

Oxnard Union High School District Pacifica High School

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



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

2019-20 School Accountability Report Card Published January 2021

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

2020-21 Board of Trustees

Dr. Steve Hall
President
Beatriz R. Herrera
Vice President
Karen M. Sher
Clerk
Elizabeth M. Botello
Member
Wayne Edmonds
Member

District Administration

Dr. Tom McCoy
Superintendent
Vacant Position
Assistant Superintendent
Business Services
Vacant Position
Assistant Superintendent
Educational Services
Dr. Deborah Salgado
Assistant Superintendent
Human Resources

Contents

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

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites in March 2020 for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Principal's Message

Having just completed our WASC Midterm Review, Pacifica High School was given a glowing evaluation by the Visiting Committee and received the following commendations: developing and maintaining positive relationships between students and teachers, a strong commitment to teacher-driven professional development, the robust use and integration of the "lesson study" approach across all departments, schoolwide collaboration on grading practices, the use of new applications and technologies, the utilization of data-informed instructional walk-throughs, and strong communication across all stakeholder groups. With that said, Pacifica High School is committed to the success of EVERY student. Our Superintendent, Dr. Thomas McCoy, is committed to a vision of "engaging students in college ready experiences and career pathway preparation – Building Powerful Futures for Every Student", and we work tirelessly to bring that vision to life every single day at Pacifica High School. EVERY student at PHS is given and wears a wristband, designed by fellow students, that promotes positivity, inclusion, equity and high expectations. The wristband serves as a constant reminder that EVERY student at Pacifica High School is a part of the Triton Family and is expected to work very hard in pursuit of a powerful future. As we negotiate the treacherous waters of the COVID—19 Pandemic, this year's wristbands read PACIFICA PRIDE! -- #tritonstogether, as PHS is committed to working as a team (District Office, teachers, parents, students, and administration) to continue to offer a quality education with a rich curriculum via Distance Learning.

It is with great enthusiasm that I invite you to explore Pacifica High School's Annual School Accountability Report Card. This valuable tool provides very important information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities and staff. It is critical that our school and community engage in never-ending daily improvement, and a thorough understanding of our educational program, student achievement, and curriculum development can assist us with this endeavor. As you know, Pacifica High School is an outstanding school that is committed to excellence in academics, athletics, and the arts. This commitment was highlighted by our football team's recent STATE CHAMPIONSHIP!!!

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

Since March 13 of 2020, PHS has worked diligently to provide students equitable access to working technology by providing all students with a Chromebook and Hotspot so they can fully engage in Distance Learning. Also, the Triton Hub was added to the PHS Website, which allows students and parents to easily negotiate the Distance Learning experience. Students have been taught to engage the curriculum via Canvas and Google Classroom whereby they can utilize problem solving and critical thinking skills related to real world tasks. Teachers have been highly committed to this endeavor as well, attending multiple Professional Development Activities including: the CUE Conference, InstructureCon, Oxnard U, and CATE. Teachers have learned instructional techniques that include a commitment to: research-based instructional strategies, Pear Deck, Socratic Seminar, Thoughts Questions Epiphanies (TQE), Question Foundation Technique (QFT), DOK 3 and 4, BioZone, EdPuzzle, Google Suite skills, and Inquiry & Engagement.

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

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

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

Mission

Pacifica High School's "Mission Statement" is well known and referred to, by students and staff, as "The TIDE of Success".

