rate, and lower the suspension rate. PHS has a need to research and implement professional development that supports progress monitoring and the aggregation/analysis of data as a means of targeting students in need of remediation and intervention.

Schoolwide learner outcomes addressed:

By Graduation, Tritons will be:

1. Prepared for a future as responsible, healthy, involved citizens
2. Problem solvers and academic achievers
3. Effective communicators in diverse communities

Associated plans:

Single School Plan (SPSA); OUHSD Local Educational Agency Plan (LEAP);

OUHSD EL Master Plan

Measurable Action #3.1

1. Continue to research, implement, and progress monitor systematic intervention, remediation, and social-emotional programs to support at risk students

- Research and implement a tiered intervention program for at-risk incoming freshmen that supports them through the end of their sophomore year
- Design, implement, and monitor a tiered intervention program for 11th and 12th graders
- Expand on Freshman Blitz to include an SST process to social-emotional services/groups
- Embed key AVID strategies across curricular areas
- Work with counseling research and implement a Personal Development Plan (PDP) for every student (implement on Triton Talk once a week)
- Continue to facilitate and promote at risk student participation in extracurricular programs
- Implementation of Get Focused Stay Focused curriculum
- Explore the option of grade level counselors

Person(s) Responsible	Resources
Administration Leadership Team Tech Coaches Instructional Coaches Site Content Leads Grade-level teams PLCs Counselors Attendance Team PBIS team D & F committee	Cum files Attendance records Scores: CAASPP, CAASPP IAB, PSAT/SAT/ACT, AP, CFA, CELDT/ELPAC, CAST Instructional Sites (Khan, etc) EL Master Plan/ELRT Learning Management Systems SSTs/IEPs/504s Triton Talk Meetings: Leadership, Faculty, Dep't, Job-alikes, Collab Grade checks Cyber High/Edgenuity A-G Recovery Tutoring, ASAT PBIS
Plan to Assess	Means to Report Progress
Scores: CAASPP, CAASPP IAB, PSAT/SAT/ACT, AP, CFA, CELDT/ELPAC, CAST Progress reports SSTs PHS School Improvement Survey D/F rate Graduation rate A-G completion rate Attendance rate	Teachers to Counselors Counselors to Administration Timeline: Spring 2018 / recruitment of D/F committee & create plan to investigate and D and F causes Fall 2018 / Begin to implement new remediations and interventions Summer 2018 / Implement Get Focused Stay Focused curriculum for incoming at-risk freshmen Ongoing

Measurable Action #3.2

2. Embed systematic processes to access, disaggregate, and analyze student achievement data to progress monitor intervention strategies

Person(s) Responsible	Resources
Administration Leadership Team Tech Coaches Instructional Coaches Site Content Leads Grade-level teams PLCs Counselors PBIS team	Cum files Learning Management Systems ELRT SSTs/IEPs/504s Leadership meetings Meetings: Leadership, Faculty, Dep't, Job-alikes, Collab Collaboration Grade checks Cyber High/ Edgenuity A-G Recovery Tutoring, ASAT PBIS
Plan to Assess	Means to Report Progress
Progress reports SSTs D/F rate Graduation rate A-G completion rates Attendance rate	D/F committee to Leadership team Counselors to Administration
	Timeline:
	Spring 2018 / seek professional development and resources for Instructional Coaches to train teachers during Collaboration Thursdays and facilitate their efforts
	Fall 2018 / Instructional Coaches will implement and monitor professional development aimed at assessing, analyzing, and using data effectively
	Ongoing

Measurable Action #3.3

3. Form a committee to research and recommend alternative bell schedules to open up the master schedule and to provide additional remediations and supports

Person(s) Responsible	Resources
Administration Leadership Team Alternative Schedule Committee	Funds to sub out teachers and to visit other schools and time to collaborate/discuss findings and recommendations
Plan to Assess	Means to Report Progress
Alternative Schedule Committee to Leadership team and Administration	N/A
	Timeline:
	Fall 2017 / form Bell Schedule Committee Spring 2018 / continue to research and explore alternative bell schedules and the possible implementation of a trimester school calendar

Measurable Action #3.4

4. Continue to expand on student award and recognition programs:

- Look into expanding Student Achievement Awards to include; SAT, A-G completion, decrease D and F rates, AP scores, CAASPP achievement, etc..
- Most improved student attendance
- PBIS - student culture

Person(s) Responsible	Resources
Administration Leadership Team PBIS Team Department Chairs SSC/ELAC PTSA	Funds to support new student awards and recognition ceremonies
Plan to Assess	Means to Report Progress
The number of new recognition programs School climate surveys D and F rates Attendance rates Graduation rates CAASPP Scores RFEP rates Discipline data PSAT/SAT scores AP exam scores	Assistant Principals to Principal Principal to ELAC, SSC, and PTSA Principal to Sup's Cabinet
	Timeline:
	Spring 2018 / review and discuss the effectiveness of current student recognition programs and look into ways of expanding them, i.e., most improved attendance and students supporting others/going above and beyond creating a positive school culture

Measurable Action #3.5

5. Continue to seek, effectively implement, and progress monitor new and current curriculum aimed at providing academic intervention and supports for at risk students & that prepare our students for college and career readiness, i.e., I-lit reading, Cyber High, and the Khan Academy

Person(s) Responsible	Resources
Administration Leadership team SSC	Funds to provide programs that supplement academic interventions and remediations
Plan to Assess	Means to Report Progress
The number of new and existing curriculum intervention and remediation programs D and F rates Attendance rates Graduation rates CAASPP Scores RFEP rates PSAT, SAT, and AP exam scores CAASPP scores CELDT/ELPAC scores	Admin to leadership team Principal to SSC Principal to Sup's Cabinet
	Timeline:
	Ongoing

Measurable Action #3.6

6. Continue to develop and progress monitor strategic and targeted academic tutoring in all core areas:

- Refine after school tutoring by targeting at-risk students and providing additional certificated and college tutors in all curricular areas
- Provide an incentive program and advertise elective course credit for students to participate
- Align with ASAT tutoring
- Align with Saturday school academic tutoring with AVID/college student tutors
- Implement an online referral system for tutoring

Person(s) Responsible	Resources
Administration Teachers and college tutors	Funds to pay teachers and college tutors
Plan to Assess	Means to Report Progress
The number of students attending tutoring D and F rates Attendance rates Graduation rates CAASPP Scores RFEP rates PSAT, SAT, and AP exam scores CAASPP scores CELDT/ELPAC scores	Assigned teachers to the Leadership Team
	Timeline:
	Ongoing

Goal #4:

Pacifica High School will increase its understanding of and more effectively implement data-based strategies, policies, procedures, and a culture which fosters more direct parent participation in their student's education, with a focus on increasing student academic success and involvement in Pacifica High School's overall school program.

Rationale:

Feedback from stakeholders indicates that Pacifica High School needs to increase parent involvement both on campus and in the education process. Though numerous avenues for parent involvement currently exist, we need to create a culture which fosters more direct parent participation in their student's education to improve academic success, college and career readiness, and involvement within the entire PHS school program.

Schoolwide learner outcomes addressed:

By Graduation, Tritons will be:

1. Prepared for a future as responsible, healthy, involved citizens
2. Problem solvers and academic achievers
3. Effective communicators in diverse communities

Associated plans:

Single School Plan (SPSA); OUHSD Local Educational Agency Plan (LEAP);

OUHSD EL Master Plan

Measurable Action #4.1

1. Research and implement more effective practices to increase PTSA participation

Person(s) Responsible	Resources
Administration	Learning Management Systems
Leadership Team	All-calls
Counselors	Meetings: PTSA, ELAC, SSC
Attendance techs	Taking Care of Business week/Back to School Night/Open House
Current PTSA	Mail/Email/Text messages
cabinet and members	Meetings: Leadership, Faculty, Dep't, Job-alikes, Collab
Guidance Technician/Parent Facilitator	School marquee
	Summer mailer
	Front lobby; PTSA flyer and membership cards
Plan to Assess	Means to Report Progress
Parent surveys	Assistant Principal to Principal
	Timeline:
	Spring 2018 / research professional development opportunities and seek funding
	Fall 2018 / advertise, fund, and progress monitor professional development

Measurable Action #4.2

2. Continue to refine practices and processes to ensure a more effective two-way communication climate between parents and teachers

- Additional translation services
- Canvas with direct text-to-parent features
- Expand on the Zing app application to support this effort
- Implementation of the Remind app for all stakeholders
- Better communication of and advertisement of Parent-Vue during Freshmen Blitz, back-to-school night, open house

Person(s) Responsible	Resources
Administration Leadership Team Counselors Attendance Team Guidance Technician/Parent Facilitator Current PTSA cabinet and members	Learning Management Systems All-calls Meetings: PTSA, ELAC, SSC Taking Care of Business week/Back to School Night/Open House ParentVUE Mail/Email/Text messages SSTs/IEPs/504s Meetings: Leadership, Faculty, Dep't, Job-alikes, Collab School marquee Summer mailer
Plan to Assess	Means to Report Progress
Parent surveys PHS School Improvement Survey	Teachers to Leadership team
	Timeline:
	Ongoing

Measurable Action #4.3

3. Expand on the role of the Parent Facilitator with a focus on community outreach:
 - Facilitate SST for at risk students with high D and F rates
 - Implement parent volunteer opportunities
 - Research resources to implement daycare for parent meetings
 - Research the use of Google classroom for parents
 - Coffee and Donuts with the Principal monthly meetings
 - With the help of admin, research and identify barriers that keep parents from being more involved
 - Require ParentVue registration for students who want to access their schedule before the first day of classes
 - Build on parent project to provide guidance for parents to better address their students' academic and social-emotional needs
 - Create an incentive program for parents who participate and attend monthly parent meetings
 - With the support of admin, create and implement a process to ensure a more concentrated continuous effort to update parent contact info in Synergy

Person(s) Responsible	Resources
Administration Parent Facilitator Attendance Advisor Special Programs Counselor	LCAP, Title 1, and migrant funds Learning Management Systems All-calls Meetings: PTSA, ELAC, SSC Parent Project Workshops Zing app Taking Care of Business week/Back to School Night/Open House ParentVUE Mail/Email/Text messages Translators School marquee Summer mailer Updated school website Parent Leadership trainings
Plan to Assess	Means to Report Progress
The number of parent volunteers, parents who attend PTSA meetings, parents who attend ELAC and SSC meetings, parents who attend Back to School and Open House, and the number of parents who downloaded the Zing app and who are registered through ParentVue <ul style="list-style-type: none"> ➤ Parent surveys ➤ PHS School Improvement Survey ➤ D and F rates ➤ Attendance rates ➤ Graduation rates ➤ CAASPP Scores ➤ RFEP rates ➤ PSAT, SAT, and AP exam scores ➤ CAASPP scores ➤ CELDT/ELPAC scores 	Parent Facilitator to leadership team Principal to SSC, PTSA, and ELAC <div data-bbox="805 1346 1500 1430" style="background-color: #c6e0b4; text-align: center; padding: 5px;">Timeline:</div> Spring 2018 then ongoing

II. Alignment of LCAP and WASC Action Plan Goals

OUHSD LCAP Goal #1: In an environment of high expectations with support, the Oxnard Union High School district will develop and implement instructional practices that support high school graduation, as well as college and career readiness for ALL students.

This district LCAP goal is clearly supported by Pacifica's WASC Action Plan **Goal #1**: Pacifica High School will deepen its understanding of, and refine the implementation of, research-based instructional strategies, including differentiation and scaffolding, and increase the use of, and access to, technology within all curricular areas; and **Goal #2**: Pacifica High School will increase its understanding of and will more effectively access, analyze, and disaggregate student profile and assessment data to better inform instructional practices, strengthen assessment methodologies, and increase data-driven collaborations, both within and across departments, with a focus on improving student academic achievement.

OUHSD LCAP Goal #2: In an environment of high expectations with support, the Oxnard Union High School District will identify and effectively implement standards-aligned materials and educational technology that support high school graduation, as well as college and career readiness for ALL students.

This district LCAP goal is clearly supported by Pacifica's WASC Action Plan **Goal #1**: Pacifica High School will deepen its understanding of, and refine the implementation of, research-based instructional strategies, including differentiation and scaffolding, and increase the use of, and access to, technology within all curricular areas; and **Goal #3**: Pacifica High School will continue to research and implement procedures, programs, and curriculum that provide student support, academic enrichment/remediation, and interventions.

OUHSD LCAP Goal #3: In an environment of high expectations with support, the Oxnard Union High School District will identify and effectively implement academic and social-emotional positive behavior, intervention, and support programs for ALL students.

This district LCAP goal is clearly supported by Pacifica's WASC Action Plan **Goal #3**: Pacifica High School will continue to research and implement procedures, programs, and curriculum that provide student support, academic enrichment/remediation, and interventions.

OUHSD LCAP Goal #4: In an environment of high expectations with support, the Oxnard Union High School District will identify and effectively implement programs and initiatives that effectively involved parents, families, and the community in support of improving student achievement.

This district LCAP goal is clearly supported by Pacifica's WASC Action Plan **Goal #4**: Pacifica High School will increase its understanding of and more effectively implement data-based strategies, policies, procedures, and a culture which fosters more direct parent participation in their student's education, with a focus on increasing student academic success and involvement in Pacifica High School's overall school program.

III. Describe the school's overall follow-up process for ongoing improvement

The PHS School-Site Council, along with PHS administration and input from ELAC, will continue to monitor and evaluate the Single-School Plan to ensure all updated versions continue to align with the Schoolwide-Action Plan. The assistant principal aligned to WASC and the WASC facilitator, a position that will continue to be funded via an adjunct duty, will continue to progress monitor the Schoolwide-Action Plan. PHS administration and the WASC facilitator will also continue to involve all stakeholders in the monitoring, evaluation, and updating of the Schoolwide-Action Plan to ensure it aligns with current data trends, LCAP goals, and current OUHSD and PHS mission and vision statements.

Chapter VI

Appendix



**PACIFICA
HIGH SCHOOL**



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Single Plan for Student Achievement



Pacifica High School

56 72546 5630389



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CA 93036

Phone: (805) 278-5000

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Single Plan for Student Achievement October 2017

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The Single Plan for Student Achievement

The Single Plan for Student Achievement (SPSA) for Pacifica High School is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code section 41507, 41572, and 64001 and the Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application and ESEA Program Improvement into the Single Plan for Student Achievement.

For additional information on school programs and how you may become involved locally, please contact: Ted

Lawrence, Principal
Pacifica High School
600 E. Gonzales Road
Oxnard, CA 93036
Phone: (805) 278-5000
ted.lawrence@ouhsd.k12.ca.us

The district's Governing Board approved this revision of the school plan on _____, 2017.

School Site Council Membership

California Education Code Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The current make-up of the 2016-17 SSC is as follows:

Name of Members	Principal	Certificated Staff	Classified or Other Staff	Parent or Community Member	Student
Ted Lawrence	X				
Marissa Cervantes			X		
Roman Garcia		X			
Jon McFarland		X			
Loraine Crane		X			
Javier Bautista		X			
Norma Cortes				X	
Rosa DeLaRosa				X	
Araceli Gonzales				X	

Paulina Valerio					X
Esteban Luna					X
Jazmine Cosio					X
Number of members in each category	1	4	1	3	3

English Language Advisory Council (ELAC) Membership

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

Name of Members	Principal	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Ted Lawrence	X				
Carmen Peralta		X			
Norma Maldonado				X	
Norma Castanon				X	
Veronica Jimenez				X	
Salvador Velasco				X	
Pedro Cortez				X	
Adriana Virgen				X	
Juana Vasquez				X	
Eugenia Palomino Martinez				X	
Maria Salazar				X	
Maria Flores				X	
Marisol Zitron				X	
Claudia Valencia				X	
Roberta Luis				X	
Juan Limones				X	
Ana Jauregui				X	
Mariah Mendez				X	
Number of members in each category	1	1		16	

(If the members of a properly constituted English Language Advisory Council (ELAC) voted to give over their governance to the School Site Council (SSC), please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

- ☐ The ELAC has voted to give governance to the SSC on this date: _____
- ☐ The name of the parent ELAC representative to SSC is: _____

Recommendations and Assurances

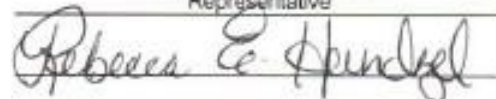
~~The School Site Council (SSC) recommends this school plan and proposed expenditures to the district Governing Board for approval and assures the board of the following:~~

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

Other Committees established by the school or district

Signature of Authorized
Representative



- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 10-27-16

Attested:


Ted Lawrence, Principal

2-3-17
Date


SSC Chairperson

2-3-17
Date

District information

District Profile

The Oxnard Union High School District (OUHSD) was established in 1901 and opened Oxnard High School in 1902. The district was formed by the elementary districts in the area it served in order to provide public education for grades 9 through 12 serving the cities of Oxnard (the largest city in beautiful Ventura County), Camarillo (a picturesque community set against the foothills), and Port Hueneme (home of the CBC Naval Base and the largest commercial port between Los Angeles and San Francisco).

The District is comprised of seven comprehensive high schools (Adolfo Camarillo – ACHS, Channel Islands – CIHS, Hueneme – HHS, Oxnard – OHS, Pacifica – PHS, Rancho Campana – RCHS, Rio Mesa – RMHS), one continuation school (Frontier – FHS), and one independent study school (Condor – CHS) that together serve more than 17,000 students. Additionally, nearly 7,000 adult students are served through the Oxnard Adult School (OAS).

