



**PACIFICA HIGH SCHOOL
ACS WASC/CDE MID-CYCLE VISIT
SCHOOL PROGRESS REPORT**

**600 E.Gonzales Road
Oxnard, CA 93036**

November 16-17, 2020

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

CONTENTS



I:	Student/Community Profile Data	3
II:	Significant Changes and Developments	41
III:	Engagement of Stakeholders in Ongoing School Improvement	45
IV:	Progress on Implementation of the Schoolwide Action Plan/SPSA	46
V:	Schoolwide Action Plan/SPSA Refinements	57

I: Student/Community Profile Data

Community



Community of Oxnard

The city of Oxnard is the largest city in Ventura County with a population of 212,715. 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.

Oxnard is roughly 61.26% hispanic, 14.82% white, 7.17% Asian, 2.5% Black or African-American, 1.47% American Indian or Alaska Native, 0.28% Native Hawaiian or some other Pacific Islander, 2.96% two or more races, and 9.53% some other race. The average household income in Oxnard is \$85,356 with a poverty rate of 14.28%. The median rental costs in recent years comes to \$1,526 per month, and the median house value is \$427,900. Roughly 15% of the population in Oxnard lives below the federal poverty line. The city has a thriving economy that is centered on several industries, including defense, manufacturing, tourism, and agriculture. The median age in Oxnard is 32.1 years, 31.5 years for males, and 32.8 years for females. Oxnard is approximately 49.14% female and 50.86% male. Only 17.15% of the population has a Bachelor's degree or higher, with 22.02% having less than a 9th grade education.

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 served a student enrollment for the 2019-20 school year of roughly 17, 658. Due to a consistently growing population, OUHSD campaigned for Measure A, a \$300 million + bond that would alleviate overcrowding at district schools, as well as cover renovations, new furniture, and air conditioning. The bond was passed in 2019, and construction has begun at all school sites.

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 3,150 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, which originated as lemon orchards.

Although Pacifica High School's attendance area is the smallest in the district, our population is the largest population 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 staff is also quite diverse to serve the needs of all students.

Staff



Number of Certificated Staff

	2017-18	2018-19	2019-20	2020-21
Administrators	5	5	5	5
Teachers	128	127	130	119
Pupil Services	9	9	10	10

Number of Classified Staff

	2017-18	2018-19	2019-20	2020-21
Classified Staff	77	77	79	79

Faculty Ethnicity and Race

Year	2017-18	2018-19	2019-20	2020-21
African-American	4	4	5	5
American Indian or Alaska Native	0	0	0	0
Asian	3	3	3	3
Filipino	1	2	2	2
Hispanic or Latino	36	40	40	38
Pacific Islander	0	0	0	0
White	84	69	69	68
Two or more races	0	0	0	0
No response	0	9	9	9
Total	128	127	128	125

Teachers by Gender

Year	2017-18	2018-19	2019-20	2020-21
Male	69	67	72	63
Female	59	60	58	56

Pacifica's teaching staff continues to grow more diverse. The school has hired several alumni in the past few years, reflecting its own student ethnicities in its new hires. Due to the number of retirements and new hires in the past several years, the average age for Pacifica teachers continues to drop as well. Pacifica generally staffs more male teachers than female teachers, with approximately 54% of all teachers being male each year.

School Purpose



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 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.

Principal's Vision: #expectexcellence and #wintheday

#expectexcellence means we will provide servant 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 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 Principal Ted Lawrence began as principal of Pacifica High School, he immediately coined these hashtags representing his vision, linking them to that of the district, and repeating 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

ACS WASC 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. In the spring of 2018, PHS received yet another six-year term but this day garnered a two-day revisit.