Tritons
Involved
and
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

Vision

#expectexcellence
#wintheday

School Description

Pacifica High School is located in the northeastern region of Oxnard and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2019-20 school year, 3051 students were enrolled, including 6.7% in special education, 18.7% qualifying for English Language Learner support, and 85.8% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2019-20			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	0.90%	Grade 9	811
Amer. Indian or Alaska Native	0.20%	Grade 10	790
Asian	1.00%	Grade 11	758
Filipino	2.10%	Grade 12	692
Hisp. or Latino	93.70%	Ungraded	0
Native Hawaiian or Pacific Islander	0.30%		
White	1.10%		
Two or More Races	0.60%		
Students with Disabilities	6.70%		
Socioeconomically Disadvantaged	85.80%		
English Learners	18.70%		
Foster Youth	0.40%		
Homeless	16.40%		
Total Enrollment			3,051

Student Achievement

Physical Fitness

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2019-20			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Ninth	N/A	N/A	N/A

Note: Cells with N/A values do not require data as the 2019-2020 data are not available.

Note: Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

California Assessment of Student Performance and Progress

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

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

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	18-19	19-20	18-19	19-20	18-19	19-20
English-Language Arts/Literacy (grades 3-8 and 11)	43.0	N/A	44.0	N/A	50.0	N/A
Mathematics (grades 3-8 and 11)	21.0	N/A	27.0	N/A	39.0	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

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

CAASPP Test Results in ELA by Student Group (2019-20)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African-Amer.	N/A	N/A	N/A	N/A	N/A
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hisp. or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Ed. Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

CAASPP Test Results in Mathematics by Student Group (2019-20)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African-Amer.	N/A	N/A	N/A	N/A	N/A
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hisp. or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Ed. Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
 Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students						
Science (grades 5, 8, and 10)	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	18-19	19-20	18-19	19-20	18-19	19-20
	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
 Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
 Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group (2019-20)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African-Amer.	N/A	N/A	N/A	N/A	N/A
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hisp. or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Ed. Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
 Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Local Control Accountability Plan (LCAP)

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

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

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

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

Pupil Achievement – State Priority 4: Performance on standardized tests, score on

Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

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

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

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

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

Parent Involvement

Parents are encouraged to check their emails frequently as teachers and administrators frequently send out very important information and surveys via ParentSquare. Additionally, parents are requested to participate in all surveys including the YouthTruth Survey, the California School Parent Survey, and site/District generated surveys as parent feedback is critically important to the success of Pacifica High School. Also, please attend the very popular "Coffee and Donuts with the Principal Meetings" hosted by Principal Lawrence.

Opportunities to Volunteer
School Activities
Athletic Events

Committees

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

School Activities

Back to School Night
Sports Events
Triton Transition (Student Orientation)
Academy Showcase
Academic Awards Night
Academic Letters
Measure A Committee
Renaissance Awards
Parent Teacher Conferences
Performing Arts Showcases
Parent Project
College/Career Workshops
Coffee with the Principal
Senior Awards/A-G Recognition Night
Taking Care of Business (TCOB) Night
8th Grade Parent Night
8th Grade Tour

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:

2019-20 Campus Improvements:

- Rework the front gate/front entrance of the school to increase student safety
- Installation of new turf, new scoreboard and additional lighting in the athletic stadium
- Installation of HVAC in classrooms

2020-21 Planned Campus Improvements:

- Construction of new lobby and entrance way fencing and sidewalk
- Installation of a new full color digital marquee
- Addition of 16 new classrooms
- Addition of four new science labs

- Installation of new scoreboard and sound system in the PHS Sportsplex
- Installation of new backboards and bleacher system in the gymnasium

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	32
Restrooms (sets)	5
Cafeteria	1
Performing Arts Center	1
Library	1
Art Classrooms	2
Band Room	1
Career Center	1
Classroom Buildings	4
Computer Labs	7
Dance Room	1
Drama Room	1
Gymnasium	1
Lab Science Rooms	13
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 Friday, February 28, 2020 to Wednesday, April 1, 2020. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Friday, February 28, 2020			
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
(D)	Classroom Space 123 - Plug missing cover
	Classroom 102, 103, 203, 204, 220 - Outlet covers missing
(E)	Classroom 109 - Eye wash station (no water)

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

Rating Description

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, assistant principals, teachers, and campus supervisors patrol the campus, entrance areas, and designated common areas. The principal, assistant principals, teachers, 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 Fall 2020.