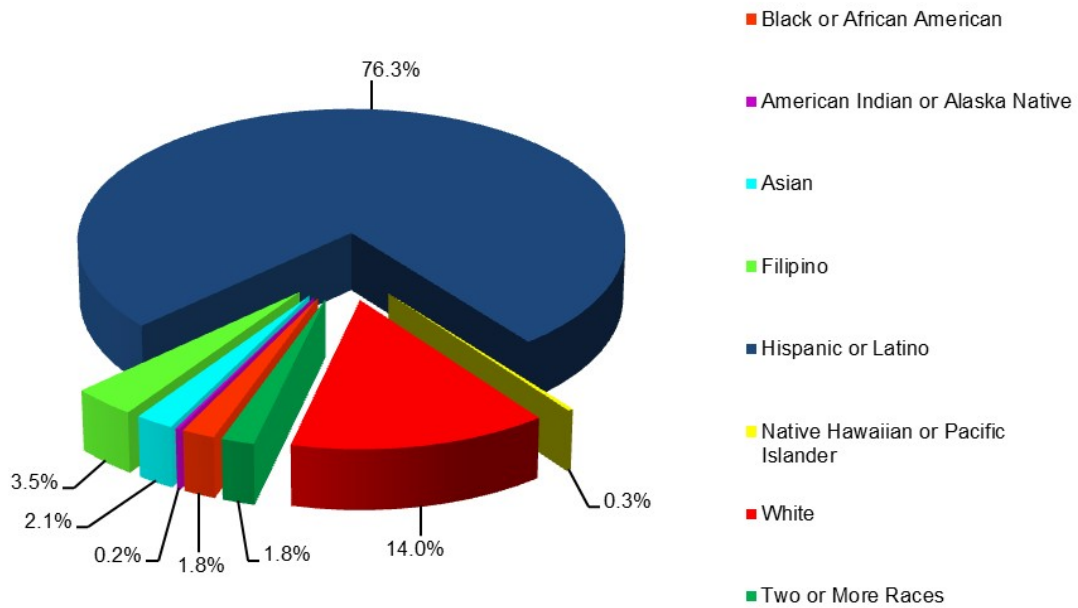
Approximately 62% of students districtwide qualify for Free/Reduced lunch, and approximately 3,000 students are classified as English Language Learners. Currently, the Ventura County Office of Education (VCOE) has identified almost 100 students as Foster Youth.

During the 2015-16 school year, districtwide there were 17,271 students enrolled as of October 2015, consisting of 76.3 % Hispanic, 0.2% American Indian or Alaskan Native, 2.1% Asian, 0.3% Pacific Islanders, 3.5% Filipino, 1.8% African American, 14.0% White, and 1.8% Two or More Races.

Districtwide Student Enrollment by Ethnicity

Data Source: Dataquest 2015-16

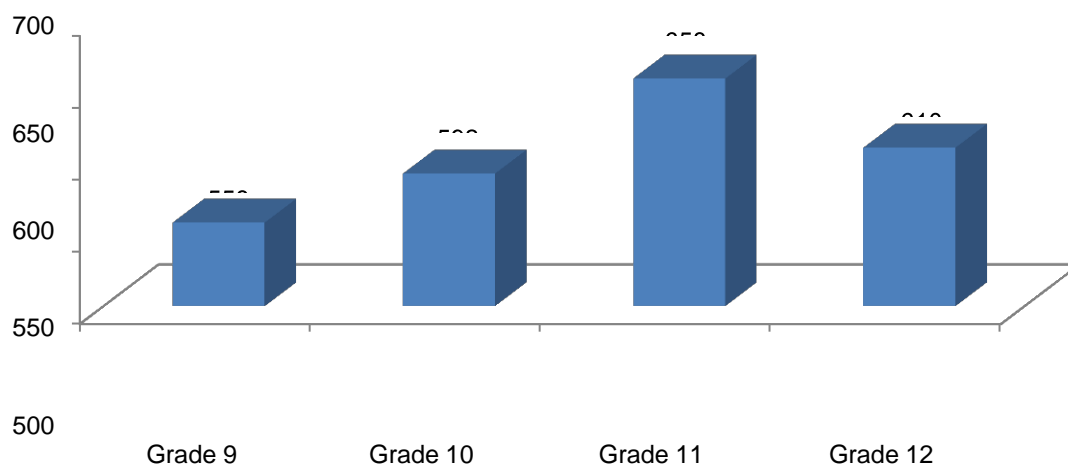
2015-16 Total Enrollment by Ethnic Group: 17,271



Districtwide Student Enrollment by Grade Level

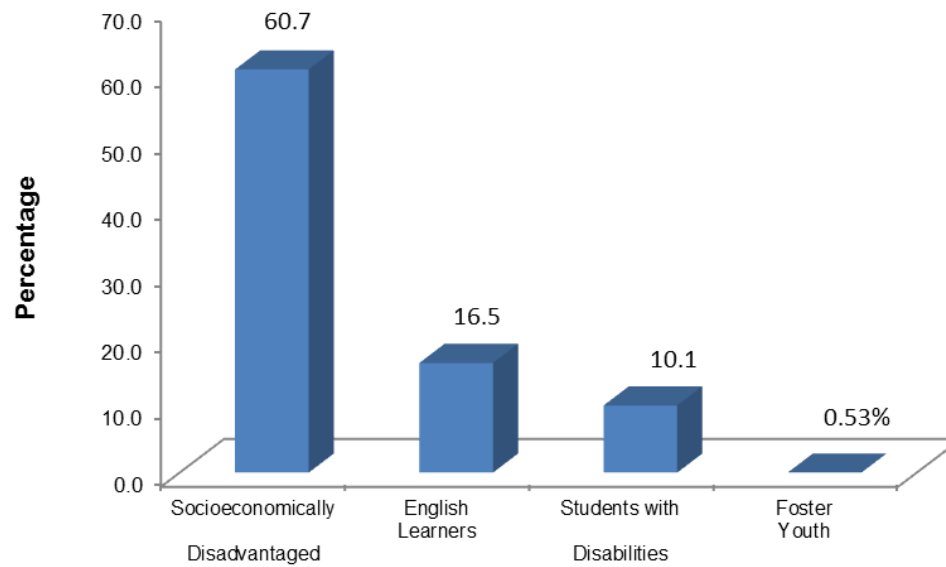
Data Source: Dataquest 2015-16

2015-16 Total Enrollment by Grade Level: 17,271



Districtwide Student Enrollment by Subgroup

Data Source: Dataquest 2015-16



District Local Control and Accountability Plan (LCAP) Goals

LCAP Goal 1

In an environment of high expectations with support, OUHSD will develop and implement instructional practices that support HS graduation, as well as college and career readiness for ALL students.

LCAP Goal 2

In an environment of high expectations with support, OUHSD will identify and effectively implement standards-aligned materials and educational technology that support HS graduation, as well as college and career readiness for ALL students.

LCAP Goal 3

In an environment of high expectations with support, OUHSD will identify and effectively implement academic and social-emotional positive behavior, intervention and support programs for ALL students.

LCAP Goal 4

In an environment of high expectations with support, OUHSD will identify and implement programs and initiatives that effectively involve parents, families, and the community in support of improving student achievement.

School Information

School Profile

Pacifica High School opened its doors in 2001. Over the last ten years, the student population has continued to grow. The school enrollment for 2015-16 was 3,306 students from 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 former lemon orchards.

Although Pacifica High School's attendance area is the smallest in the district, Pacifica's student 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 Pacifica's students reside in apartments. Pacifica is surrounded by newer homes, apartments, and subsidized government and low-income housing, known as Colonia. The student population continues to be diverse.

At Pacifica, the staff has worked diligently to establish and root traditions over the past 13 years. Pacifica has chosen to do this by embracing the local history, understanding the local culture, staying close with the families attending this school, and simultaneously creating new expectations to foster students' dreams for their futures. In fact, Pacifica has several students who have graduated from and are currently attending Ivy League schools. Pacifica also has alumni who received the Gates Millennium Scholarship. Establishing traditions and creating identity for all students of Pacifica High School and the surrounding neighborhoods, while retaining an appreciation for the city of Oxnard, serves as a primary goal for the Triton community. The college culture is fostered on College Wear Wednesdays. On this day, students and teachers are encouraged to wear clothing from any college to start a conversation about higher 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 interdistrict transfers to other sites. As the student population grows, the need for staff does as well. The staff is also quite diverse to serve the needs of all students.

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

School Purpose

Pacifica is an exceptional high school, with a strong tradition of excellence in academics, athletics, and the arts. We are proud of the myriad of impressive achievements of our Pacifica Tritons and look forward to continued success.

Pacifica High School enjoys an outstanding staff of dedicated and hard-working professionals clearly committed to

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

PHS is committed to providing the young men and women of this community an excellent opportunity to prepare themselves for success in their future. We provide an outstanding college preparatory program for students who desire to further their education after high school. We prepare students for the world of work by providing quality programs that give students skills and knowledge to be successful in their chosen profession. We also prepare our students to be members of a democratic society by ensuring that our students develop an understanding of the institutions within our society, appreciate those values that we share in common, and develop a respect for different cultures and society as a whole.

School's Specific Goals

The Mission Statement:

To ensure every person the opportunity to develop intellectually, morally, and physically in a structured and creative environment by fostering success in academics, arts, and athletics.

The TIDE of Success:

Tritons: Involved & Driven to Excellence. By graduation, Tritons will be:

1. Responsible, healthy, productive citizens
2. Problem solvers & academic achievers
3. Effective communicators in a global world.

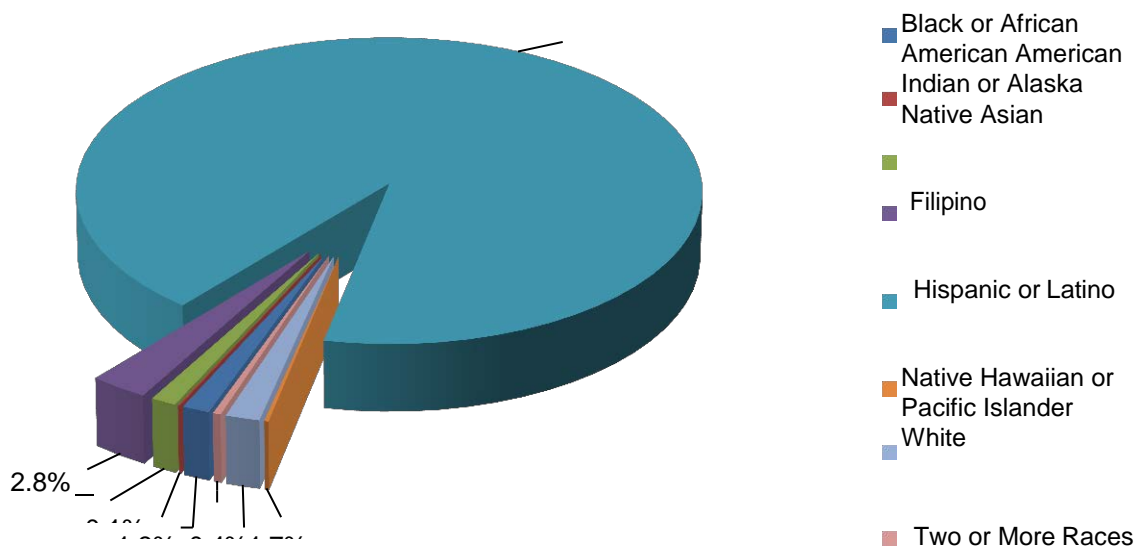
School Mission

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.

Student Enrollment by Ethnicity

Data Source: Dataquest 2015-16

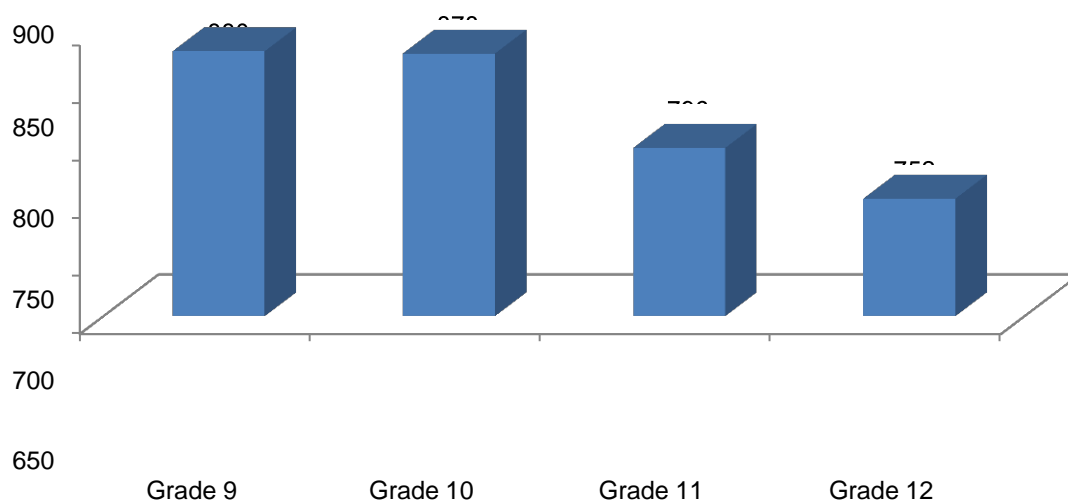
2015-16 Total Enrollment by Ethnic Group: 3,306



Student Enrollment by Grade

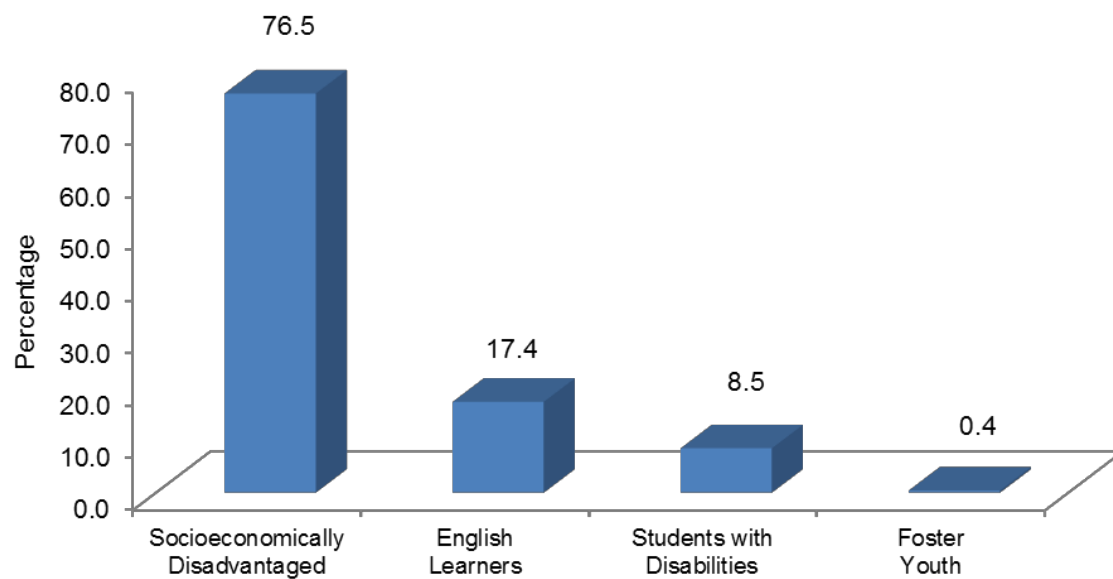
Data Source: Dataquest 2015-16

2015-16 Total Enrollment by Grade Level: 3,306



Student Enrollment by Subgroup

Data Source: Dataquest 2015-16



Highly Qualified Teachers

During the 2015-16 school year, 97% of Pacifica High School's classes were taught by highly qualified teachers.

The Oxnard Union High School District and its governing board "is committed to employing suitable, qualified individuals to carry out the district's mission to provide high-quality education to its students and to ensure the efficiency of district operations. The Superintendent or designee shall develop fair, open, and transparent recruitment and selection processes and procedures which ensure that individuals are selected based on demonstrated knowledge, skills, and competence and not on any bias, personal preference, or unlawful discrimination. When a vacancy occurs, the Superintendent or designee shall review the job description for the position to ensure that it accurately describes the major functions and duties of the position. He/she also shall disseminate job announcements to ensure a wide range of candidates. With Board approval, the Superintendent or designee may provide incentives to recruit teachers, administrators, or other employees to work in low- performing schools or in hard-to-fill positions." (Board Policy 4111)

Oxnard Union High School District is not considered a high-need district in regards to acquisition of high quality, highly-qualified teachers; therefore its schools do not qualify as "high-need" schools. A "high need local educational agency" is defined (NCLB, Public Law 107-110) as:

- that serves not fewer than 10,000 children from families with incomes below the poverty line; or "(ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line;

an
d

- for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or "(ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

Based upon the most current data available (2012 U.S. Census Bureau), the district's estimated percentage of student population of children ages 5-17 living in poverty is 6.1%. However, there are currently no teachers working out of field, on an emergency provision, or temporary certification or licensing.

The Oxnard Union High School District's Human Resources Division is responsible, in partnership with Pacifica High School's administrative team, for recruiting and placing qualified teachers in the classroom. To date, the district only employs highly qualified teachers to fill vacant teaching positions. When a vacancy exists, teaching positions are posted on EdJoin.org. All applicants must have the following to apply:

- Valid California Credential (with authorization to teach in applicable area)
- Resume
- Two Letters of Recommendation
- English Learner Authorization/CLAD Certificate
- NCLB compliant

The Ventura County Office of Education (VCOE) conducts a review of teaching assignments for schools in Deciles 1-

3 on an annual basis; any irregularities noted are corrected immediately by the Human Resources Division. In VCOE's most recent review, there were no misassignments reported.

Program Improvement School

Pacifica High School is currently in Year 5 of Title I Program Improvement. At the beginning of each school year, parents are notified in writing and in an understandable language of the school's identification as a PI school based upon the state's most recent accountability cycle. Parents may be given the opportunity to transfer their child to another school within the district that is not a PI school.

Comprehensive Needs Assessment

Pacifica High School completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards. During staff development activities, staff meetings, and on early release days, school administrators and the leadership team considered the results of the following to identify areas of strength and weakness:

- ✓ Analysis of Student Performance Data:
- ✓ Academic Program Survey
- ✓ Master Schedules
- ✓ Staff Development Survey Data
- ✓ Data-Walkthrough Observation Data
- ✓ Analysis of Student Performance Data:
 - A-G Completion Rates
 - CELDT
 - CAASPP Results
 - CST Science Results
 - District Benchmarks
 - Dropout Rates
 - Graduation Rates

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals.