The Critical Areas for Need as identified in the 2018 Self-Study Report are as follows:

- ★ Increase parental involvement.
- ★ Foster students' critical thinking skills for academic and real world tasks.
- ★ Increase access to technology.
- ★ Conduct a comprehensive investigation of and determine data-based response to the root causes of Ds/Fs (non-A-G).
- ★ Expand programs that provide student support, academic enrichment, and social-emotional resources

The 2018 PHS Schoolwide Action Plan was comprised of the following goals:

- ★ 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.
- ★ 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.
- ★ Pacifica High School will continue to research and implement procedures, programs, and curriculum that provide student support, academic enrichment/remediation, and interventions.
- ★ 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.

The Visiting Committee recommended these goals also be integrated into our revised Schoolwide Action Plan:

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

LCAP



District LCAP Goals

District LCAP Goal 1: Instruction - To support High Expectations and Powerful Futures for EVERY student the Oxnard Union High School District will develop and implement an instructional program that supports the High School Diploma as a minimum and provides college and career readiness to ALL students delivered through equitable, rigorous, accessible, and engaging lessons.

District LCAP Goal 2: College & Career Readiness - To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will provide college and career readiness experiences for ALL students prior to high school graduation.

District LCAP Goal 3: Multi-Tiered Systems of Support & Intervention - To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will identify and effectively implement positive behavior, multi-tiered wellness interventions, and safety programs.

District LCAP Goal 4: Parent, Family, and Community Involvement - To support High Expectations and Powerful Futures for EVERY student, the Oxnard Union High School District will effectively involve parents, families, and community in programs and initiatives that provide support to students.

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.

PHS administration wrote the Single Plan for Student Achievement (SPSA) in collaboration with the School-Site Council (SSC) and with feedback from the English Learner Advisory Committee (ELAC). After a collaborative review of a comprehensive site-needs assessment, prior SPSA reviews and discussions, WASC Action Plan goals, and LEA LCAP priorities, PHS site administration, SSC, and ELAC agreed upon the following SPSA goals:

PHS SPSA 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 will deepen and refine the implementation of research-based instructional strategies in a rigorous curriculum to improve the academic achievement of all students. Additionally, PHS will increase and continuously refine assessment practices, including the systematic use of common formative assessments, and utilize this data to drive collaboration, analyze results, and implement appropriate strategies to improve student engagement and achievement. All PHS staff will work to increase student achievement through rigor, equity, PLC’s, and engagement in an effort to increase A-G completion rates and ensure powerful futures for EVERY student.

Identified Need

Although 2019-20 is a difficult year for continued data disaggregation and analysis, due to COVID-19, after a comprehensive review of the data, there exists the following needs: 1) a need to increase student achievement and close inequality gaps, in order for all students to achieve the same performance levels, as seen by their peers, on the California Dashboard and all other student-academic performance indicators. 2) a need to provide more targeted college, vocational, and career readiness for all students, and 3) a need to provide professional-development, and targeted teacher collaboration time, regarding effectively utilizing learning supports in the classroom and increasing the levels of rigor and engagement, as seen through the data-walkthrough tool.

PHS SPSA Goal #2

In an effort to provide College and Career Readiness Experiences for ALL students, 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, AP, SAT, PSAT, 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.

Identified Need

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.

PHS SPSA Goal #3

Pacifica High School will continue to research and implement procedures, programs, and curriculum that provide student support, academic enrichment/remediation, and interventions.

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. The entire PHS staff seeks to maintain and ensure a safe, positive learning where attendance improves and student discipline (suspensions / expulsions) is reduced. PBIS and all that it entails will become the norm in common areas and classrooms. In a #wintheday environment, PHS is committed to effectively implementing positive behavior interventions, multi-tiered wellness interventions, and comprehensive safety programs.

Identified Need

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.)

PHS SPSA 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. Additionally, PHS faculty, staff, students, and parents will develop, increase, and improve communications to facilitate student success.

Identified Need

While PHS has seen increased parent involvement and participation at PHS parent classes and ELAC; however, with over 3200 students, PHS must continue to increase parent involvement in PTSA, SSC, and various parent-booster programs.