Classroom Environment

Discipline & Climate for Learning

Pacifica High School's discipline policies are based upon Positive Behavioral Interventions and Supports (PBIS) and a Multi-Tiered System of Supports approach to social, emotional and behavioral support. This school-wide positive behavior management plan is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Also, with an intense focus on student social emotional health and wellbeing, PHS is now served by a full-time Student Interventional Specialist who works with students to find the root causes of their struggles. The SIS offers counseling and support, and connects students to counseling in school support groups and services provided by outside agencies such as the Boys' and Girls' Club and City Impact. The SIS and school psychologist also lead a time of teachers and staff who utilize data from the CoVitality Survey to counsel, guide, and offer support to our Tritons.

Suspensions & Expulsions			
	17-18	18-19	19-20
		School	
% Students Suspended	4.6	5.1	4.3
% Students Expelled	0.1	0.3	0.4
	District		
% Students Suspended	5.2	6.2	4.0
% Students Expelled	0.1	0.3	0.3
	State		
% Students Suspended	3.5	3.5	2.5
% Students Expelled	0.1	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

Class Size

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

Average Class Size and Class Size Distribution				
Subject	2017-18			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	32.0	7	41	60
Mathematics	29.0	19	41	45
Science	26.0	27	19	60
Social Science	31.0	11	26	60
Subject	2018-19			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	33.0	9	31	63
Mathematics	31.0	12	45	41
Science	29.0	28	16	46
Social Science	42.0	12	17	38
Subject	2019-20			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	25.0	39	50	49
Mathematics	27.0	30	36	49
Science	29.0	16	25	48
Social Science	22.0	48	31	47

*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.

Dropout & Graduation Rates

Pacifica High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring test results and performance, parent conferences, counseling, ASB, monthly SART meetings with community representatives, Triton Transition, a rich selection of career pathway academies and other interesting classes to increase student engagement and involvement, the Condor Educational Options Center (onsite independent study program), home visits by the attendance advisors, Triton Academy (Saturday School), and SOS (Save our Seniors) at adult education. 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.

PHS also offers a robust Edgenuity Program whereby students are regularly monitored in terms of being "on track to graduate" and immediately enrolled online credit recovery programs when deficiencies are identified.

Students must accumulate 230 course credits to receive a high school diploma from Pacifica High School. Alternative methods of acquiring a diploma are available through the continuation school, community day school, adult school, 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.

In the following Dropout & Graduation Rates table, 2018-19 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates (Four-Year Cohort Rate)			
	School		
	16-17	17-18	18-19
Dropout Rate	5.8%	7.1%	6.5%
Graduation Rate	88.1%	87.6%	89.0%
	District		
	16-17	17-18	18-19
Dropout Rate	7.1%	7.1%	6.8%
Graduation Rate	85.6%	84.9%	85.5%
	State		
	16-17	17-18	18-19
Dropout Rate	9.1%	9.6%	9.0%
Graduation Rate	82.7%	83.0%	84.5%

For the formula to calculate the 2018-19 and 2019-20 adjusted cohort graduation rate, see the 2019-20 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

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 2019-20 school year, Pacifica High School held staff development training devoted to:

- Inquiry and Engagement
- Oxnard U
- Pear Deck
- ParentSquare
- Grading for Equity
- The Google Suite
- StudySync
- BioZone
- Ed Puzzle
- CUE
- InstructureCon
- CATE
- TQE
- QFT
- Depth of Knowledge 3 & 4

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

During the 2018-19, 2019-20, and 2020-21 school years, Pacifica High School's teachers had the opportunity to attend the following events hosted by the Oxnard Union High School District:

- 2018-19 Training:
- Next Generation Science Standards (NGSS)
 - English Language Arts (ELA)
 - Mathematics
 - Social Science
 - iLit Training