Violence Prevention, Bully Prevention, and Student Safety

Pacifica High School supports efforts to maintain a safe and healthy environment by accessing professional resources through local law enforcement and public health agencies. The district's Student Support Services Department works with school administrators to provide resources and support for both students and parents. During the 2016-17 school year, Pacifica High School will provide the following programs for its students (and parents as applicable):

- Smart Start through the Police Department
- Parent Project Classes
- Peer Resource Class
- Renaissance Program
- Saving Lives – Camarillo
- WeTip Program
- School Resource Officer on campus

Pacifica High School supplements district-sponsored programs with site-based curriculum aimed at developing positive behaviors through character education, substance abuse prevention education, and healthy life styles education. These programs include:

- **Sprigeo** – a new online system that students can use to report bullying incidents and school safety threats. Sprigeo will give your child another medium for communicating with our school administration

when bullying or school safety incidents occur. All information sent through the Sprigeo system goes directly to school administrators through a secure online connection.

- **Tobacco Use Prevention Education** – program goals are focused on preventing students from beginning to use tobacco, helping students stop using tobacco if they have experimented with it, and helping students influence friends and family members to stop using tobacco.

Nutrition Programs

The Oxnard Union High School District Board of Trustees recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

The Superintendent or designee shall encourage parents/guardians, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public to participate in the development, implementation, and periodic review and update of the District's student wellness policy. (42 USC 1758b)

To fulfill this requirement, the Superintendent or designee shall appoint a school health council or other district committee whose membership shall include representatives of these groups. He/she also may invite participation of other groups or individuals, such as health educators, curriculum directors, counselors, before- and after-school program staff, health practitioners, and/or others interested in school health issues.

The school health council/committee shall advise the district on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the duties of the council/committee may also include the planning, implementation, and evaluation of activities to promote health within the school or community.

The Board shall adopt goals for nutrition promotion and education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the district determines appropriate.

The district's nutrition education and physical education programs shall be based on research, shall be consistent with the expectations established in the state's curriculum frameworks and content standards, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

The nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program, before- and after-school programs, summer learning programs, and school garden programs.

All students in grades 9-12 shall be provided opportunities to be physically active on a regular basis. For moderate to vigorous physical activity shall be provided through physical education courses and may also be provided through, Marching Band, school athletic programs, extracurricular programs, before- and after-school programs, summer learning programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.

The Board may enter into a joint use agreement or memorandum of understanding to make district facilities or grounds available for recreational or sports activities outside the school day and/or to use community facilities to

expand students' access to opportunity for physical activity.

Professional development shall be regularly offered to health education and physical education teachers, coaches, activity supervisors, food services staff, and other staff as appropriate to enhance their health knowledge and skills.

The Superintendent or designee may disseminate health information and/or the district's student wellness policy to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, district and school websites, and/or other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

The district offers a variety of free and reduce-meal programs through the [National School Lunch Program](#) (NSLP), [Especially Needy Breakfast Program](#) (SNBP), [School Breakfast Program](#) (SBP), Meal Supplement Program (Snacks), [Child Care Program](#) (CCAFP), and the [Seamless Summer Feeding Option Program](#) (SSFOP). Pacifica High School follows the nutritional guidelines component of the policy and incorporates the physical activity and health/nutrition education components into daily curricula. On Tuesday and Thursdays, students have access to a salad bar for their lunchtime meal. Nutritional programs sponsored at the school include:

- **Fresh Fruit and Vegetables Program** - administered by the Department of Agriculture's Food and Nutrition Service. The grant-funded program provides participating elementary school students with a variety of free fresh fruit and vegetable snacks throughout the school day as a supplement to (and not part of) the school breakfast and school lunch programs, and to teach students about good nutrition and as well as combat childhood obesity.
- **National School Lunch Program** - a federally assisted meal program which provides nutritionally balanced, low-cost or free lunches to children each school day.
- **School Breakfast Program** - a federally funded program which provides nutritious breakfasts to children at reasonable prices.
- **At-Risk After-school Meals Program** - students participating in ASES programs receive nutritious snacks and dinner meal as a regular part of their afterschool activities. Meals are provided in accordance with the Childcare Food Program guidelines and reimbursement rates.
- **Saturday School Meals Program** - under the National School Lunch Program and School Breakfast Program, students participating in Saturday School are provided a nutritious snack and lunch.
- **Seamless Summer Feeding Option Program** - students participating in summer school receive nutritious snacks and meals through the National School Lunch and School Breakfast programs.
- **Farm-School Alliance Program** – This program will be used to promote fresh fruits and vegetables in school menus.

Extended Learning Programs

Pacifica High School offers the following extended learning programs:

- Advancement Via Individual Learning (AVID)
- Tutoring
- Saturday School
- OASIS/SOAR offered to at-risk students
- SPARK – Afterschool and Saturday program to Reteach/Relearn/Retake
- APEX credit recovery program

Programs Included in This Plan

The School Site Council intends for Pacifica High School to participate in the following programs:

State Programs		Allocation
Local Control and Accountability Plan (LCAP) <i>Purpose: Improve student achievement.</i>	\$	201,454.00
Total amount of state categorical funds allocated to this school:		\$ 201,454.00
Federal Programs Under the Elementary Secondary Education Act		Allocation
Migrant Education <i>Purpose: Support migrant workers and families.</i>	\$	30,565.00
Title I, Part A: Basic Grant <i>Purpose: support effective, research-based educational strategies that close the achievement gap between high-and low-performing students and enable the students to meet the state's academic standards</i>	\$	325,740.00
Title III, Part A: Language Instruction for Limited-English Proficient (LEP) Students <i>Purpose: Supplementary language instruction to help LEP students attain English proficiency and meet academic performance standards.</i>	\$	22,556.00
Total amount of federal categorical funds allocated to this school:		\$ 378,861.00
Total amount of state and federal categorical funds allocated to this school:		\$ 580,315.00

Planned Improvements in Student Performance

2016-17 School Goals for Improving Student Achievement

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

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.

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 CAASSP, 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.

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.

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.

School Goals for Improving Student Achievement

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.

Describe how this goal aligns to the district’s LCAP Plan goals:

This goal aligns with the district’s LCAP Goal #1 – Instruction. In an environment of high expectations with support, the OUHSD will develop and implement instructional practices that support high school graduation, as well as college and career readiness for ALL students.

What data was used to form this goal:

1. In the above core curricular areas, Pacifica High School will continue to provide focused content standards instruction, supported by research based instructional strategies, while implementing the California State Standards, for the purpose of increasing the API and AYP school wide, as well as working to reduce any achievement gap of significant subgroups, including Hispanic, English Learners (EL’s), Students with Disability (SWD), and Socioeconomically Disadvantaged (SED) students with their peers. Data examined includes: CAASPP, Graduation / Dropout Rate, Re-Designation Fluent English Proficient Rate, UC a-g coursework completion rate, PSAT/ACT/ ACT participation rate, CTE course participation rate, Student, Parent, and Staff feedback, California Health Kids Survey, and Attendance Rates.

Individuals Involved in analyzing data and formulating goal:

Instructional Leadership Team
Instructional Coaches (Instruction and Technology)
Core Department Teachers
Core Department Chairs
Administration

What did the analysis of the data reveal that led to this goal:

Continued analysis of data needs to be conducted to show growth for our students. All core content areas are continuously creating common formative and summative assessments, as well as utilizing State mandated assessments.

Identify targeted student groups and expected growth:

All students, including significant subgroups: Hispanic, English Learners, Students with Disability and Low Income.

What data will be collected to measure student achievement?

-
- CELDT Results (subgroup specific)
 - Re-designation rates
 - CST Science Data
 - CAASPP results (ELA and Mathematics)
 - Common Formative and Summative Assessments within each department
 - Graduation Rate
 - Dropout Rate
 - State Seal of Biliteracy
 - RFEP Rates
 - Academy Participation Rate
 - CTE Course Participation Rate

Identify the process for monitoring and evaluating collected data:

- Weekly, monthly, quarterly, and annual program monitoring and evaluation of assessments.
- PLCs designed to address the implementation of CCSS as well as reviewing and discussing data, etc.
- Common Assessment results
- ELA standards are supported through interdisciplinary units and writing by all departments
- CELDT Results
- Number of seniors meeting UC A-G each year
- Overall students passing AP tests
- EAP results in ELA and Math

Describe the actions to improve achievement to exit program improvement (if applicable):

STRATEGY: Provide teachers with the necessary support and resources to successfully implement the State Standards. Teachers will utilize strategic schooling strategies, and other resource-based instructional strategies, to improve pupil achievement of the content standards adopted by the State Board as evidenced by the results of standardized assessments, as well as site assessments, and common assessments. Teachers will provide ELL strategies, specifically revision, visuals and scaffolding, to improve achievement and proficiency amongst our identified subgroups noted above. CELDT Support will be provided to support improved proficiency amongst all students designated as English Learners. Focus on increasing successful completion of the A through G courses needed to satisfy requirements for entrance to UC and CSUs. Increase successful completion of Advanced Placement courses. Promote State Seal of Bi-literacy which promotes students to be proficient in their English as well as another language. Provide tutoring to move students towards proficiency. Additionally, PHS instructional leaders and teachers will work to create school-wide instructional goals to ensure cohesiveness and equity. In doing this, teachers will collaboratively create instructional units, lessons, and benchmark assessments that provide students quality feedback. EL students will be provided literacy strategies, interventions, and coursework that is intended to result in re-designation to Fluent English Proficient and UC a-g course completion. Lastly, PHS will focus on providing all students access to project-based learning and curriculum that is connected to career opportunities in Ventura County.

Pacifica High School

Single Plan for Student Achievement October 2017

	Strategies/Action Plans	Start & Completion Dates	Personnel Responsible	Funding Source & Amount	Task
1.	District ELL Resource Teacher will provide onsite training regarding interpreting CELDT results and using CELDT rubrics.	Ongoing	District Office Teachers	General Fund	District staff will create or purchase English language assessments so that all staff members are able to monitor language progress of English Language Learners. At least two (2) teachers will attend the OUHSD ELL High School Conference.
2.	All teachers will have access to ongoing professional development on the effective use of student profile and assessment data to make well informed data-driven decisions regarding providing a relevant and rigorous curriculum, pedagogy, and assessment methodology aligned to the California State Standards.	Ongoing	Principal Department Chairs Coaches	General Fund	All teachers, through structured professional development, job-a-likes, and workshops/conferences, will have access to ongoing professional development regarding collecting student profile and assessment data, during frequent formative/summative in-class assessments and within Synergy, to effectively disaggregate and analyze said data to recognize significant trends, and to use said analysis to ensure well-informed decisions are made regarding providing a relevant, rigorous, differentiated, and engaging curriculum, pedagogy, and assessment methodologies aligned to the California Stated Standards.
3.	All teachers will participate in summer job-a-likes, school year job-a-likes or release time to further their understanding of the State Standards.	Ongoing	Principal District Office Teachers	Title III / Approx. \$12,956	Summer job-a-likes (PD) provided by district. School year job-a-likes to support implementation of the State Standards and in the creation of common formative assessments – all year long.
4.	All teachers will differentiate instruction for ELL who are not reasonably fluent. Research based instructional strategies, as selected by PHS, are "Revision, Visuals and Scaffolding."	Ongoing	Site Administration Department Chairs Instructional Leads Counselors	General Fund	Teachers will be provided with the ELL strategies for their specific students through the use of the red binder identifying student needs based on CELDT scores.

Pacifica High School Single Plan for Student Achievement October 2017

	Strategies/Action Plans	Start & Completion Dates	Personnel Responsible	Funding Source & Amount	Task
5.	All teachers will differentiate instruction for ELL who are "Not Reasonably Fluent." District and school led Walk Through Observations will provide evidence.	Ongoing	Department Chairs Resource Teachers Coaches/ Mentors Teachers Teacher Librarian	General Fund	All teachers will ensure that the academic content goals and cognitive content goals are made explicit to ELL in every lesson, and that appropriate SDAIE and ALD (Academic Language Development) strategies are used to enable ELL to access the content and special academic vocabulary.
6.	All teachers, including Special Education teachers, will assess students' oral language development using the CELDT rubric for oral language. District and school led Walk Through Observations will provide evidence. The District ELL Resource Teacher will work with the department to provide models for engaging students. District and school led Walk Through Observations will provide evidence.	Ongoing	Assistant Supt. Ed. Services Asst. Supt. HR Director of Staff Dev. Director Comp. Edu. Site Admin Counselors Department Chairs Coaches Teachers Teacher Librarian	General Fund	Site administrators will ensure that all teachers, including Special Education teachers, provide multiple opportunities for students to learn and practice oral language skills.
7.	Books and periodicals will be provided to supplement student opportunities.	Ongoing	Site Admin Librarian	Title I / Approx. \$4,000	Books and periodicals will be provided to improve and expand student opportunities for reading, increasing their prior and content knowledge, critical thinking, and research skills.
8.	College Board AP seminars will support teachers and students in AP Exams.	Ongoing	Site Admin	Title I / Approx. \$2,500	Teachers of Advanced Placement classes will enroll in a refresher course to improve passing rates of AP exams.

9.	Instructional materials to support CAASPP intervention instruction.	Ongoing	English Teachers	LCAP / Approx. \$3,800	Each department will be allotted a given amount of copies to support standards based instruction for CAASPP interventions, explicit direct instruction, and ELL teaching strategies.
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Pacifica High School Single Plan for Student Achievement October 2017

	Strategies/Action Plans	Start & Completion Dates	Personnel Responsible	Funding Source & Amount	Task
10.	State Seal of Bi-literacy is promoted amongst ELA and World Language Teachers to encourage our students to be bi-literate as we recognize this to be a 21st century skill and highly marketable in our current business world.	Ongoing	Site Administration World Language Teachers ELA teachers Counseling Career Center Triton Talk	No additional cost.	Marketing and advertising of the State Seal of Bi-literacy will be shared via classrooms, Triton Talk, Career Center, and Counseling. Pacifica High School celebrates a rich tradition of having numerous students qualify and seeks to increase those who will meet the necessary and rigorous criteria.
11.	Successful completion of CSU/UC CSU/UC a-g requirements within their classes	Ongoing	Teachers Site Administrators Counselors	LCAP / Approx. \$600 (For the cords)	PHS implemented a new recognition event entitled "College Acceptance and Commitment to Academics Night" which celebrated those students who were accepted to a 4-year university/program, as well as those students who qualified for acceptance by completion of their CSU/UC CSU/UC a-g requirements. Triton Talk, teachers, counselors, and all support staff will promote the importance of A-G completion regardless of path upon graduation.
12.	All teachers will devise and implement what the concept of "re" means for each academic department and individual teacher to raise student achievement.	Ongoing	Site Admin Teachers	No Cost.	Teachers routinely analyze their data for the purposes of providing additional supports in the Concept of Re. Concept of Re requires teachers to look at their students' data and provide opportunities to redo, re-teach, retest, and accept late work.

13.	All teachers will look for opportunities to include project based learning within their classrooms, as well as provide field trips to support the connection of instructional content to real world application and knowledge.	Ongoing	Site Admin Learning Design Coach Instructional Leads Department Chairs Teachers	Title III / Approx. \$4,600	With the assistance of the Learning Design Coach, all teachers will explore opportunities to include project based learning within their classrooms. Fieldtrips will be coordinated to allow students to make the connection of instructional content to real world application and
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Pacifica High School

Single Plan for Student Achievement October 2017

	Strategies/Action Plans	Start & Completion Dates	Personnel Responsible	Funding Source & Amount	Task
					<p>knowledge.</p> <p>All students, especially ELs, SEDs and Migrant, will be provided with meaningful real-world applications of content knowledge via fieldtrips into the community.</p> <p>Substitute teachers will also be funded to allow teachers to attend said fieldtrips with their students.</p>
14.	Upon analysis of data, the concept of re is implemented within each core department.	Ongoing	Site Admin Teachers	No cost.	Teachers routinely analyze their data for the purposes of providing additional supports in the Concept of Re. Concept of Re requires teachers to look at their students' data and provide opportunities to redo, reteach, retest, and accept late work.
15.	Science instruction will be supported to include hands-on and visual representation to support the next gen standards being implemented and the full implementation of performance tasks aligned to the State Standards.	Ongoing	District Office Site Admin Learning Design Coach Science Instructional Leads Department Chairs Teachers	Title I / Approx. \$5,000	Hands-on and visual representations will be provided through lab based activities that develop CALPS for ELL. Students will use prior knowledge to apply, analyze, evaluate, and create relationships with standards based content.

16.	Science teachers will look for opportunities to include STEM based instruction and project based learning within their classrooms, as well as provide field trips to support the connection of instructional content to real world application and knowledge.	Ongoing	Site Admin Learning Design Coach Science Instructional Leads Department Chairs Teachers	Title III / Approx. \$5,000	<p>With the assistance of the Learning Design Coach, science teachers will explore opportunities to include STEM based instruction and project based learning within their classrooms.</p> <p>Field trips will be coordinated to allow students to make the connection of instructional content to real world application and knowledge.</p> <p>All students, especially ELs, SEDs and Migrant, will be provided with meaningful real-world applications of content knowledge via field trips into the community.</p>
17.	All teachers will collaborate, design, implement, and monitor rigorous writing across the	Ongoing	Site Admin Department Chairs Teachers	No cost.	Data-driven subject specific collaborations to focus on designing a rigorous pedagogy focused on literacy across the curriculum. Job-a-likes will

Pacifica High School Single Plan for Student Achievement October 2017

	Strategies/Action Plans	Start & Completion Dates	Personnel Responsible	Funding Source & Amount	Task
	curriculum assignments to increase student proficiency in communication through writing.				progress monitor by grading, reflecting, and sharing best practices related to literacy-based student work samples.
18.	Improve student engagement and achievement through a willingness to review, revise, and refine personal and departmental assessment practices as well as increase communication of student progress.	Ongoing	Site Admin Department Chairs Teachers	No cost.	Expand the systematic use of common formative assessments across all curricular areas. Investigate research-based assessment practices to inform and improve department and teacher grading policies.