SPSA Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	88%	95%
Dropout Rate	7%	3%
Attendance Rate	94.4%	95.5%
College & Career Readiness	49%	55%
RFEPed	61 Total Students	100 Total Students
State Seal of Bi-Literacy	64 Total Students	100 Total Students
FAFSA Completion Rate	61%	75%
Total Pathway Completers	143 Total Students	300 Total Students
2-4 Year Accepted College Applications	92%	100%
Cal-Grant Awards	60%	75%
UC A-G Completion Rates	UC 34% CSU 43%	UC 40% CSU 50%
AP Participation / Pass Rate	730 Exams / 58.2%	900 Exams / 65%
Youth Truth Survey	School Culture 32% Academic Rigor 63% Engagement 54%	School Culture 40% Academic Rigor 70% Engagement 60%
Instructional Walkthrough Data: Observed Learning Supports	Scaffolding – Observed 37.3% Differentiation – 38.6% TAPPLE – 21.3% WICOR – 6.2% Concept of “RE” – 61.9% CFU – 59.4%	Scaffolding – Observed 50% Differentiation – 50% TAPPLE – 40% WICOR – 20% Concept of “RE” – 80% CFU – 75%

Instructional Walkthrough Data: Engagement	Completely Active – 15.5% Mostly Active – 26.8% Both Passive & Active – 41% Mostly Passive – 11.3% Completely Passive – 5.1%	Completely Active – 50% Mostly Active – 30% Both Passive & Active – 15% Mostly Passive – 5% Completely Passive – 0%																																																								
Instructional Walkthrough Data: Rigor; Webb’s Depth of Knowledge (DOK)	DOK Level 4 – 20.2% DOK Level 3 – 47.9% DOK Level 2 – 24.4% DOK Level 1 – 7.5%	DOK Level 4 – 30% DOK Level 3 – 60% DOK Level 2 – 5% DOK Level 1 – 5%																																																								
PHS-Grade Distribution	<table><tr><th>S1 Gr</th><th>S1 %</th><th>S2 Gr</th><th>S2 %</th></tr><tr><td>A</td><td>40%</td><td>Pass</td><td>77%</td></tr><tr><td>B</td><td>23%</td><td>Credit</td><td>14%</td></tr><tr><td>C</td><td>17%</td><td>Inc.</td><td>9%</td></tr><tr><td>D</td><td>11%</td><td></td><td></td></tr><tr><td>F</td><td>9%</td><td></td><td></td></tr><tr><td>FA</td><td>.5%</td><td></td><td></td></tr></table>	S1 Gr	S1 %	S2 Gr	S2 %	A	40%	Pass	77%	B	23%	Credit	14%	C	17%	Inc.	9%	D	11%			F	9%			FA	.5%			<table><tr><th>S1 Gr</th><th>S1 %</th><th>S2 Gr</th><th>S2 %</th></tr><tr><td>A</td><td>50%</td><td>A</td><td>50%</td></tr><tr><td>B</td><td>23%</td><td>B</td><td>23%</td></tr><tr><td>C</td><td>17%</td><td>C</td><td>17%</td></tr><tr><td>D</td><td>5%</td><td>D</td><td>5%</td></tr><tr><td>F</td><td>5%</td><td>F</td><td>5%</td></tr><tr><td>FA</td><td>0%</td><td>FA</td><td>0%</td></tr></table>	S1 Gr	S1 %	S2 Gr	S2 %	A	50%	A	50%	B	23%	B	23%	C	17%	C	17%	D	5%	D	5%	F	5%	F	5%	FA	0%	FA	0%
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School Program



The School Day

Up until the fall of 2020, most students attended school between 8:11 am and 3:15 PM, attending six different classes of 56 minutes each, with a six minute passing period after each one. There was also a 0 period from 7:11-8:05, so some students had the option of taking a seventh period, while others had the option of early dismissal, depending on their progress towards graduation. The hours accumulated enough minutes per week to allow for a collaboration day where each period was 45 minutes long, resulting in a dismissal time of 2:05 pm. This enabled 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 were also rally days which followed the collaboration schedule with the rally being held after school for those students who wanted to attend, a change from when rallies were held during the school day and all students were packed into the gym. There were 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 ended at midday.