- 2019-20 Training:
- Multi-Tiered System of Supports (MTSS)
 - iLit Reading Intervention
 - SkillsUSA Training for Career Pathways
 - Edge Training for ESL Students

- Curriculum Design for Dual Language Immersion
- Textbook Pilot Training for Science and ELA
- Math Leadership Network
- Digital Broadcast
- Ethnic Studies Curriculum Development
- Dual Immersion Textbook Pilot Training
- VC Innovates
- AP Spanish Committee Test Development
- Next Generation Science Standards (NGSS)
- Library Learning Day
- AVID Elective Focused Note-Taking
- Data Chats for Common Assessments, Corrective Teaching, and Engagement
- Google Platform Training
- PLC Summer Curriculum Planning, Common Syllabi, Technology Use, Student Engagement
- Positive Behavioral Interventions & Supports (PBIS)
- Distance Learning Platforms (Google Meet, Technology)

- 2020-21 Training:
- Interactive Google Meet
 - Grading for Equity 1 - Key Concepts
 - Grading for Equity 2 - Scoring Rubrics
 - Grading for Equity 3 - Mastery Tracking
 - Supporting English Learners in Distance Learning
 - Supporting SPED in Distance Learning
 - Social Emotional Learning (SEL) Check-in
 - Google Classroom & Canvas
 - ParentSquare
 - Digital Tools
 - Lesson Design Strategy for Distance Learning

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

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2018-19	2019-20	2020-21
1	2	2

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 23, 2020, 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 No. 20-47 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 2020-21 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			Pupils Lacking Textbooks
Adoption Year	Publisher & Series		
English Language Arts			
2008	Bedford/St. Martin's, <i>The Language of Composition</i>		0 %
2005	McDougal Littell, <i>Language Network</i>		0 %
2005	McDougal Littell, <i>The Language of Literature</i>		0 %
2016	Pearson, <i>The Longman Reader</i>		0 %

2007	Prentice Hall, <i>Timeless Voices, Timeless Themes The British Tradition</i>	0 %
Foreign Languages		
2011	Better Chinese Limited, <i>Discovering Chinese</i>	0 %
2007	EMC Paradigm, <i>Que Chevere 1, 2, 3</i>	0 %
2003	Holt, <i>Ven Conmigo</i>	0 %
2007	McDougal Littell, <i>Abriendo Puertas: Lenguaje</i>	0 %
2007	McDougal Littell, <i>Discovering French Nouveau</i>	0 %
2007	McDougal Littell, <i>En Espanol</i>	0 %
2007	Prentice Hall, <i>Abriendo paso: Gramatica</i>	0 %
2007	Prentice Hall, <i>Abriendo paso: Lectura</i>	0 %
2004	Prentice Hall, <i>Momentos de los literaturas hispanicas</i>	0 %
2003	Prentice Hall, <i>Sendas Literarias 1 & 2</i>	0 %
2015	Vista Higher Learning, <i>D'accord (French)</i>	0 %
2008	Vista Higher Learning, <i>Imaginez: le francais sans frontieres (IB)</i>	0 %
Health		
2007	Pearson Prentice Hall, <i>Health</i>	0 %
History-Social Science		
2007	Glencoe/McGraw-Hill, <i>World Geography and Cultures</i>	0 %
2008	Houghton Mifflin Harcourt, <i>Psychology - Principles in Practice</i>	0 %
2010	Houghton Mifflin Harcourt, <i>Sociology: The Study of Relationships</i>	0 %
2007	Kennedy, <i>American Pagaent</i>	0 %
2007	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2006	McGraw Hill, <i>Economics: Principles, Problems & Policies</i>	0 %
2006	Pearson Prentice Hall, <i>Economics: Principles in Action</i>	0 %
2007	Pearson Prentice Hall, <i>The Western Heritage Since 1300 (AP European History)</i>	0 %
2007	Pearson Prentice Hall, <i>World History: The Modern World</i>	0 %
2007	Prentice Hall-Longman, <i>American Government Continuity & Change (AP Course)</i>	0 %
1999	Steck-Vaughn, <i>Fearon's American Government</i>	0 %
2007	Wadsworth, <i>AP Psychology</i>	0 %
2010	Worth Publishers, <i>Myers Psychology Second Edition for AP</i>	0 %
Mathematics		
2004	Brooks/Cole, <i>Physics: Calculus</i>	0 %
2013	CPM Educational Program, <i>Core Connections, Integrated 1</i>	0 %
2015	CPM Educational Program, <i>Core Connections, Integrated 2</i>	0 %
2016	CPM Educational Program, <i>Core Connections, Integrated 3</i>	0 %
2004	Glencoe/McGraw-Hill, <i>Geometry: Concepts and Applications</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Mathematics with Business Applications</i>	0 %
2002	Holt McDougal, <i>Economics</i>	0 %
2005	Houghton Mifflin, <i>Calculus of a Single Variable</i>	0 %
2006	Houghton Mifflin Company, <i>PreCalculus with Limits</i>	0 %
2017	Houghton Mifflin Harcourt, <i>Big Ideas Math, Course 1</i>	0 %
2017	Houghton Mifflin Harcourt, <i>Big Ideas Math, Course 2</i>	0 %
2017	Houghton Mifflin Harcourt, <i>Big Ideas, Integrated Math 1, 2 & 3</i>	0 %
2007	W. H. Freeman, <i>The Practice of Statistics</i>	0 %
Science		
2007	Addison Wesley, <i>Biology: Concepts & Connections</i>	0 %
2007	Addison Wesley, <i>Conceptual Physics</i>	0 %