19.	Hire and train instructional coaches to support and provide resources to successfully implement the State Standards, facilitate lesson studies, and to provide pedagogical support.	2018 fall semester, then ongoing	Site Admin Instructional Coaches	LCAP / \$20,000	<p>Instructional coaches will be assigned to all core-content areas.</p> <p>Instructional coaches will support teachers to ensure effective implementation of the California Standards, an engaging 21st century pedagogy, and assessment methodology aligned to the SBAC, CELDT, and ELPAC.</p> <p>Instructional coaches will facilitate inter, and intra, departmental collaborations to ensure teachers access, disaggregate, and analyze student profile/performance data, share best practices, and create/progress monitor common-formative assessments to close achievements gaps and increase all student achievement.</p>
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Pacifica High School**Single Plan for Student Achievement**

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 CAASSP, 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.

Describe how this goal aligns to the district's LCAP Plan goals:

This goal aligns with the district's LCAP Goal #2 – Instructional Materials & Educational Technology. In an environment of high expectations with support, the OUHSD will identify and effectively implement standards aligned materials and educational technology that support high school graduation, as well as college and career readiness for ALL students.

What data was used to form this goal:

- CELDT Results (subgroup specific)
- Re-designation rates
- CST Science Data
- CAASPP results (ELA and Mathematics)
- Common Formative and Summative Assessments within each department
- Graduation Rate
- Dropout Rate
- State Seal of Biliteracy
- RFEP Rates
- Academy Participation Rate
- CTE Course Participation Rate

Individuals Involved in analyzing data and formulating goal:

Instructional Leadership Team
 Core Departments
 Administration
 Instructional Technology Coach

What did the analysis of the data reveal that led to this goal:

Data analysis revealed the need for standards aligned instructional materials and technology to support the updating of courses to meet the California Standards and the design and implementation of new courses. Additionally, PHS has a need to provide instructional materials and technology to support tutoring and academic enrichment activities.

Identify targeted student groups and expected growth:

Support all students including significant subgroups: Hispanic, ELL's, Foster/Homeless and Low Income.

What data will be collected to measure student achievement?

- Current standardized tests
- CAASPP Results
- Departmental Formative and Summative Assessment Data

Identify the process for monitoring and evaluating collected data:

API, AYP and other forms of evaluation, utilizing standardized tests will be used to evaluate, as well as the OUHSD LCAP which is articulated within this Single School Plan for Student Achievement.

Pacifica High School**Single Plan for Student Achievement
October 2017****Describe the actions to improve achievement to exit program improvement (if applicable):**

STRATEGY: PHS will work to actively pursue students' participation in a Learning Management System (Desire To Learn / D2L). Students will also have the opportunity to earn credit through this District online learning platform. This endeavor also includes access to Benchmark Assessments that are available through the District Data Management System. Also, students in significant subgroups and grade levels will complete the District Computer Literacy Requirement each school year.

Pacifica High School Single Plan for Student Achievement October 2017

	Strategies/Action Plans	Start & Completion Dates	Personnel Responsible	Funding Source & Amount	Task
1	PHS is committed to providing relevant, updated standards-aligned instructional materials to meet the needs of teachers and departments as they support the educational needs of EVERY learner, including ELL's, Foster, and SED students.	Ongoing	Admin Department Chairs Instructional Coaches	Title I / \$49,600	PHS staff members will work collaboratively, analyze data, and determine the best use of funds that will support ALL students in learning and building powerful futures. Materials will be provided in an effort to ensure all students are ready for California Standards tests, participate in a rigorous technology enriched curriculum in all of their classes, graduate a-g certified, and are college and career ready upon graduation.
2	Administration and technology coaches will work diligently to ensure that state-of-the-art technology is made available to teachers that enhance their use of various pedagogical strategies which can be enhanced by technology.	Ongoing	Admin Department Chairs Instructional Coaches	Title I / \$206,640	PHS staff members will analyze the use of technology, that most impacts students, and work to replace class sets of computers, COW's, update smart technology, Epson Boards, provide updated software, and replace teacher infrastructure with a more updated system.
3	PHS staff members will work to provide effective implementation of educational technology through daily, weekly, and monthly training provided by the Instructional Technology Coach.	Ongoing	Admin Instructional Technology Coach	No cost.	After analyzing teacher and student needs, the Instructional Technology Coach will disaggregate data in an effort to create PD opportunities that meet the needs of PHS students and staff.
4	Technology, curricular, and educational material support for PHS academies and Career Technical Education courses/pathways.	Ongoing	Admin Department Chairs	LCAP / \$162,054	Educational resources, such as technology, books, realia, etc., to support project-based learning, and student achievement within CTE pathways to ensure students graduate from PHS college and career ready.

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.

Describe how this goal aligns to the district's LCAP Plan goals:

This goal aligns with the district's LCAP Goal #3 – Positive Intervention, Behavior & Support. In an environment of high expectations with support, the OUHSD will identify and effectively implement academic and social-emotional positive behavior, intervention, and support programs for ALL students.

What data was used to form this goal:

- CELDT Results (subgroup specific)
- Re-designation rates
- CST Science Data
- CAASPP results (ELA and Mathematics)
- Common Formative and Summative Assessments within each department
- Graduation Rate
- Dropout Rate
- State Seal of Biliteracy
- RFEP Rates
- Academy Participation Rate
- CTE Course Participation Rate

Individuals Involved in analyzing data and formulating goal:

Instructional Leadership Team
Guidance Techs
Counselors
Administration
PBIS Coaches

What did the analysis of the data reveal that led to this goal:

Student achievement is impacted positively when students interact with a caring, positive adult who provides high expectations, including clear academic expectations, and the support necessary to achieve these expectations in a campus environment that is safe and welcoming. With that said, PHS students have much to gain from after-school tutoring opportunities, Saturday School, a dedicated and committed PBIS cohort, three trained PBIS coaches, and three counseling support groups (Anger Management, Teen Issues Male and Female, and Teen Relationships.)

Identify targeted student groups and expected growth:

Groups that can grow socially, morally, and academically are as follows:
ELL's, Foster/Homeless and Low Income

What data will be collected to measure student achievement?

-
- Healthy Kids Parent Survey
 - Title I Survey provided by District Office
 - Teacher, Counselor, and Support Group Data
-

Identify the process for monitoring and evaluating collected data:

API, AYP and other forms of evaluation, utilizing standardized tests will be used to evaluate, as well as the OUHSD LCAP which is articulated within this Single School Plan for Student Achievement. Additionally, the PBIS Foundations Team will gather and disaggregate campus climate data in an effort to provide the most safe, secure, and student-friendly environment possible.

Describe the actions to improve achievement to exit program improvement (if applicable):

STRATEGY: PHS will work diligently, through an intense commitment to PBIS, to ensure the fact that all students are afforded to learn and interact in an environment that is safe, uplifting, and positive. Additionally, students will be granted access to a myriad of after-school tutoring / APEX opportunities, Saturday School, and a wide range of counseling support groups.

Pacifica High School Single Plan for Student Achievement October 2017

	Strategies/Action Plans	Start & Completion Dates	Personnel Responsible	Funding Source & Amount	Task
1.	The After-school Tutoring Program is intended to ensure the fact that all students have access to after-school opportunities to ensure comprehension of content in the four core areas and the opportunity to become UC a-g certified via the APEX program.	Ongoing	Teachers Administration Counselors	Title I / \$40,000	Students will have access to tutoring in the following areas in an effort to improve UC a-g completion rates: Bilingual tutoring, Cyber High, APEX English, English, APEX Math, Math, APEX Social Science, Social Science, APEX Science, and Science.
2.	The PBIS Foundations Team of 24 teachers and 3 PBIS coaches works diligently to ensure that school rules are consistently enforced in a positive manner and that all students have the opportunity to learn and interact in a positive, supportive environment.	Ongoing	PBIS Coaches PBIS Cohort Administration Teachers	LCAP / \$5,000	In an effort to increase student "connectedness" to PHS, the PBIS Foundations team seeks to build positive relationships with all Tritons and integrate them into the fabric of PHS.
3.	Saturday School affords students the opportunity to receive instruction in making positive choices and improving academically, while receiving the opportunity to make up credits and learn valuable study skills.	Ongoing	Teachers Counselors Administration	Title I / \$5,000	In an effort to increase ADA by 1%, Saturday School affords students the opportunity to make up unverified absences in an academically rigorous environment and provide educational opportunities that contribute to a reduction in student discipline referrals. These sessions contribute to cultural proficiency, school pride, and tolerance of others.

4.	Counseling Support Groups offer students the opportunity to positively work through life's challenges in the areas of Anger Management, Teen Issues Male and Female, and Teen Relationships. In these scenarios, students experiencing	Ongoing	Counselors Teachers Support Providers Administration	Title I / \$10,000	Counseling services work to resolve student issues that serve as inhibitors to good attendance and academic success. The support groups provide students the individual counseling that is necessary to ensure "connectedness" to PHS and academic success. These groups provide enhanced access to counseling services and college and career readiness.
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Pacifica High School Single Plan for Student Achievement October 2017

	Strategies/Action Plans	Start & Completion Dates	Personnel Responsible	Funding Source & Amount	Task
	difficulties can meet in positive, supportive counseling groups that lead to better focus and success in the classroom.				
5.	Counseling Groups supporting newcomers to the USA to remediate issues associated with students who have most recently arrived in America.	Ongoing	Support Providers Migrant Counselor	Migrant / \$2,500	Support providers offer support and guidance to students who have recently arrived in America and experiencing the transitional pains associated with being a "newcomer".
6.	Fund a counselor to oversee special programs		Site Admin	Funding providing through the DO LCAP budget	<p>Fund a counselor whose primary duty is to monitor the academic and personal progress of students with ELD, Migrant, EL, and Foster classification.</p> <p>Identify and organize appropriate resources and interventions; also providing services to family and staff.</p>
7.	Guidance Technician		Site Admin	Migrant / \$28,065	Guidance technician will be responsible for providing direct services to migrant education students as well as ensuring District, County, and State migrant services are in place.
8.	Avid Tutors		Site Admin Avid Coordinator	LCAP / \$10,000	Under the direct supervision of the AVID coordinator/teacher, tutors will perform the following tasks; 1) determine from student notes and discussions, the

Pacifica High School**Single Plan for Student Achievement
October 2017**

	Strategies/Action Plans	Start & Completion Dates	Personnel Responsible	Funding Source & Amount	Task
					<p>concepts that need to be taught or retaught, 2) evaluate student binders, including calendars, class and textbooks, etc., 3) conduct tutorial sessions in all areas of mathematics, and 4) conduct mini-lessons in the process of writing in all subject areas, study skills, and other aspects of college preparation.</p>

Pacifica High School

Single Plan for Student Achievement

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.

Describe how this goal aligns to the district's LCAP Plan goals:

This goal aligns with the district's LCAP Goal #4 – Parent, Family & Community Involvement. In an environment of high expectations with support, the OUHSD will identify and effectively implement programs and initiatives that effectively involve parents, families, and the community in support of improving student achievement.

What data was used to form this goal:

- OUHSD Parent Surveys & Customer Service Surveys
- CELDT Results (subgroup specific)
- Re-designation rates
- CST Science Data
- CAASPP results (ELA and Mathematics)
- Common Formative and Summative Assessments within each department
- Graduation Rate
- Dropout Rate
- State Seal of Biliteracy
- RFEP Rates
- Academy Participation Rate
- CTE Course Participation Rate

Individuals Involved in analyzing data and formulating goal:

Instructional Leadership Team
Guidance Techs
Counselors
Administration

What did the analysis of the data reveal that led to this goal:

We have increased parent involvement and parent participation at our Parent Classes; however, with over 3200 students, we must continue to increase parent involvement.

Identify targeted student groups and expected growth:

All parents of our students including significant subgroups.

What data will be collected to measure student achievement?

- Healthy Kids Parent Survey
- Title I Survey provided by the District Office
- OUHSD Customer Service Surveys

Identify the process for monitoring and evaluating collected data:

PHS will provide additional opportunities throughout the year for parental involvement and will engage in a serious campaign, involving all-calls, emails, letters home, etc. to inform parents about opportunities for input and involvement. PHS will also maintain school website with specific information for parents. We will be able to evaluate the progress upon completion of the Healthy Kids Parent Survey in the Spring, as well as the Title I Survey. These surveys will be in addition to communication with our various parental groups including School Site Council, PTSA, Band Boosters, Athletic Boosters, Migrant Parent Board, and ELAC.

Pacifica High School**Single Plan for Student Achievement
October 2017****Describe the actions to improve achievement to exit program improvement (if applicable):**

STRATEGY: Improve Parental Involvement Increase Parental Input through various forums including ELAC, School Site Council, PTSA, and various booster. Utilize district and site parent liaisons Market and advertise opportunities for parent involvement. Create a School-Parent Compact Seek input of parents and community in preparation for Local Control Accountability Plan. Provide Back to School Night and Open House/Parent Conference.

Pacifica High School Single Plan for Student Achievement October 2017

	Strategies/Action Plans	Start & Completion Dates	Personnel Responsible	Funding Source & Amount	Task
1.	Improve parental involvement		Dir. Of EL & Mig. Ed., DO Parent Liaison, Asst. Prin., Parent Inv., and Counselors.	Title I / Approx. \$3,000	<p>The site administrators in collaboration with the District Parent Liaison will organize parent trainings that allow parents opportunities to support their children's academic success from one or more of the following areas:</p> <ul style="list-style-type: none"> • Workshops and ideas on how to support learning at home. • Access to daily/weekly homework assignments. • Viable parent/family information and or resource centers. • Computer trainings for ParentVue and other District programs. • Continue with Parents Prepared, Parent Project, PIQE and other related trainings such as CSU/UC, A-G requirements, CAHSEE, how to be an involved parent and the importance of parental involvement, etc. <ul style="list-style-type: none"> • Coordinated Special Education Services meetings for parents
2.	Provide back to school night, and open house/ parent conferences			No Cost	School sites will host "data open houses" for parents in order to help interpret state test results. Information will be shared in a language and register understandable to the parents.
3.	Support parents with Parent Liaison at the district and site level.			No Cost	The District will continue to support the position of Parent Liaison. This is a centralized resource position that supports schools in the organization and delivery of training and communication to the parents of ELL, Migrant Education, and Title I students. The District will support one (1) school Parent Facilitator per site. Parent Facilitators will work with site administration and the District Parent Liaison to improve parent involvement.

4.	Provide trainings for parent involvement and leadership to encourage parental input regarding matters such as Local Control Accountability			No Cost	The District and school site will support family/parent involvement by having trainings that will develop leadership capacity so that parents actively and knowledgeable participate:
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Pacifica High School Single Plan for Student Achievement October 2017

	Strategies/Action Plans	Start & Completion Dates	Personnel Responsible	Funding Source & Amount	Task
	Plan.				<ul style="list-style-type: none"> in curricular and budgetary decision making. in the development of the LEA and school site plans. <ul style="list-style-type: none"> on school site councils.
5.	Provide trainings which allow parents to become stronger advocates for their children.			No Cost	<p>The District Parent Liaison will communicate the significant details associated with LEA Program Improvement to students, parents, staff, and the community via various modes of communication, including:</p> <ul style="list-style-type: none"> PowerPoint Presentations District Newsletter – Parents Prepared!/¡Padres Preparados Parent Workshops Parent Meetings District Website School Accountability Report Cards (SARC) Local/District cable channel <ul style="list-style-type: none"> District phone messenger system
6.	Improve and market parent communication to encourage parent involvement, leadership and input.			No Cost	<p>The school sites will communicate the significant details associated with LEA Program Improvement to students, parents, staff, and the community via various modes of communication, as noted above and may include:</p> <ul style="list-style-type: none"> Back to School Nights, Open House, PTA & PFO meetings Athletic events and other venues where parents are in attendance School site flyers, pamphlets, summer mailer School website activities and services for parents and other community members.

Centralized Support for Planned Improvements in Student Performance

The purpose of this section of the SPSA is to outline centralized services the district is providing to each of its high school sites. Centralized services are those activities paid for out of funds allocated to the school by the Consolidated Application but managed by central office administrators and intended for planned improvements in student performance.