With distance learning and COVID-19 came a whole new bell schedule and quarter system. We have gone from a six-period day traditional two semester system to a three or four period day quarter system. All students take a minimum of three courses per quarter, with students in AP classes, SPED, EL, small learning communities, and students who are credit deficient taking four classes. Students take their first set of yearlong classes quarters one and three, then move to their next set of yearlong classes quarters two and four. This allows students to still complete a minimum of six courses a year, but raises the maximum to eight instead of seven as in previous years. Teacher's student contacts per quarter have decreased from 185 to 105, allowing them to focus on building relationships, providing meaningful feedback, and focusing on intervention and enrichment for students in need. Classes in the quarter system are 90 minutes long with eight minute passing periods to allow for students and teachers to take a longer break from the computer screen during distance learning.

Distance learning also means that all classes are currently online until the county is cleared to begin the return to campus through hybrid classes. In order to maximize flexibility and alleviate course conflicts in the master schedule, some AP courses have been designated as online for the entire year. At the time of this report, Pacifica is waiting to hear if and when certain populations and courses will be permitted to return in a hybrid fashion.

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.

These graduation requirements have changed with the newest class of Tritons, the class of 2024. Their graduation requirements are as follows (changes are italicized):

- English (40)
- Math (30)
- Physical Education (20)
- *Science* (30)
- Health (5)
- *VAPA* (10)
- Social Science (30) + *Ethnic Studies/Cultural Geography* (5)
- *World Language or Career Technical Education* (20)
- *Electives* (40)

The Class of 2024 is the first in the district to see some long-coming changes. They must complete a third year of science (may be life or physical), they must complete 10 Visual and Performing Arts credits instead of choosing between VAPA, World Language, and CTE, Geography has been replaced by Ethnic Studies/Cultural Geography, and the Computer Proficiency component has been eliminated. The movement of VAPA to its own category now puts even more of an emphasis on CTE classes, especially for students not going straight to a four-year university. This move directly impacts the College & Career Readiness indicator on the California Dashboard, as all district schools, including Pacifica, have added CTE Pathways courses in recent years.

College & Career Readiness

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 2020, Pacifica High School lists 255 A-G approved courses listed, including Cyber High and Edgenuity online courses and ROP courses; many of these courses are currently being taught, while other courses have been written and approved for future use.

The focus on College & Career Readiness comes into focus even more with the Class of 2024. Starting in the fall of 2020 with Distance Learning, all freshmen are required to take a College & Career Seminar course that is within the CTE sector. This course prepares students for the rigors of college and career, and teaches them valuable study skills. Teachers of this course must be CTE-certified. AVID remains an elective at all four grade levels, and AVID strategies such as Cornell Notes can be seen throughout campus.

Our AP program continues to flourish, with the number of test-takers and the number of passing scores on the rise. With such a large campus, our master schedule continues to be tight, but our master schedule team works hard to ensure that students are able to take as many AP classes as they would like. The move to Distance Learning in the fall of 2020 will allow AP classes to be taught online for the entire year, possibly a move that could remain in the future to maximize flexibility. Many AP courses this year are also being taught in three or four quarters, depending the preference of the teacher. To make this happen, AP teachers first communicate their term preference to the master-schedule team. If a teacher requests three quarters, students are then enrolled in a single AP colloquium quarter two and the actual AP class in the 1/3 quarter term. If an AP teacher communicates they prefer to teach over four quarters, students are added to two AP colloquium classes in the 1/3 quarter term and the AP class in the 2/4 quarter term. Having students end with the AP class in the last quarter of the course, ensures students stay enrolled in all quarters the AP class is taught in, in order to receive the GPA-grade bump.