2012	Cengage Learning, <i>Living in the Environment</i>	0 %
2007	College Board, <i>Biology: Principles of Life, AP Edition</i>	0 %
2007	Current Publishing, <i>Life on an Ocean Planet</i>	0 %
2007	Delmar Cengage Learning, <i>Agriscience, Fundamentals and Applications</i>	0 %
2007	Freeman & Company, <i>AP Biology: Principles of Life</i>	0 %
2006	Globe Fearon, <i>Concepts and Challenges in Physical Science</i>	0 %
2008	Houghton Mifflin Harcourt, <i>Environmental Science</i>	0 %
2006	J. Wiley & Son, <i>Fundamentals of Physics</i>	0 %
2008	McDougal Littell, <i>Introductory Chemistry: A Foundation</i>	0 %
2007	Pearson Prentice Hall, <i>Conceptual Physics</i>	0 %
2007	Pearson Prentice Hall, <i>Earth Science</i>	0 %
2007	Pearson Prentice Hall, <i>Essentials of Human Anatomy & Physiology</i>	0 %
2007	Prentice Hall, <i>Biology</i>	0 %
2007	Prentice Hall, <i>Chemistry</i>	0 %
	Science Laboratory Equipment	0 %

College Preparation & Work Readiness

College Preparation Courses

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

Admission Requirements for California Public Universities

University of California

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

California State University

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

Courses for UC/CSU Admission	
	%
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99.1
2018-19 Graduates who Completed all Courses Required for UC/CSU Admission	42.9

Advanced Placement

In 2019-20, Pacifica High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Number of Advanced Placement Courses Offered 2019-20		
	No. of Courses Offered*	% of Students in AP Courses
Computer Science	0	N/A
English	5	N/A
Fine and Performing Arts	0	N/A
Foreign Language	6	N/A
Mathematics	3	N/A
Science	6	N/A
Social Science	10	N/A
All Courses	30	17.9

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

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

Workforce Preparation

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

- Work Experience
- Career Education Center (CEC)
- Workability
- Career/Partnership Academies
- Career Pathways

Individual student assessment of work readiness skills takes place through 1) End of course exams; 2) Completion of course-required projects; and 3) Course grades (work experience).