The district will support students making higher achievement gains through the actions and related expenditures described below. The following actions and related expenditures support the identified site program goals and will be performed as a centralized service:

Activity	Activity Dates	Proposed Expenditures	Funding Source
Special Programs Counselor assigned to Pacifica High School site	2016-17	\$127,111	Title I Funds
Professional Services: My Learning Plan – All Sites Edgenuity – All Sites College Board All Sites Houghton Mifflin – All Sites Data Director – All Sites UCSB Outreach Counselor – CIHS only Cal Safe – All Sites Professional Development – All Sites Summer School – All Sites	Throughout the 2016-17 school year	\$537,043	Title I

References

CAASPP – Grade 11 English Language Arts/Literacy 2015-16

	English Language Arts/Literacy							
	15-16							
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11								
All Students Tested	769	720	712	2586.5	21%	34%	26%	20%
Male	409	377	372	2575.2	21%	27%	28%	24%
Female	360	343	340	2598.9	20%	41%	25%	14%
African American	13	13	13	2545.6	0%	46%	23%	31%
American Indian or Alaskan Native	1	1	1	*	*	*	*	*
Asian	13	11	11	2667.8	55%	36%	9%	0%
Filipino	24	24	24	2671.9	50%	38%	13%	0%
Hispanic or Latino	701	655	647	2581.4	19%	33%	27%	21%
Hawaiian or Pacific Islander	3	3	3	*	*	*	*	*
White (not Hispanic)	11	10	10	*	*	*	*	*
Two or More Races	3	3	3	*	*	*	*	*
Socioeconomically Disadvantaged	582	544	537	2576.9	18%	33%	28%	21%
English Learners	111	89	88	2479.1	0%	7%	39%	55%
Students with Disabilities	63	46	45	2448.3	0%	4%	27%	69%
Migrant Education	13	12	12	2520.8	0%	25%	33%	42%
Foster Youth								

CAASPP – Grade 11 Mathematics 2015-16

	Mathematics							
	15-16							
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 11							
All Students Tested	769	713	711	2523.2	5%	16%	22%	57%
Male	409	372	371	2519.7	7%	15%	19%	59%
Female	360	341	340	2527.1	3%	16%	25%	56%
African American	13	13	12	2470.9	0%	0%	25%	75%
American Indian or Alaskan Native	1	1	1	*	*	*	*	*
Asian	13	11	11	2628.9	18%	27%	36%	18%
Filipino	24	24	24	2626.4	13%	50%	17%	21%
Hispanic or Latino	701	648	647	2517.5	4%	15%	22%	59%
Hawaiian or Pacific Islander	3	3	3	*	*	*	*	*
White (not Hispanic)	11	10	10	*	*	*	*	*
Two or More Races	3	3	3	*	*	*	*	*
Socioeconomically Disadvantaged	582	538	536	2514.2	4%	13%	23%	60%
English Learners	111	88	88	2431.7	0%	3%	8%	89%
Students with Disabilities	63	45	45	2391.6	0%	0%	2%	98%
Migrant Education	13	12	12	2472.3	0%	8%	25%	67%
Foster Youth								

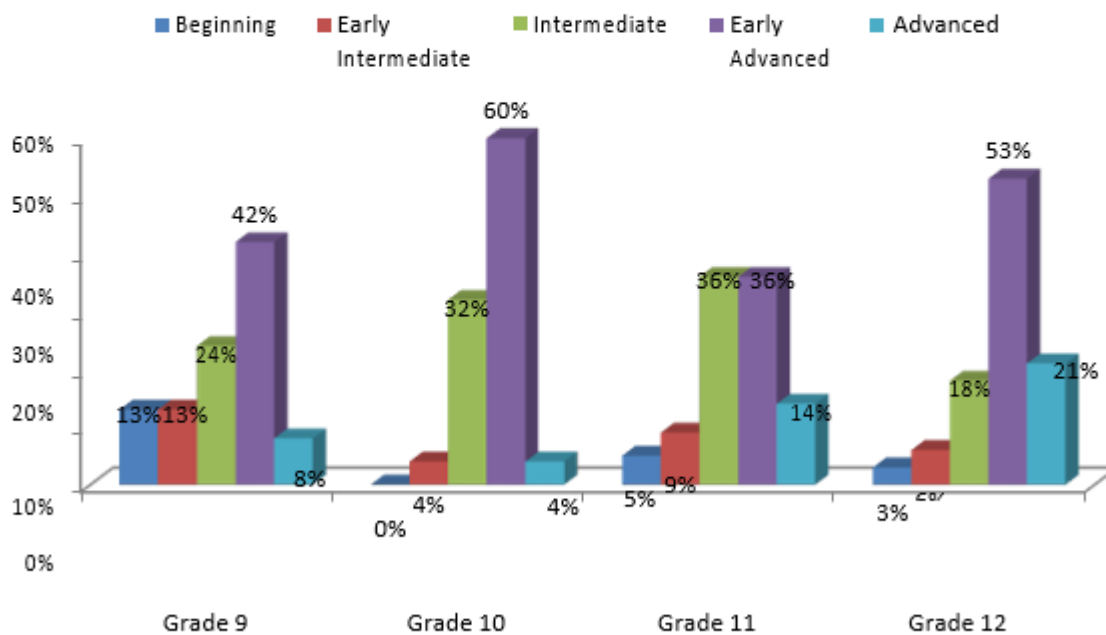
CST Science – Grade 10 – 3 Year Comparison

	CST Science		
	Grade 10		
	13-14	14-15	15-16
Students Tested	730	760	854
Students with Scores	720	752	804
Mean Scale Score	338.4	340.1	338.3
% Advanced	18%	18%	14%
% Proficient	24%	21%	26%
% Basic	30%	33%	35%
% Below Basic	14%	14%	16%
% Far Below Basic	14%	14%	9%

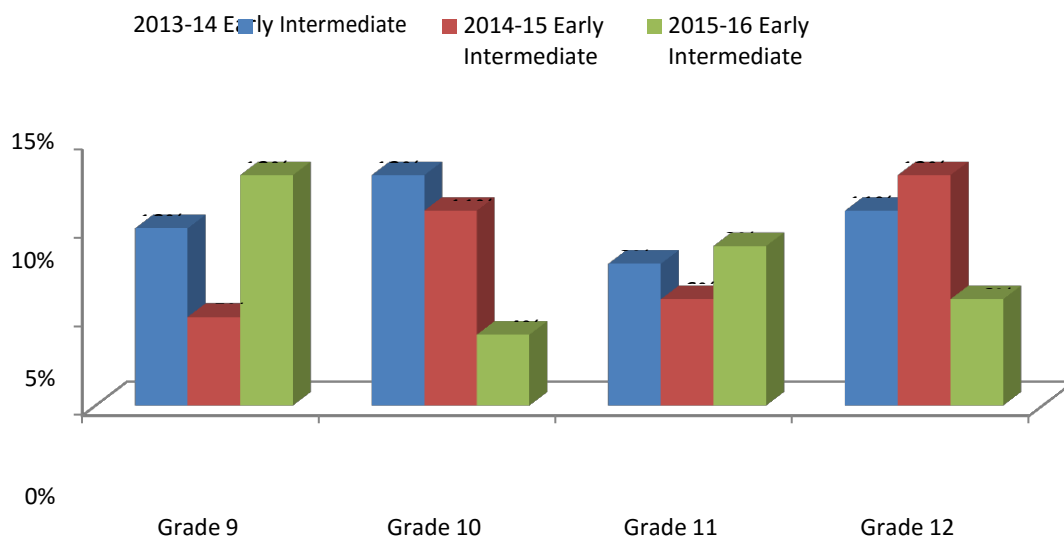
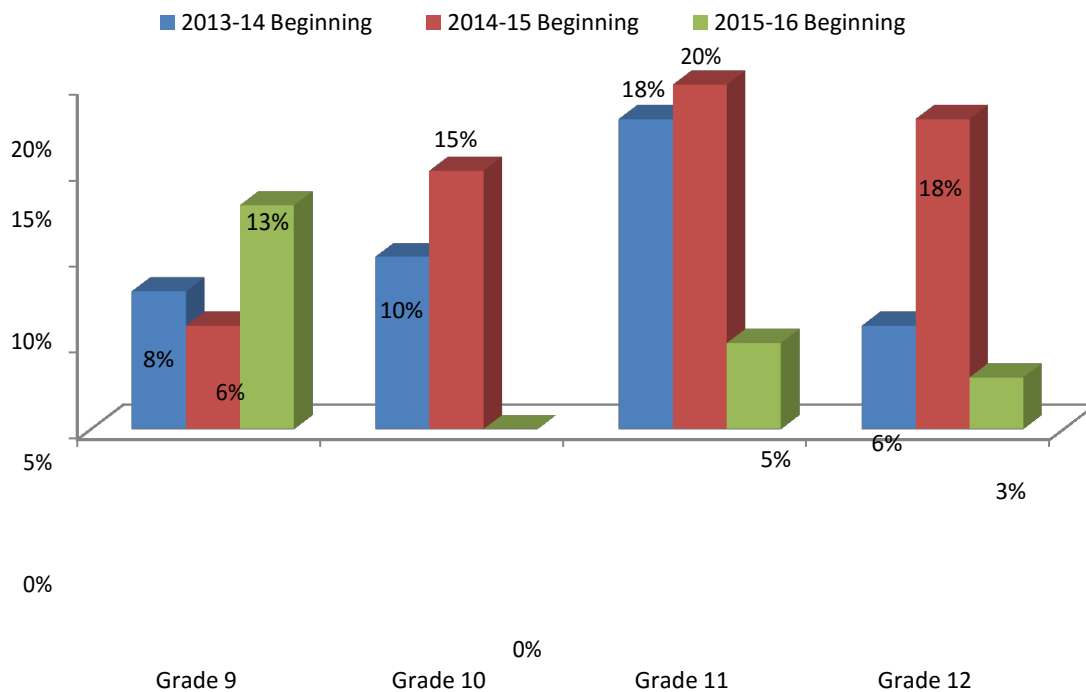
CELDT 2015-16

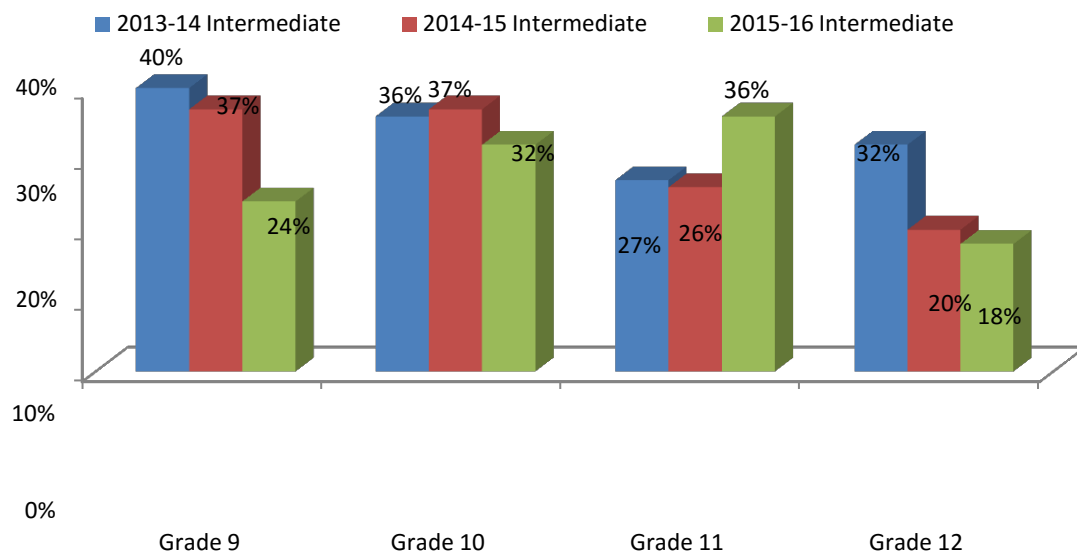
Results Shown as Percentage

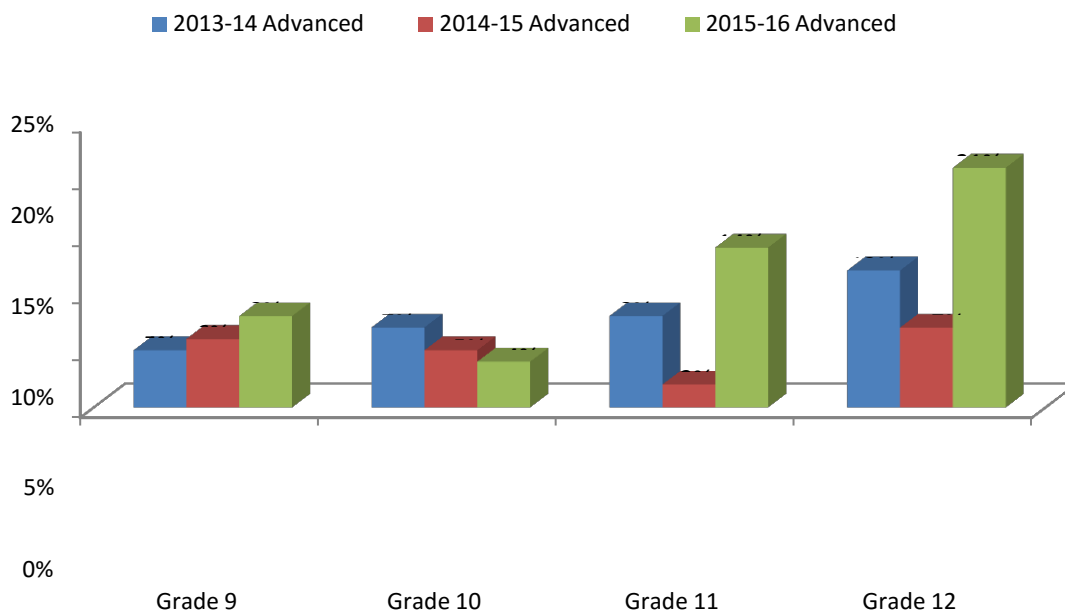
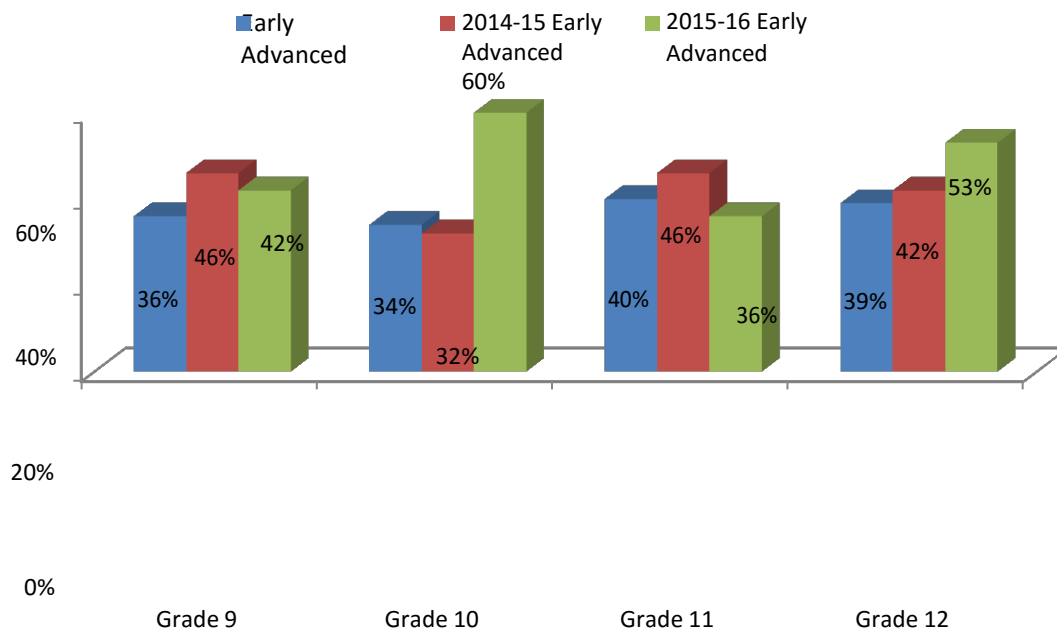
	Students Tested	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Grade 9	38	13%	13%	24%	42%	8%
Grade 10	25	0%	4%	32%	60%	4%
Grade 11	22	5%	9%	36%	36%	14%
Grade 12	34	3%	6%	18%	53%	21%



CELDT 3 Year Comparison







School Compact

Student Name: _____

OXNARD UNION HIGH SCHOOL DISTRICT - PACIFICA HIGH SCHOOL

PARENT—STUDENT-TEACHER-PRINCIPAL COMPACT

The goal of Pacifica High School is to develop each student's potential for the intellectual, physical and emotional growth that will prepare him or her for success in college, career, and life. To that end, each member of this compact agrees to the following:

PARENT/GUARDIAN AGREEMENT:

- Discuss regularly with my child the value of education and have high expectations (A-G requirements, graduation, college, career)
- Monitor my child's progress regularly and communicate with the school when I have a concern, about interventions, or when I would like additional information (graduation, A-G, college, career)
- Make sure my child attends school every day, on time, and with homework/projects completed
- Monitor/ limit my child's television vising, computer gaming, etc., and provide a quiet time/place for completion of work/reading.
- Ensure my child gets adequate sleep, regular medical attention, and nutrition and help my child make healthy choices – for example less TV, social media and video games, more exercise, healthy foods, and an early bed time (suggested 10:30 p.m.)
- Make every effort to attend school events, such as parent conferences, back to school night, PTSA meetings and share in decision-making with school staff and other families for the benefits of students.
- Respect the school, staff, students and families and hold my child accountable forhis/her work and behavior.

Parent/Guardian Signature: _____ Date: ____/____/____

STUDENT AGREEMENT:

- Believe that I can and will learn.
- Read for at least 30 minutes a day, seven days a week.
- Come to every class on time, ready to learn, with appropriate materials, and with assignments completed.
- Set aside time every day to prioritize academics and complete my projects/homework.
- Know and follow the school rules, classroom rules, and school wide dress code.
- Communicate regularly with my parents and my teachers about my progress in school.
- Make healthy choices (for example, less TV, social media, video games, add more exercise, healthy foods, and an early bed time)
- Ask for help when I need it.
- Respect my school, classmates, staff, and faculty, and hold myself accountable for my work and behavior when working independently and in a group.

Student Signature: _____ Date: ____/____/____

TEACHER AGREEMENT:

- Provide high quality curriculum/instruction, communicate high expectations for every student and believe all students can learn.
- Promote an environment that recognizes student achievement, character development/endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, emails and other available means.

-
- Analyze data to drive my instruction and share results with parents and students.
 - Help students become responsible citizens of our school community and follow all school and classroom rules.
 - Provide necessary assistance to parents so they can help their children with schoolwork based on teacher developed syllabus.
 - Respect the school, staff, students, and families, and hold myself accountable for my work and behavior.

Teacher Signature: _____ Date: ____/____/____

PRINCIPAL AGREEMENT:

- Work to create a safe, clean and kind school so that all students can learn.
- Encourage all students to work hard, do their best, graduate from high school, and be prepared for college, career, and life.
- Promote an environment which recognizes student achievement and character development.
- Help students become responsible citizens of our school community and follow all school and classroom rules.
- Work to build home-school partnerships that improve student achievement.
- Provides opportunities for all stakeholders to be involved in the planning and implementation of the Single School Plan for Student Achievement.
- Collaborate with the necessary personnel to secure services for students with attendance, behavior, and/or academic concerns.
- Communicate regularly with parents/guardians through newsletters, flyers, and parent meetings.
- Work with parents and school leadership team to develop a comprehensive parent education calendar.
- Participate in Professional Development opportunities to improve my practice and stay current with new research.
- Respect my school, students, families, staff and faculty, and hold myself accountable for my work and behavior.

Principal Signature: _____ Date: ____/____/____

OUHSD Parent Involvement Board Policy

BOARD POLICY INSTRUCTION - BP 6020 PARENT INVOLVEMENT

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

Title I Schools

- a. Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)
- b. The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)
- c. The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)
- d. The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement policy in accordance with 20 USC 6318.

Non-Title I Schools

- a. The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will

address the purposes and goals described in Education Code 11502. (Education Code 11504)

- b. The Superintendent or designee shall ensure that each school in the district develops a school-level parent involvement policy in accordance with 20 USC 6318.