The CTE program at Pacifica has undergone many changes in recent years. At the time of the 2018 Self-Study Pacifica was heavy on academies, with a grand total of seven on campus, in addition to a small handful of pathways. Due to funding sources and a greater need for pathway completion due to the College & Career Readiness indicator on the California Dashboard, Pacifica has expanded its offerings of pathways and said goodbye to the ESEA (Environmental Science) Academy in 2018 and the Academy of Business in 2020. Pathways at Pacifica include emotional wellness, robotics, video production, commercial photography, education and social services, entrepreneurship, culinary, and mariachi.

Pacifica continues to offer opportunities for students outside the normal course of study as well. We offer dual enrollment, with several Academy and pathway courses being a part of the program. Students are able to take classes at Oxnard College, Ventura College, or Moorpark College. Additionally, we have an independent study program, Condor, housed on campus, that allows students to either be fully independent or still take one to two classes on Pacifica's campus.

Services & Funding



PHS 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. PHS administration, faculty, and staff, in collaboration with community members and parents, continues to provide a rigorous student-centered learning environment which challenges all students to continuously reach for higher levels of proficiency and comprehension. At the same time, PHS supports all students, especially those who are low performing and at risk for dropping out, with appropriate targeted-interventions, based on assessed needs, to close achievement gaps, inequality gaps, and to ensure all students graduate college and career ready. To this end, all four of PHS's SPSA goals directly align with the OUHSD's four LCAP goals; an alignment that was reviewed, discussed, and agreed upon by all members of the ELAC and SSC advisory committees. Due to budgetary constraints related to the COVID closure, all site-LCAP expenditures are now funded through the DO's LCAP plan, leaving site Title 1 funds to cover the following action items:

- Special programs counselor to provide academic counseling to all migrant and foster youth.
- All teachers, through structured professional development, job-alikes, 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 State Standards. Professional development will focus on: 1) supporting EQ, WICOR, DOK, PSAT, SAT, CAASPP, CAST testing, SDAIE strategies, scaffolding, differentiation, assessment methodologies, and Rich-Smith.
- Summer job-alikes and professional development in curriculum writing, pedagogical design, and assessment methodology with a focus on closing achievement gaps and preparing students for college and career. School year job-alikes to support implementation of the State Standards and in the creation of common formative assessments – all year long. All teachers will use the Google data-walkthrough form to conduct 5-minute long data walkthroughs during their preps and off periods to measure: 1) student engagement, 2) levels of rigor, 3) modalities and types of learning, 4) levels of critical thinking, 5) the use of technology, 6) and the content and context of the lesson.
- Library digital research databases and Project Lit book club, to provide a reading intervention program for all students reading significantly below reading level.
- With the assistance of the Learning Design Coach, all teachers will explore opportunities to include project-based learning within their classrooms. Field Trips will be coordinated

to allow students to make the connection of instructional content to real world application/knowledge and college/career goals. All students, especially ELs, SEDs and Migrant, will be provided with meaningful real-world applications of content knowledge via field trips into the community. Substitute teachers will also be funded to allow teachers to attend said field trips with their students.

- Design and implement an attendance recognition program to recognize students with improved attendance linked to significantly improved academic and social-emotional data points.
- 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.
- Students will have access to after-school tutoring, Cyber High, and Edgenuity in an effort to improve UC A-G completion and graduation rates. Students will also have access to the library tutoring program through extended library hours before and after school.
- Counseling groups to resolve student issues that serve as inhibitors to good attendance and academic success. These groups provide enhanced access to counseling services and college and career readiness in the areas of: 1) anger management, 2) teen issues, 3) grief, and 4) positive choices.
- Student Intervention Specialist who will provide oversight, training, education, program development and support for school site specific student intervention, prevention, and wellness efforts to support student wellness, mental health, and to close the achievement gap. Provides support for the District's Alternative to Suspension program, supports site administrators, counselors, and staff to implement tiered interventions through a Multi-Tiered System of Support (MTSS) for all students with a focus on the mental health and wellness of English Learners, Low Income Students, Foster Youth, McKinney-Vento Youth, and unaccompanied youth.