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

Career Education Center (CEC) Programs 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 program components include rigorous academics with a career focus, a team of teachers, and active business involvement. During the 2019-20 school year, Pacifica High School offered the following career academy programs and pathways:

Academies:

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

Pathways:

- Education and Social Services
- Emotional Wellness
- Video Production
- Robotics
- Mariachi
- Commercial Photography

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 2019-20 school year, Pacifica High School offered the following career technical education programs as elective courses:

CEC Courses:

- Auto Paint
- Auto Body Repair
- Auto Service
- Culinary Art
- Dental/Radiology
- Emergency First Response
- Floral Design
- Fashion/Retail Merchandising
- Graphic Design
- Health/Terminology
- Medical/Office Assistant
- Nursing 1
- Screenprint
- Welding Construction
- Digital Broadcasting
- Mariachi
- Teacher Assistant
- Office Assistant
- Food Services

Elective Courses:

- Digital Photography Production & Technology
- General Office Occupations
- Business Technology
- Child Development
- Consumer Family Services
- Commercial Photography
- College and Career Seminar
- Robotics Engineering
- Intro to Entrepreneurship
- Social Entrepreneurship
- Careers in Education
- Advanced Public Health

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. 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 career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education (CTE) Program Participation 2019-20	
Total number of students participating in CTE programs	1301
Percentage of students completing CTE program and earning a high school diploma	74.8 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	18.3 %

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.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2019-20		
	No. of Staff	FTE
Academic Counselor	8	8.0
Campus Supervisors	11	7.0
Guidance Technicians	3	2.5
Psychologists	2	2.0
Speech Pathologists	2	2.0
Adaptive PE	1	0.2
Career Center Technician	1	1.0
Health Technician	1	0.75
Librarian	1	1.0
Nurse	1	1.0
Student Intervention Specialist	1	1.0
Textbook/Library Media Clerk	1	1.0
Counselor-to-Student Ratio: 1:381		

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 2019-20 school year, Pacifica High School had 125 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Teacher Credentials & Assignments			
	School			District
	18-19	19-20	20-21	20-21
Total Teachers	124	125	117	688
Teachers With Full Credentials	122	125	117	681
Teachers Without Full Credentials	2	0	0	7
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	28	23	27	82
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	0
Vacant Teacher Positions	0	0	0	5

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: 2018-19 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2018-19		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$54,323	\$52,670
Mid-Range Teacher Salary	\$97,512	\$89,660
Highest Teacher Salary	\$105,601	\$112,761
Superintendent Salary	\$222,624	\$250,285
Average Principal Salaries:		
Elementary School	N/A	N/A
Middle School	N/A	\$142,638
High School	\$150,246	\$158,074
Percentage of Budget:		
Teacher Salaries	33%	32%
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 2018-19 school year, Oxnard Union High School District spent an average of \$12,541 of total general funds to educate each student (based on 2018-19 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Oxnard Union High School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received categorical, special education, and support programs funds for:

- CA Partnership Academies: Green & Clean Academies
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Classified School Employee Professional Development Block Grant
- Department of Rehabilitation
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other State: Locally Defined
- Special Education
- State Lottery
- Title I
- Title II
- Title III

Expenditures Per Pupil and School Site Teacher Salaries 2018-19					
	Dollars Spent per Student				
	School	District	% Diff.	State	% Diff.
			School & Dist.		School & State
Total**	\$9,104	N/A	N/A	N/A	N/A
Restricted	\$848	N/A	N/A	N/A	N/A
Unrestricted	\$8,256	\$9,154	90.18	\$13,080	63.12
Average Teacher Salary	\$91,674	\$91,581	100.10	\$90,287	101.54

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

SARC Data

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Pacifica High School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Oxnard Union High School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in December 2020. Data to prepare the school facilities section were acquired in November 2020.