Parent Involvement Policy

Title I School-Level Parental Involvement Policy Pacifica High School

Pacifica High School has developed a written parent involvement policy with input from parents. Our School Site Council has worked collaboratively with parents, faculty and students to create the parental involvement policy this school year. This policy will then be distributed to the parents of all students at our February 11th, 2016 Parent Conference Open House. Pacifica High School's policy describes the means for carrying out the following Title I parental involvement requirements. {*Title I Parental Involvement, 20 USC 6318(a)-(f)*}

Involvement of Parents in the Title I Program

Pacifica High School, a school wide Title I program school, does the following:

1. Convenes an annual meeting to inform parents that PHS is a Title I School and that all students are involved in the Title I program. This annual meeting is our Back to School night, where School Site Council elections also take place.
2. PHS offers a number of meetings. These meetings are generally scheduled with parents' understanding of the dates a year in advance. This applies to PTSA meetings, School Site Council Meetings, ELAC meetings, Migrant meetings, and all booster meetings.
3. PHS involves parents of students through School Site Council in an organized, ongoing, and timely way, in the planning, review, and improvement of its school programs. As PHS is a Title I School, this information is disseminated at all School Site Council meetings, all PTSA meetings, all Migrant meetings, and all ELAC meetings - thereby providing information to numerous parent involvement groups.
4. PHS provides parents with timely information about school programs at all School Site Council, PTSA and ELAC meetings, as well as through summer mailers and occasional other mailings.
5. PHS provides parents with an explanation of the curriculum, assessments and proficiency levels students are expected to meet at various times throughout the year at School Site Council, PTSA Migrant and ELAC meetings, as well as Back to School Night and Parent Conference Open House.
6. PHS provides parents with opportunities for regular meetings to participate in decision making relating to the education of their children through various opportunities such as School Site Council, PTSA, ELAC meetings, Migrant meetings, athletic booster meetings and band booster meetings. Additionally, PHS advises all parents of its open door – open email policy providing instant communication to address concerns, ideas, and suggestions. Parents are invited to the annual review of the Single School Plan for Student Achievement in the Spring of each year, as

well as in November of each year. Further, LCAP meetings are scheduled for increased parental involvement in the decision making process with regards to the local control funding formula and our local control accountability program.

School-Parent Compact

The SSC jointly developed a School-Parent-Student Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school, parents and students will develop a partnership to help children reach academic proficiency. The school-parent-student compact describes the following items in addition to items added by parents

1. The school's responsibility to provide high-quality curriculum and instruction.
2. The parents' responsibility to support their children's learning.

3. The student's responsibility to embrace their learning.
4. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.
5. Emphasize the importance of good attendance for academic proficiency and life readiness skills.

Building Capacity for Involvement

Pacifica High School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children through resources such as Parent Vue, Student Vue, regular meetings with counselors (as well as through appointments), annual Parent Conference Open House, annual Back to School night, regular automated phone calls, email access between staff, students and parents, as well as through PTSA meetings, Parent Education/Workshop opportunities, Migrant meetings, and ELAC meetings. Additionally, during the summer, the PTSA offers in-services to all freshmen parents with regards to learning how to navigate high school and communicate with staff in support of their children.
2. Provides materials and training to help parents work with their children to improve their children's achievement through Back to School Night, Summer Packet, tutoring packets in the counseling office, Career Center materials, Parent Conference Open House, parent meetings, and through various parental education courses such as Pique, Parent Project, and Padres Promotores. Also, the PTSA provides materials and training at their monthly meetings, and during their summer freshmen transition workshop.
3. Educates staff with the assistance of parents in the value of parent contributions and how to work with parents as equal partners. This is done through our PTSA, as well as during emails and any staff meeting. Triton Talk and collaboration Thursdays also educate staff on parent involvement opportunities and importance of working with parents.
4. Coordinates and integrates parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourages and supports parents in more fully participating in the education of their children. Our PTSA, SSC, Migrant, and ELAC meetings, combined with parenting classes, coordinate and increase parental involvement, as does our Booster Clubs in band and athletics.
5. Distributes to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. All materials are provided in Spanish and in English as the two dominant languages. Translators are provided at most meetings when necessary.
6. Provides support for parental involvement activities as requested by parents. Parents who show

a desire to be involved are welcomed emphatically.

Accessibility

Pacifica High School provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. This is encouraged and done through our parenting classes, our PTSA, Migrant and ELAC meetings, as well as SSC. When warranted, translations are made available.

Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRC: PIRC1, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.

<http://www.nationalpirc.org/directory/CA-7.html>

Adoption:

This Pacifica High School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in School Wide Title I programs during the first few School Site Council meetings of the 2015-2016 school year.

This policy has been forwarded for adoption by the Oxnard Union High School District in February 2016. Once approved, it will be in effect for the remainder of the 2015-2016 school year, as well as for the first semester of the 2016-2017 school year. The school distributed this draft policy to all parents in February.

Signature of Authorizing Official

Date

Teacher Mentoring Programs

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The **Beginning Teacher Support and Assessment (BTSA)** program offers support and assistance to newly credentialed teachers. All participating new teachers are provided peer support over a two-year period. The **Peer Assistance and Review (PAR)** program is available to veteran teachers who need to improve instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance. Experienced and knowledgeable veteran teachers, referred to as “coaches”, are paired with teachers referred to the PAR program to provide individualized guidance, support, and training.

The Ventura County Office of Education (VCOE) Teacher Support Services has established an integrated system that supports multiple entry points into the teaching profession to provide a skilled, credential teacher for every classroom in Ventura County. The department is a unique blending of support through the learning-to-teach system from pre-service experiences to university teacher preparation to new teacher induction. Teacher Support Services provides a broad range of professional development and services. Program and services are offered locally and within the region reaching VCOE and its 20 districts, charter and private schools, 6 university teacher preparation programs, and Santa Barbara and San Luis Obispo County offices.

Site-based Mentoring Programs:

Pacifica High School supports teacher mentoring through classroom observation and modeling. Teachers are provided opportunities to visit other classrooms on and off campus to observe effective teaching strategies. Substitute services are provided during instructional time. Ongoing professional development occurs for Read 180 teachers at conferences and meetings with the site representative each month.

Principal's Training Aimed at Improving Student Achievement

Principal Ted Lawrence has attended training opportunities sponsored by the Ventura County Office of Education; training activities were aimed to support schools in providing effective strategies to exit program improvement status. During the 2016-17 school year, Mr. Lawrence will attend workshops sponsored by the Oxnard Union High School District and/or the Ventura County Office of Education related to the following:

- ✓ EL Strategies Training
- ✓ Common Core State Standards
- ✓ Wellness & Safety
- ✓ Advancement Via Individual Determination (AVID)
- ✓ Technology Training
- ✓ 21st Century Learning

School Accountability Report Card

Oxnard Union High School District Pacifica High School

Grades 9 through 12
Bijou Beltran, Principal
bijou.beltran@ouhsd.k12.ca.us



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2014-15 School Accountability Report Card *Published February 2016*

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Human Resources

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Assistant Superintendent
Administrative Services

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Principal's Message

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

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

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

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

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

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

Mission Statement

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

School Profile

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

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

Student Achievement

Physical Fitness

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

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

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

Adequate Yearly Progress

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

Adequate Yearly Progress (AYP) Results Reported by Criteria 8 Compared to District and State Performance 2014-15			
Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below?			
AYP Criteria	PHS	OUHSD	California
Overall Results	No	No	Yes
Participation Rate			
English Language Arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Percent Proficient			
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Met Attendance Rates	*	*	Yes
Met Graduation Rate	Yes	Yes	Yes

No Child Left Behind (NCLB)

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

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

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

California Standardized Tests (CST)

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

California Standards Tests for All Students in Science -- Three-Year Comparison									
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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
	51	42	38	54	53	47	59	60	56

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

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

California Assessment of Student Performance and Progress

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

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

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

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

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

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

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

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

California High School Exit Exam

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

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

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

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

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

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

Local Control Accountability Plan (LCAP)

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

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

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

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

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

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

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

Parent Involvement

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

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

Opportunities to Volunteer

Chaperone
Campus Volunteers

Committees

Athletic Booster Clubs
School Site Council
Parent Faculty Student Organization

School Activities

Sports Events
Student Orientation
Student Performances

School Facilities & Maintenance

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

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

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

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

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

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

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

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

Facilities Inspection

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

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

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

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

Rating Description

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

Campus Supervision

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

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

School Site Safety Plan

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

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	12-13	13-14	14-15
	PHS		
# of Students Suspended	219	117	176
# of Students Expelled	18	19	18
	OUHSD		
# of Students Suspended	1280	832	923
# of Students Expelled	103	54	73
	California		
# of Students Suspended	329370	279383	243603
# of Students Expelled	8266	6611	5692

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

Teaching Load

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

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

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

Dropouts

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

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

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

Graduation Requirements

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

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

Curriculum & Instruction

Staff Development

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

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

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

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

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

Instructional Materials

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

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

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

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

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

College Preparation & Work Readiness

College Preparation Courses

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

Admission Requirements for California Public Universities

University of California

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

California State University

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

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

Advanced Placement

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

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

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

Workforce Preparation

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

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

Individual student assessment of work readiness skills takes place through:

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

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

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

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

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

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

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

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

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

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

Professional Staff

Counseling & Support Staff

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

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

Counselor-to-Student Ratio: 1:478

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

Teacher Assignment

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

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

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

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

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

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

District Expenditures

Salary & Budget Comparison

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

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

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

Expenditures Per Student

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

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

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

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

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

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

* Average Daily Attendance

SARC Data

DataQuest

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

Public Internet Access Location

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

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

Disclosure

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

School Site Council Bylaws

PACIFICA HIGH SCHOOL SCHOOL SITE COUNCIL BYLAWS

2016-2017

Article I: Duties of the SSC

The SSC of Pacifica High School, hereinafter referred to as the SSC, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed SPSA from all school advisory committees
- Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations
- Recommend the SPSA and expenditures to the governing board for approval
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members
- Make modifications to the SPSA whenever the need arises
- Submit the modified SPSA for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures
- Annually (and at each semester, trimester, etc.) evaluate the progress made toward school goals to raise the academic achievement of all students
- Carry out all other duties assigned to the SSC by the district governing board and by state law

Article II: Members

Section A: Composition

The SSC shall be composed of 12 members, selected by their peers, as follows:

- The School Principal (Ex officio)
- 4 Certificated Classroom Teachers
- 1 Other school Staff Member (Certificated or Classified)
- 3 Parents
- 3 PHS Students

SSC members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office

SSC members shall be elected for 2-year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee ballots shall not be permitted.

Section D: Termination of Membership

The SSC may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the SSC chairperson.

Section E: Transfer of Membership

Membership on the SSC may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by a new member selected in an appropriate manner (e.g., regular elections; appointment of the SSC for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat).

Article III: Officers

Section A: Officers

The officers of the SSC shall be a chairperson, vice-chairperson, and secretary. The chairperson shall:

- Preside at all meetings of the SSC
- Sign all letters, reports, and other communications of the SSC
- Perform all duties incident to the office of the chairperson
- Have other such duties as are prescribed by the SSC

The vice-chairperson shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

-
- Keep minutes of all regular and special meetings of the SSC
 - Transmit true and correct copies of the minutes of such meetings to members of the SSC and to other pertinent parties
 - Provide all notices in accordance with these bylaws
 - Be custodian of the records of the SSC
 - Keep a register of the names, addresses and telephone numbers of each member of the SSC, the chairpersons of school advisory committees, and others with whom the SSC has regular dealings, as furnished by those persons
 - Perform other such duties as are assigned by the chairperson or the SSC

Section B: Election and Terms of Office

The officers shall be elected annually at the October meeting of the SSC and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the SSC for the remaining portion of the term of office.

Article IV: Committees

Section A: Subcommittees

The SSC may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the SSC. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the SSC.

Section B: Other Standing and Special Committees

The SSC may establish and abolish standing or special committees with such composition to perform such duties as shall be prescribed by the SSC. No such committee may exercise the authority of the SSC.

Section C: Membership

Unless otherwise determined by the SSC, the SSC chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section D: Terms of Office

The SSC shall determine the terms of office for members of a committee.

Section E: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the SSC, or policies of the district governing board.

Section F: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the SSC. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V: Meetings of the SSC

Section A: Meetings

The SSC shall meet regularly on designated Thursdays in the months of October, December, January, February, March, and May. Special meetings of the SSC may be called by the chairperson or by a majority vote of the SSC.

Section B: Place of Meetings

The SSC shall hold its regular meetings in the PHS Principal's Conference Room. Alternate meeting places may be determined by the chairperson or by majority vote of the SSC.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time, or location shall be given special notice. All meetings shall be publicized in the following venues: PHS School Website, PHS Reception Area (Hard Copy) and the PHS Electronic Marquee.

All required notices shall be delivered to the SSC and committee members no less than 72 hours and no more than 14 days in advance of the meeting, personally or by mail (or by e-mail).

Section D: Quorum

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the SSC shall be conducted in accordance with the rules of order established by California *EC* Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the SSC.

Section F: Meetings Open to the Public

All meetings of the SSC, and of committees established by the SSC, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article VI: Amendments

An amendment of these bylaws may be made at any regular meeting of the SSC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to SSC members at least 14 days prior to the meeting at which the amendment is to be considered for adoption.

Title I – School Plan Reference of Required Components (PI schools only)

The following components of this plan comply with ESEA Title I, Part A Section 1116 for schools identified for Program Improvement	Addressed in SPSA?
Policies and Practices Identify the adoption of policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all students (and student subgroups) enrolled in the school become proficient.	Included in school goals and action plans.
Improvement of Instructional Strategies Identify strategies based on scientifically-based research that will strengthen the core academic subjects in a school and address the specific academic issue that caused a school to be identified for PI.	Included in school goals and action plans.
Specific Annual Measurable Objectives Describe specific AMOs developed for each of the student subgroups and in accordance with state's measure of adequate yearly progress.	Included in school goals and action plans as well as AMAO Summary data located in the Reference Section of this plan.
Extended Learning Identify, where appropriate, activities before school, after school, during the summer, and during any extension of the school year.	Included in school goals and action plans. See the Extended Learning section of this plan for ASES/ASSETS program participation and information.
Professional Development <ul style="list-style-type: none"> A minimum of ten percent of Title I funds will be used each year that the school is in PI for the purpose of providing high-quality professional development of teachers and principal. PD meets requirements of ESEA Section 1119 (qualifications for teachers and paraprofessionals) PD affords increased opportunity for participation PD directly addresses the academic achievement problem that caused a school to be identified for PI How funds (10%) reserved for PD will be used to remove the school from PI status 	Included in school goals and action plan. Additional information available in the Professional Development Section and SARC located in the Reference Section of this plan.
Parent Notification Description of how the school will provide written notice about the identification of the school for PI in understandable language and format.	See School Information Section of this plan.
Parent Involvement Strategies to promote effective parental involvement.	Parent Involvement Policy & Calendar located in the Reference Section of this plan.
Shared Responsibility for Improvement Specify the responsibilities of the school, the district, the CDE, and a description of the technical assistance and fiscal responsibilities to be provided by the district.	School-Parent/Home Compact located in the Reference Section of this plan.
Incorporation of a Teacher Mentoring Program	Description provided in the Reference Section of this plan.

Title I – School Plan Reference of Required Components (SW schools only)

The following components of this plan comply with ESEA Title I, Part A Section 1114 for Title I Schoolwide Schools	Addressed in SPSA?
Comprehensive Needs Assessment Preparation of a comprehensive needs assessment of all children enrolled in the school, including migratory children, which includes the analysis of student performance data in relation to the state academic content standards.	Described in the School Information Section of this plan.
Schoolwide Reform Strategies Provide opportunities for all students to meet the academic standards at the proficient and advanced levels: <ul style="list-style-type: none"> Use instructional strategies that are based on scientifically-based research that strengthen the core academic program that: <ul style="list-style-type: none"> Increase the amount and quality of learning time such as through an extended school year, before- and after-school, and summer school programs and help provide an enriched and accelerated curriculum Include strategies for meeting the educational needs of historically underserved populations. Include strategies to address the needs of all children in the school, and in particular, the needs of low-achieving students and those at-risk of not meeting the state content standards: <ul style="list-style-type: none"> Description of a process of reevaluating whether the needs of students have been met and are consistent with the LEA plan 	Included in school goals and action plans.
Student Support Strategies Strategies for timely and effective assistance to students that need additional help.	Included in school goals and action plans.
Teacher Involvement in Planning Academic Assessments Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on and to improve student achievement and the overall instructional program.	Included in school goals and action plans.
Transition from Preschool to Kindergarten Plans for assisting preschool children in the transition from early childhood programs, such as Head start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs.	Identified in the School Information Section of this plan.
Highly Qualified Teachers Instruction by highly qualified teachers. Strategies to attract high quality highly-qualified teachers to high-need schools.	Identified in the School Information Section of this plan.
Professional Development Provisions for high quality and ongoing professional development for teachers, principals, and paraprofessional and other staff to enable all children to meet the state's academic achievement standards.	Included in school goals and action plans. Additional information available in the Professional Development Plan located in the Reference Section of this plan.

Coordination of Programs Coordination and integration of federal, state, and local services and program. <ul style="list-style-type: none">o Violence prevention programso Nutrition Programso Housing Programso Head Starto Adult Educationo Vocation and Technical Educationo Job Training	Included in school goals and action plans. Additional details available in the School Information Section of this plan. Vocational and Technical Education programs and job training programs are identified in the SARC located in the Reference Section of this plan.
Parent Involvement Strategies to increase parental involvement in accordance with Section 1118, such as parents training parents, in-home conferences, parent centers, collaboration with government-sponsored preschool programs, literacy services.	School-Parent/Home Compact included in the Reference Section of this plan.

Chart of Requirements

REQUIREMENTS	LEGAL CITATION	EIA, English	EIA, State Compensator v. Education	Title I, Targeted	Title I, Schoolwide	Title I, Program	Quality Education	Title II, Improving	Title III, English	School Safety Block	Pupil Retention	School & Library Improvement
I. Involvement												
Involve parents and community in planning and implementing the school plan	EC 52055.750(b)						X					
	EC 35294.1(b)(2)(C)									X		
	5CCR 3932	X	X	X	X	X		X				
	20 USC 7115(a)(1)(E)					X						
	20 USC 6315(c)(1)(G)			X								
	20 USC 6314(b)(1), (2)(A)				X							
Advisory committee review and recommendations	EC 64001(a)	X	X	X	X	X		X				
	EC 52055.755						X					
Written notice of program improvement status	20 USC 6316(b)(3)					X						
II. Governance and Administration												
Single, comprehensive plan	EC 64001(a), (d)	X	X	X	X	X		X	X		X	X
	EC 52853	X	X	X	X	X						
	EC 41572											X
	EC 41507										X	
	EC 35294.1(a)									X		
	20 USC 6315(c)(1)(B)			X								
	20 USC 6314(b)(2)(A)				X							
School Site Council (SSC) constituted per former EC 52012	EC 64001(g)	X	X	X	X	X		X	X		X	X
SSC developed SPSA and expenditures	EC 64001(a) EC 41572 EC 41507 EC 35294.1(b)(1)	X	X	X	X	X		X	X		X	X
												X
											X	
										X		
SSC annually updates the SPSA	EC 64001(g)	X	X	X	X	X		X	X		X	X
	EC 35294.2(e)									X		
Governing board approves SPSA	EC 64001(h)	X	X	X	X	X	X	X	X	X	X	X
	EC 52055.750(a)(5)						X					
Policies to ensure all groups succeed (specify role of school, LEA, and SEA; and coordination with other organizations)	20 USC 6316(b)(3)					X						

	20 USC 6316(b)(3)					X						
III. Funding												
Plan includes proposed expenditures to improve academic performance	EC 64001(g)	X	X	X	X	X			X	X		
	EC 52853	X	X	X	X	X						

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	20 USC 6316(b)(3)					X						
	20 USC 6315(c)			X								
	20 USC 6314(b)(2)(A)				X							
Describe centralized services expenditures	5 CCR 3947(b)	X	X									
IV. Standards, Assessment, and Accountability												
Comprehensive assessment and analysis of data	EC 64001(f)	X	X	X	X	X		X	X			
	EC 52055.740(a)(1)(D)(5)						X					
	20 USC 6314(b)(1), (2)(A)				X							
Evaluation of improvement strategies	EC 64001(f)	X	X	X	X	X		X	X			
	EC 52853	X	X	X	X	X						
	EC 35294.2(e)									X		
	EC 32228.5(b)									X		
Assessment results available to parents	EC 35294.2(e)									X		
	20 USC 6314(b)(2)(A)				X							
V. Staffing and Professional Development												
Provide staff development	EC 52853	X	X	X	X	X						
	EC 52055.750I						X					
	EC 32228(b)(2)									X		
	20 USC 6316(b)(3)					X						
	20 USC 6315I(1)(F)			X								
	20 USC 6314(b)(1), (2)(A)				X							
Budget 10 percent of Title I for staff development	20 USC 6316(b)(3)					X						
Provide highly qualified staff	EC 52055.740(a)(1)(D)(3)						X					
	20 USC 6315I(1)(E)			X								
	20 USC 6314(b)(1), (2)(A)				X							
Distribute experienced teachers	EC 52055.750(a)(10)						X					
VI. Opportunity and Learning												
Describe instruction for at-risk students	EC 52853	X	X	X	X	X						
Describe the help for students to meet state standards	EC 64001(f)	X	X	X	X	X		X	X			
	20 USC 6314(b)(1), (2)(A)				X							
	20 USC 6315(c)			X								
Describe auxiliary services for at-risk students	EC 52853	X	X	X	X	X						
	20 USC 6315(c)			X								
	20 USC 6314(b)(1), (2)(A)				X							
Avoid isolation or segregation	5CCR 3934	X	X	X	X	X						

VII. Teaching and Learning												
Goals based on performance	EC 64001(f)	X	X	X	X	X		X	X			

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Define objectives	20 USC 6316(b)(3)					X						
Steps to intended outcomes	5CCR 3930		X	X	X	X		X				
Account for all services	5CCR 3930		X	X	X	X		X				
Provide strategies responsive to student needs												
	5CCR 3931	X	X	X	X	X		X				
	20 USC 6315(c)			X								
	20 USC 6314(b)(2)(A)				X							
Describe reform strategies that:	20 USC 6314(b)(1), (2)(A)				X							
-Allow all to meet/exceed standards	20 USC 6315(c)			X	X							
-Are effective, research-based	20 USC 6316(b)(3)				X	X						
	20 USC 6315(c)(1)(c)			X								
	20 USC 6314(b)(1)(B)				X							
-Strengthen core academics	EC 52054				X							
-Address under-served populations	EC 52054				X							
-Provide effective, timely assistance	20 USC 6314(b)(1)(I), (2)(A)				X							
-Increase learning time	20 USC 6316(b)(3);					X						
	20 USC 6314(b)(1)(B), (2)				X							
-Meet needs of low-performing students	20 USC 6315(c)(A);			X								
	20 USC 6314(b)(1)(B), (2)				X							
-Involve teachers in academic Assessments	20 USC 6314(b)(1)(H), (2)				X							
-Coordinate state and federal programs	20 USC 6315(c)(1)(H)			X								
-Transition from preschool	20 USC 6314(b)(1)(J), (2)(A)				X							
	20 USC 6315(c)(1)(D)			X								
	20 USC 6314(b)(1)(G), (2)(A)				X							
Enable continuous progress Acquire basic skills, literacy	5CCR 3931	X	X	X	X	X		X				
	5CCR 3937	X	X	X	X	X						
Align curriculum, strategies, and materials with state standards or law	EC 52853	X	X	X	X	X						
Provide high school career preparation	5CCR 4403		X									

Master Schedule

TEACHER	Rm	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 0
Abbott, Corrinne	F111	English 3 (P)	English 4 TECA (P)	English 3 TECA (P)	English 3 (P)	PREP	English 3 (P)	
Acab, Edgar	E103	Chem Study (P)	Chem Study (P)	PREP	Chem Study (P)	Chem Study (P)	Chem Study (P)	
Aguilera, Guadalupe	F220	Dir Studies	English 3(TT) Edison F214	English 3(TT) Edison F214	Careers TPP F224	PREP	RSP	
Alcala, Carolina	J127	Visual Art (P)	Visual Art (P)	Visual Art (P)	Painting A & B (P)	Painting A&B (P)	Visual Art (P)	
Aldrete, Carlos	E209	Bio Lab (P) AOB	Bio Lab (P)	Chem Study (P) E103	PREP	Bio Lab (P) E123	Chem Study (P) E123	Chem Study E103
Anttila, Jodie	M05	Integ Math 2 (P)	Integ Math 2 (P)	Integ Math 2H	Integ Math 2H	PREP	OFF CAMPUS	
Balden, Jon	J114	Econ 4 (P)	AP Micro	AP Micro	Psychology (P)	PREP	OFF CAMPUS	Econ 4 CA (P)
Barragan, Adrian*	F125	Gov Econ SAI	Dir Studies	World Civ SAI	Dir Study	Prac Math SAI	PREP	
Barragan, Herman*	J124	PREP	Math 1B SAI	Math 9 SAI	Math 9 SAI	Math 1A SAI	Math 1A SAI	
Basua, Mike	E208	CCLR Math	CCLR Math	Business Calc	PREP	Des Stat (P)	Des Stat (P)	
Bautista, Javier	F101	World Civ 2 (P)	World Civ 2 (P)	PREP	World Civ 2 SDAIE	Geog St-SDAIE	World Civ 2 (P)	
Beck, John	M016	English AP F214	PREP	English AP	English 1H (HP)	English 1H (HP)	OFF CAMPUS	English 3 AP ESEA F214
Behniwal, Jay	M016	English 2H (HP)	English 2 (P) AVID	English 2 (P) AVID J104	English 2 (P) J106	PREP	OFF CAMPUS	Health Sci
Bemis, Myra	E201	Integ Math 2 (P)	Integ Math 2 (P)	PREP	Integ Math 2 (P)	Integ Math 2 (P)	Integ Math 2 (P)	
Berthel, Dan	M012	Aca Enrich Pr4/3	Aca Enrich Pr3/4	Aca Enrich Pr4/3 F215	PE Course I	PE Course II	PREP	
Brister, Brian	E220	Bio Lab (P)	PREP	Bio Lab (P)	Bio Lab (P) AVID	Env Science (P)	OFF CAMPUS	Bio Lab (P) AVID
Brondos, Mark	M010	US History 3 (P)	US History 3 (P)	World Civ2P AOB	PREP	Tutorial Study	OFF CAMPUS	US Hist 3 HA (P)
Calderon, Cesar	J126	Integ Math 1 (P)	Integ Math 1 (P)	Integ Math 9	PREP	Integ Math 1(P) M05	Integ Math 1(P) M05	
Camacho, Ray	M11	Am Gov 12	Am Gov 12	PREP	Athletic Dir	Athletic Dir	Athletic Dir	
Carr, Robert	E203	Marine Bio(P)	Marine Bio(P)	PREP	Bio Lab CA (P)	Bio Lab (P)	Marine Bio (P)	
Carson, Chloe	M015	Physiology HA (P)	Med Tech (HA)	Bio Lab HA (P)	Physiology(P)	Release Period	PREP	
Carter, Holly	F204	SAI English 9	English 12 SAI	English 11 SAI	PREP	Reading 9 SAI	Social Skills SAI	
Carver, Rachael*	M014	Integ Math 2H	Integ Math 2H	PREP	Instructional Coach	OFF CAMPUS	Algebra Readiness	Integrated Math 2H
Castaneda, Agustin	M01	Integ Math 2(P) M02	Integ Math 3(P) M02	Integrated Math 3(P)	Integrated Math 2(P)	Integrated Math 2(P)	PREP	
Castanon, Mike	C107	PREP	WorldCiv2 HA (P)	Am Gov 12	Student Gov	Student Gov	Activities Dir	
Castro-Ibarra, Carlos	H109	Spanish NS 2 (P)	Spanish NS 2 (P)	Spanish 1 (P)	PREP	Spanish NS2 (P) H111	Spanish NS2 (P) H111	
Ceara, Gheorghe	J117	AP Comp Sci Princ	AP Comp Sci Princ	AP Comp Sci A	Multimedia	AP Comp Sci Princ	NAF Academy	
Crane, Lorraine	GYM	PREP	Health F103	Health ED CP E111	Aerobics	PE Course I	Health E101	
Cuesta, Mercedes	E109	Bio Lab (P)	PREP	Bio Lab (P)	Bio Lab (P)	Bio Lab SDAIE (P)	Bio Lab (P)	
Czerwinski, Tom	E213	Astronomy (P) E214	Astronomy (P) E214	Astronomy (P)	Earth & Space Sci CP	Earth & Space Sci CP M15	PREP	
Dasnoit, Travis	F116	PREP	World Civ 2 (P)	Am Gov 4 (P)	Am Gov 4 (P)	World Civ 2 (P)	OFF CAMPUS	Water Polo
Davison, Stefanie	M04	PREP	Integ Math 9 E122	Integ Math 1 (P)	Integ Math 1 (P)	Integ Math 1 (P)	Integ Math 1 (P)	
Daw, Jason	E202	Physiology (P)	Physiology (P)	Bio Lab TECA (P)	Bio Lab (P)	PREP	CROSS COUNTRY	
Dawson, Clint	E214	Earth & Space SciCP F115	Env Sci E220	Env Sci AP (HP)	Integ Physics & Chem	Integ Physics & Chem	Earth & Space SciCP	
Deardorff, Tod	B120	Video & Film (P)	Video & Film (P)	Video & Film (P)	Video & Film (P)	Video & Film (P)	PREP	

TEACHER	Rm	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 0
Diaz, Eric	F201	PREP	O.A.S.I.S	WT TRAIN COND GYM	WT TRAIN COND GYM	WT TRAIN COND GYM	PE Course I	
Diaz, Heriberto	H109	Spanish NS2 (P) H112	Spanish NS3 (P) H112	PREP	Spanish NS3 (P)	Spanish NS2 (P)	Spanish NS3 (P)	
Dillon, Willie	GYM	PE Course I	PREP	PE Course I	PE Course I	PE Course I	ADV WRESTLING	
Edison, Robert*	F214	English 2 F216	English 3 WCP (P)	English 3 WCP (P)	PREP	English CODE	English 2 (P)	
Espino, Anna	GYM	WT TRAIN COND	Dance Rhythm	PE Course I	Dance Rhythm	PE Course I	PREP	
Evans, Reiko	H111	French 1 (P)	French 1 (P)	French 1 (P)	Geo of Tourism	PREP	OFF CAMPUS	
Farias, Erik	M06	Integ Math 1 (P)	Integ Math 1 (P)	Integ Math 1 (P) E201	OFF CAMPUS	OFF CAMPUS	OFF CAMPUS	
Felzer, Linda	F104	ELD 103 Reading & Writing	Eng Lang Dev 103	Bible as Lit (P)	English 4 (P)	PREP	English 4 (P)	
Ferguson, Aaron	E114	Chem AoB	Earth Science	Chem AoB	Social Entre AoB	Academy Release	OFF CAMPUS	Intro to Entre AoB
Filar, Kimberly	F216	PREP	English 4 (P)	English 1 (P)	English 4 (P)	English 4 (P)	English 4 (P)	
Flesher, Michael	F215	Eng 2 TECA (P)	Eng 2 (P) AOB	Comedy/Improv B144	Drama 1/2 (P) B144	English 4 (P) AOB	PREP	English 2 (P) CODE
Fox, Dave	J101	PREP	Digital Photo (P)	Digital Photo (P)	Digital Photo (P)	Digital Photo (P)	Digital Photo (P)	
Gaffuri, Robert	J113	Env Ethics	Geo of Tourism	AP Geo	AP Human Geo	ESEA Aca Release	OFF CAMPUS	
Garcia, Marina	H112	PREP	Culinary Found 1,2 H116	Dev Psych A (P)	Dev Psych A (P)	Dev Psych A (P)	Culinary Found 1,2 H116	
Garcia, Roman*	J123	PREP	Am Gov 4 (P)	Am Gov 4 (P)	US History SDAIE	US History 3 CA (P)	US History 3 (P)	
Goldstein, Robert	G105	History ED	English 9,10,11,12 ED	Math 1A/1B ED	PREP	Biology ED	Gov/Econ Design ED	
Gonzales, Jesse*	M03	Integ Math 3 (P)	PREP	Pre Calc (P) S1	Pre Calc (P) S1	Pre Calc (P) S1	Integ Math 3 (P)	
Guzik, Randy	E122	Pre Calc (P) S1	PREP	Pre Calc (P) S1	Calc BC AP (HP)	Calc BC AP (HP)	Pre Calc (P) S1	
Haas, Lorena	H129	Spanish NS3 (P) H101	PREP	Spanish NS3 (P)	Spanish 4AP (HP)	Spanish NS3 (P)	Spanish NS3 (P)	
Hamilton, Kara	J109	PREP	English 1H	English 3 (P)	English 3 (P)	English 3 AP	English 1 (P)	
Hartman, Burna	F208	Reading Tech 9	Reading Tech 9	Reading Tech 9	PREP	Reading Tech 9	English 1 (P)	
Harvey, Colin	F115	PREP	World Civ 2 (P)	Euro Hist AP (HP)	Euro Hist AP (HP)	World Civ 2 (P)	World Civ 2 (P)	
Hatch, Darren	F220	PREP	Geo/Health SAI	Dir Studies	RSP	Eng 1 TT w/Hayslip J108	Eng 1 TT w/Hayslip J108	
Hayslip, Dacia	J108	PREP	English 1 (P)	English 1 (P)	English 1 (P)	English 1 (P)	English 1 (P)	
Hernandez, Cynthia	F203	English 102	ESL Converse 102	Spanish NS2 (P)	Spanish NS2 (P)	PREP	Spanish N2 (P)	AVID 1 EL
Hernandez, Steve	J133	US History 3 (P)	US History 3 (P)	US Hist 3 (P) AOB	US History 3 (P)	PREP	OFF CAMPUS	US Hist 3 TECA (P)
Hickman, Michelle	F224	US History SAI	RSP	PREP	Communications 2000 TT Touake F103	Communications 2000 TT Touke F103	Dir Studies	
Hinckley, Shanta	GYM	Adapted PE	OFF CAMPUS	OFF CAMPUS	OFF CAMPUS	OFF CAMPUS	OFF CAMPUS	
Hitchner, Jay	E209	PREP	Bio Lab (P) E102	Marine Bio (P)	Marine Bio (P)	Marine Bio (P)	Bio Lab (P)	
Holicky, Allison	J107	English 1 (P)	English 3 (P) AOB	English 1 (P)	Instructional Coach	OFF CAMPUS	PREP	Entrepreneurship AOB
Holmes, Michelle	M02	Integ Math 1(P) J109	PREP	Integ Math 1(P)	Integ Math 1(P)	Integ Math 2 (P)	Integ Math 2 (P)	
Hotchkiss,, Karin	F224	RSP	English 10 SAI	Integ Math 1(P) TT Holmes M02	PREP	Eng 2 TT Smuck F201	Eng 2 TT Smuck F201	

TEACHER	Rm	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 0
Juell, Bryan	F102	US Hist 3 (P) J123	PREP	US History 3 (P)	US History 3 (P)	US History 3 (P)	US History 3 (P)	
Keddington,	F126	Biology SAI	Math 1 TT Calderon	RSP	Math 1 TT Holmes	Earth Science	PREP	
King, Beth (RSP)	F220	CCLR TT Basua E208	CCLR TT Basua	RSP	Math 1B SAI	PREP	OFF CAMPUS	
King, Debbie	GYM	Street Jazz	Dance Rhythm	Dance Rhythm	Dance Rhythm	PREP	Adv Dance (P)	
Kipp, Sue	Lib	Library Science	Library Science	Library Science	Library Science	Library Science	Library Science	
Kohnle, Shelly*	J115	Digital Photo (P)	Digital Photo (P)	Digital Photo (P)	Digital Photo (P)	Digital Photo (P)	Yearbook	
Linecker, Melody	J103	English 4 (P)	PREP	English 4 (P)	English 3 (P)	English 3 (P)	English 3 (P)	
Luevanos, Jim	F211	Geo of Tourism	Geo of Tourism	PREP	Geo of Tourism	Geo of Tourism	Geo of Tourism	
Magallanes, Cristina	H127	Rec Leisure SDC	PREP	Comm Access SDC	Comm Access SDC	Explor Wrk Exp	Soc Skills SDC	
Martell, Araceli	H131	AP Span Lang	PREP	AP Span Lit	AP Span Lit	AP Span Lang	AP Span Lang	
Martinez, Mark	F109	World Civ 2 (P) AVID	AVID 3	World Civ 2 (P) AVID	Crim Just 4 (P)	PREP	OFF CAMPUS	
McCardell, Scott	E211	Integ Math 1 (P) E104	Integ Math 1 (P) E104	PREP	Integ Math 1(P)	Integ Math 1(P)	Integ Math 1(P)	
McFadyen, Ian (SDC)	H108	Dev Psych A(P) TECA	Intro to Ed Careers	TECA II	PREP	TECA	Dev Psych A (P)	
Mc Farland, Jon	H101	PREP	French 2 (P)	French 2 (P)	French 2 (P)	French 4AP (HP)	English 1 (P)	
Moon, Mike	M012	PREP	WT TRAIN COND GYM	SOAR TUT	Aca Enrich	Aca Enrich Pr 3/4	FOOTBALL	
Morales, Abel	M08	Health Ed CP	Health Ed CP	Health Ed CP	Health Ed CP	PREP	BASKETBALL	
Morales, Veronica	M013	Spanish 1 (P)	Spanish 1 (P)	Spanish 2 (P)	PREP	Spanish 2 (P)	Spanish 2 (P)	
Munoz, Victor Alex	F108	Economics 4 (P)	Economics 4 (P)	PREP	Economics 4 (P)	Economics 4 (P)	Government	
Murillo, Lupe	H129	Spanish 3 (P)	Spanish 1 (P)	PREP	Spanish 1 (P) H130	Spanish 3 (P) H130	Spanish 1 (P) H130	
Naghdi, Naseem	E213	Earth SciCP(P)	Earth Sci CP (P)	PREP	Earth Sci CP (P) E219	Earth Sci CP (P)	Earth Sci CP (P)	
Navarro, Andrew	M01	Integ Math 3 (P)	Integ Math 3 (P)	Integ Math 2(P) Bil M014	Integ Math 3 (P) M014	PREP	SOCCER	
Nichols, Jaimene	J106	English 1 (P)	English 1 (P)	English 2 (P)	PREP	English 1 (P)	English 2 (P)	
Ofeldt, Kristen	H116	Reg Cuisine	PREP	Culinary Found 1,2	ROP Culinary Art	ROP Culinary Art	OFF CAMPUS	Intro to Baking
Peck, Aaron	E211	Integ Math 3H	Stats AP (HP)	Integ Math 3H	PREP	Integ Math 3H	TENNIS	
Peralta, Carmen	F212	English 101	ESL Converse 101	Mex Chicano (P)	Mex Chicano AVID	PREP	English 3 CA (P)	
Pike, Jeff	M07	Mmedia 1 (P)	Video & Film (P)	Microsoft Office	Microsoft Office	Mmedia 1 (P)	PREP	
Ramos, Isabel	E104	PREP	Integ Math 2 (P) F110	Integ Math 2 (P)	Integ Math 2 (P)	Integ Math 2 (P)	Integ Math 2 (P)	
Ramos, LaDonna	E204	AVID 1/2	AVID 1/2	AVID 1	PREP	AVID 4	Env Science	
TEACHER	Rm	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 0
White, Jocelyn	E123	Bio Adv PI (HP)	Bio Adv PI (HP)	Phys Sci H (HP)	Phys Sci H (HP)	PREP	OFF CAMPUS	
Willson, Bryan	E101	Earth Sci CP	Earth Sci CP	Earth Sci CP	Earth Sci CP	Earth Sci CP	BASEBALL	
Wingland, Mark	B144	Piano B123	Begin Guitar	Piano B123	PREP	Advanced Guitar	OFF CAMPUS	
Winter, Diane*	E102	Chem Lab CA (P)	Phys Sci H 2	Chem AP (HP)	Chem AP (HP)	Phys Sci H (HP)	Physical Sci H (HP)	

Wolfe, Carrie	J103	PREP	DISTRICT OFFICE	DISTRICT OFFICE	DISTRICT OFFICE	DISTRICT OFFICE	DISTRICT OFFICE	
Zaks, Keren	E108	Pre Calc H (HP) 1	Pre Calc H (HP) 1	Integ Math 3 (P)	Integ Math 3 (P)	PREP	OFF CAMPUS	
Zehner, Janice*	E219	Physics (P)	Physics C AP HP	Physics (P)	PREP	Physics (P)	Physics (P)	
Rico, Laura	H130	Spanish NS1 (P)	Spanish NS2 (P)	Spanish NS2 (P)	PREP	Spanish NS2 (P)	Spanish NS2 (P) F203	
Riegert, Eric	M011	US Hist 3 (P) F116	PREP	US Hist 3 (P)	World Civ 2 (P)	World Civ 2 (P)	World Civ 2 (P)	
Riley, Mark	M09	English 4 HA (P)	AP English Lit	English 3 HA (P)	PREP	AP English Lit	Newspaper	
Rodriguez, Gina	F110	World Civ 2 (P)	PREP	World Civ 2 (P)	World Civ 2 (P)	AP Human Geog	AP Human Geog	
Rodriguez, Ramon*	F112	US His 3AP	COORDINATOR CUL	World Civ 2 CA	US History 3AP	US History 3AP	US History 3AP	
Rogers, Bethany	E108	Int Math1 (P) M04	Int Math 1 (P) M04	PREP	Integ Math 1 (P)	Integ Math 1 (P)	Integ Math 1 (P)	
Rogers, Cathi *	B148	PREP	World Music A/B	Symphonic A/B	World Music A/B	Symphonic A/B	M Band 9/12 (P)	Stage/March Band
Rosa, Jose	J121	3D Sculp Des (P)	Ills Life Draw (P)	Visual Art (P)	3D Sculp Des (P)	3D Sculp Des (P)	3D Sculp Des (P)	
Rosin, Rich	GYM	PE Course II	PE Course II	Self Defense	FFL F117/GYM	PREP	FFL J133	
Roy, Sumi	E111	Health Ed CP	Health Ed CP	PREP	Health Ed CP	Health Ed CP	Health Ed CP	
Salcedo, Juan	J102	PREP	BusinesS Calc J103	Desc Stat (P)	Business Calc	Business Calc	Business Calc	
Shettler, Jeff	H121	PREP	Rec Leisure SDC	Comm Access SDC	Comm Access SD	Explor WK Exp	Soc Skills SDC	
Simpson, Carly*	GYM	Dance Tech (P)	Dance Tech (P)	Dance Tech (P)	Dance Tech (P)	Dance Tech (P)	PREP	
Simpson, Doreen	J104	English 3 (P)	English 3 (P)	PREP	English 3 (P)	English 3 (P)	English 1 (P)	
Smuck, William	F201	English 4 CA (P)	PREP	OFF CAMPUS	English 2 (P)	English 2	English 2	Eng 2CA (P)
Soto, Velia	H124	PREP	Soc Skills SDC	Comm Acc SDC	Comm Acc SDC	Explor WK Exp	Soc Skills SDC	
Stage, Randy	GYM	PE Course I	PE Course I	PE Course I	PE Course I	PE Course II	PREP	
Stroh, Diana	J126	Integ Math 1 (P) J102	Integ Math 1 (P) J102	PREP	Integ Math 1 (P)	Integ Math 1 (P)	Integ Math 1 (P)	
Sydlaske, Lucas	F117	English 2 (P)	English 1H (HP)	English 1H (HP)	PREP	English 2 (P)	OFF CAMPUS	English 2H ESEA
Tackett, Matt	F209	English 1 (P) AVID	English 1 (P)	PREP	Gen Work Exp	Gen Work Exp	Gen Work Exp	
Touake, Robert	F103	English 4 (P)	PREP	English 4 (P)	Communications 2000	Communications 2000	English 4 (P)	
Unterberger, Jessika	F109	Psychology (AP) F102	Psychology (P)TECA F102	PREP	Psychology (AP)	US History AVID	Psychology (AP)	
Urias, Ray	F210	Am Gov 4 (P)	Am gov 4 (P) AOB	Econ 4	Government	Am Gov 4 (P)	PREP	
Valdez, Gabriel	F202	PREP	Adv Eng & Pub Health	English 2H (HP)	English 2H (HP)	English 2 (P)	OFF CAMPUS	Aca DECA

PACIFICA HIGH SCHOOL BELL SCHEDULE

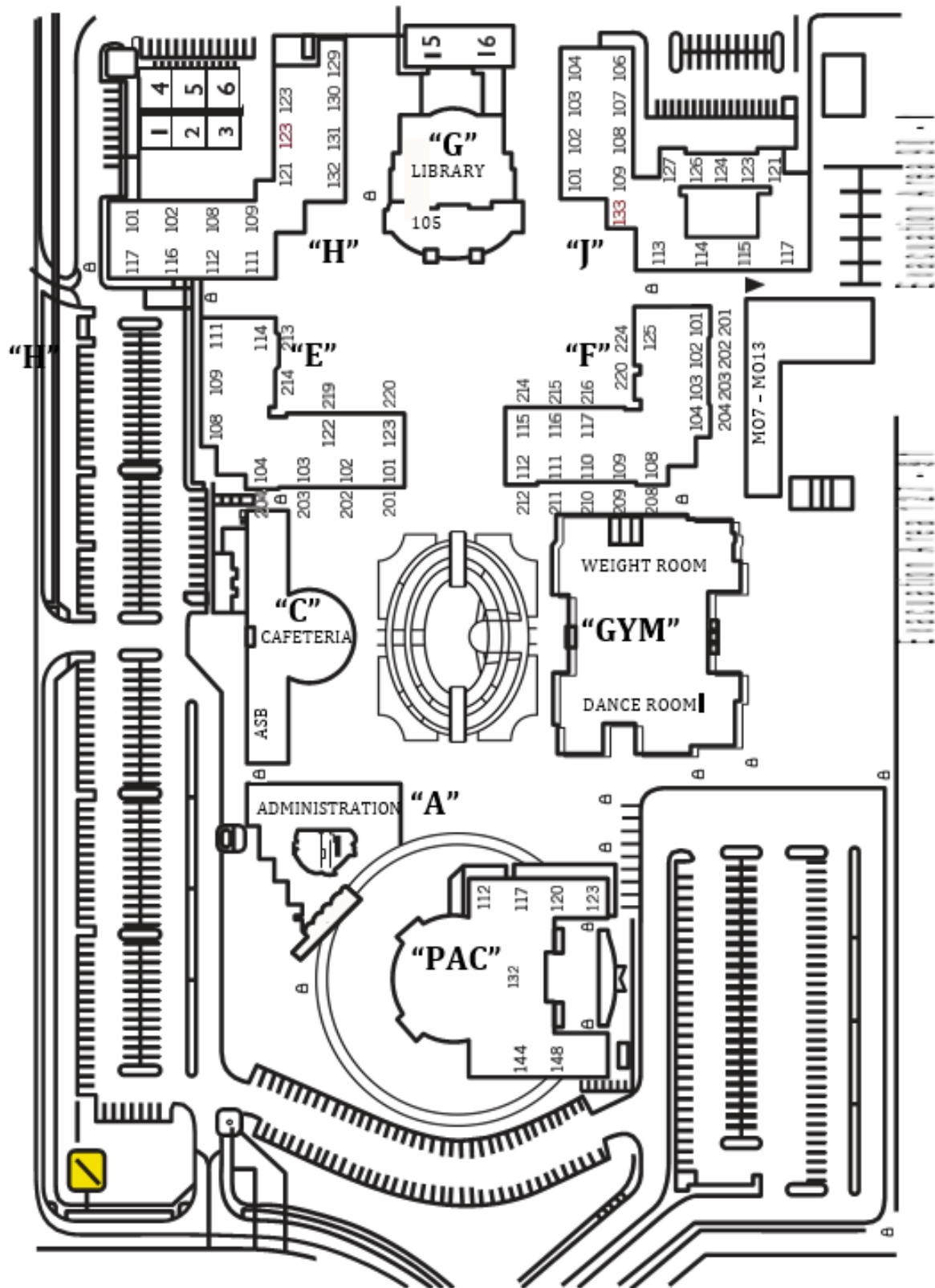
REGULAR DAY	
WARNING BELL	7:03
Period 0	7:09 – 8:05
Period 1	8:11 – 9:07
Period 2	9:13 – 10:23
Nutrition	10:23-10:32
Period 3	10:38-11:34
Period 4	11:40-12:36
Lunch	12:36 -1:11
Period 5	1:17 – 2:13
Period 6	2:19 – 3:15

COLLABORATION SCHEDULE	
WARNING BELL	7:14
Period 0	7:20 - 8:05
Period 1	8:11 -8:56
Period 2	9:02 – 9:57
NUTRITION	9:57 – 10:06
Period 3	10:12 – 10:57
Period 4	11:03- 11:48
LUNCH	11:48 - 12:23
Period 5	12:29 –1:14
Period 6	1:20 –2:05
COLLABORATION	2:05 – 3:15

MINIMUM DAY SCHEDULE	
WARNING BELL	7:25
Period 0	7:31 - 8:05
Period 1	8:11 -8:45
Period 2	8:51 – 9:38
Period 3	9:44 – 10:18
NUTRITION	10:18 – 10:38
Period 4	10:44- 11:18
Period 5	11:24 –11:58
Period 6	12:04 –12:38

EXAM DAY SCHEDULE			
Period 0 (Day 1 & 2)		7:31-8:05	
Day 1	Day 2	Day 3	
Per 1	Per 3	Per 5	8:11 – 10:11
LUNCH BREAK			10:11 – 10:32
Per2	Per 4	Per 6	10:38– 12:38

RALLY SCHEDULE	
Period 0	7:11-8:05
Period 1	8:11-8:59
Period 2	9:05-10:07
Nutrition	10:07-10:16
Period 3	10:22-11:10
Period 4	11:16-12:04
Rally	12:10-12:52
Lunch	12:52-1:27
Period 5	1:33-2:21
Period 6	2:27-3:15



Glossary of Terms

- | | |
|---|--|
| <ul style="list-style-type: none"> ➤ CAASPP: California Assessment of Student Performance and Progress ➤ CAST: California Science Test ➤ IAB: Interim Assessment Block ➤ PLC: Professional Learning Community ➤ SAT: Scholastic Aptitude Test ➤ ACT: American College Testing ➤ PSAT: Preliminary Scholastic Aptitude Test ➤ A-G: sequence of UC-approved courses that students must pass with a C or better for admission ➤ CTE: Career Technical Education ➤ SBAC: Smarter Balanced Assessment Consortium ➤ CELDT: California English Language Development Test ➤ ELPAC: English Language Proficiency Assessments for California ➤ ELAC: English Language Advisory Council ➤ SSC: School Site Council ➤ OUHSD: Oxnard Union High School District ➤ CCSS: Common Core State Standards ➤ NGSS: Next Generation Science Standards ➤ LCAP: Local Control and Accountability Plan ➤ CFA: common formative assessment ➤ CFU: checking for understanding ➤ SPSA: Single Plan for Student Achievement | <ul style="list-style-type: none"> ➤ TIDE: Tritons Involved & Driven to Excellence ➤ ASAT: Academic After School Tutoring ➤ PTSA: Parent-Teacher-Student Association ➤ ERWC: Expository Reading and Writing Course ➤ HSA: Health Science Academy ➤ CODE (AoIT): Academy of Information Technology ➤ TECA: Teaching and Education Careers Academy ➤ AoB: Academy of Business ➤ ESEA: Environmental Science and Engineering Academy ➤ CAA: Culinary Arts Academy ➤ AVID: Advancement Via Individual Determination ➤ OER: Online Educational Resource ➤ ELD: English Language Development ➤ CPA: California Partnerships Academy ➤ NAF: National Academy Foundation ➤ PD: Professional Development ➤ AP: Advanced Placement ➤ EL: English Learner ➤ SPED: Special Education ➤ TAC: Technology Advisory Committee ➤ WICOR: AVID strategy of incorporating writing, inquiry, collaboration, organization, and reading |
|---|--|

- **COW:** computer on wheels
- **JET Review:** Joint Ed Tech review
- **ASB:** Associated Student Body
- **PBIS:** Positive Behavioral Interventions and Supports
- **CCRP:** College and Career Readiness Plan
- **ROP:** Regional Occupational Program
- **TES:** Transcript Evaluation Service
- **BYOD:** bring your own device
- **Zing:** Pacifica High School app for communications
- **Trusted Aid:** financial aid app
- **RFEP:** Reclassified Fluent English Proficient
- **FEP:** Fluent English Proficient
- **OASIS:** Options Assistance and Support In School
- **SOAR:** Student Opportunity for Academic Recovery
- **Cyber High:** online credit retrieval course with A-G approved courses; replaced APEX
- **The Options Academy:** formerly Condor; blended independent study program offered through OUHSD with students coming on campus to test
- **APC:** Alternative Placement Committee
- **ELRT:** English Language Review Team
- **CPM:** College Preparatory Mathematics
- **TASP:** Teacher Assessment and Support Program
- **SARB:** School Attendance Review Boards
- **SART:** School Attendance Review Team
- **CAA:** California Alternate Assessments for special education students for CAASPP and CAST
- **LTLE:** long-term English Learner
- **SDAIE:** Specialized Academic Instruction in English
- **ELCC:** English Learner Coordinating Council
- **TAPPLE:** checking for understanding strategy that involves that following-- Teach first, Ask a specific question, Pause/pair-share/point, Pick a random volunteer, Listen to the response, Effective feedback
- **4Cs:** communication, collaboration, critical thinking, and creativity
- **DOK:** depth of knowledge
- **SDC:** special day classes
- **POGIL:** process oriented guided instructional learning
- **MLA:** Modern Language Association; citations and formatting common in English courses
- **APA:** American Psychological Association; citations and formatting common in the sciences
- **IEP:** Individualized Education Program
- **TPP:** the Transition Partnership Program, which helps transition special needs students between school and work
- **SST:** Study Study Team
- **SRO:** School Resource Officer