English Learners

Due to its larger number of English Learners, Pacifica has multiple opportunities for learning for our students. We currently offer three levels of ELD curriculum within the English department: ELD 101, ELD 102, and ELD 103. English courses offered to these students are Academic English and Conversational English. Up until Fall 2020, students took these courses back-to-back for the entire school year with the same teacher. Due to the shift to the quarter system and a four-period day, these courses are now split up throughout the year, with each student only taking one at a time. Students are progressed through the program based on assessment data, standards mastery, performance, and teacher recommendation. These students also take sheltered courses in other content areas, such as Social Science and Biology. Beginning in Distance Learning for the Fall of 2020, all students in the ELD program will also be enrolled in either a Math Tutorial or general tutorial course to provide further instructional support.

Students transition out of ELD 103 into mainstream courses with the support of our ELD department. In the fall of 2019, four teachers on campus had a period devoted to push-in/pull-out intervention with our ELD students. These teachers shadowed students in their classes; met with them individually for targeted intervention and support; assigned tutoring to strengthen skills; and monitored the progress of students throughout the year until we left in March due to COVID-19. Due to the continued COVID closure and a reallocation of LCAP funds, the push-in/pull-out ELD intervention program has been temporarily placed on hold, with the intention to fully restore the program when LCAP funds allow.

Pacifica has an English Learner Review Team (ELRT) that meets regularly throughout the year and monitors the progress of our English Learners, provides support for teachers of English Learners, and uses data to inform decisions regarding master schedule, program placement, and reclassification. ELRT consists of the assistant principal aligned to English Learners, Angelita Sandoval; the Categorical Programs Counselor, David Ramos; two additional counselors; all three ELD teachers; and at least one general education teacher.

The ELRT team at both the site and district levels use ELPAC data to inform reclassification decisions, along with CAASPP Interim Assessment Block (IAB) performance and teacher recommendation due to class performance and standard mastery. The team analyzes the California Dashboard reports and uses the data to implement new programs, such as the push-in/pull-out program.

Foster Youth

All foster youth at Pacifica are assigned to our Categorical Programs Counselor, David Ramos. Foster youth receive tutoring services from outside agencies and are provided financial aid support through the County. Ramos is in constant communication with social workers or host families of our foster youth, and uses records from their previous placements to inform decisions regarding instruction, discipline, etc. Our foster youth receive additional support through AB 216, which allows them to graduate with a reduced number of credits; they are also able to transfer with partial credits if courses are not completed.

Migrant, McKinney-Vento, and Indian Services

Pacifica has an incredibly strong Migrant program run by our Categorical Programs Counselor. All Migrant students receive additional tutoring and have access to Cyber High programs. Migrant students benefit from extended office hours, with Ramos often making evening visits to reach working parents. Our Migrant Ed program offers parent meetings, opportunities for conferences for both students and parents, additional field trips during the school year, and Extended Summer School (and additional two weeks of summer school and weekly field trips to colleges and universities with thriving Migrant programs). In order to support our Migrant students during Distance Learning in the fall of 2020, all Migrant students were enrolled in four courses instead of the three most students are taking. This allowed for students to remediate or to catch up on missing units due to moving.

Our McKinney-Vento students also receive services that support their academic success. They are provided access to additional after school tutoring and school supplies. They do not have a designated counselor, but they do have a liaison on campus who ensure that they receive any supplies they need, including bus passes so they may get to and from campus. Additionally, our McKinney-Vento students are provided access to community resources, such as food pantries and shelters, and receive extended office hours including morning and evening visits if necessary.

While we do not have a large number of Indian students on our campus, we do offer services. Our Indian students attend small group meetings each month that focus on different topics such as heritage, culture, grades, etc. The County also provides financial aid assistance to our Indian students.

Special Learning Needs

Pacifica High School currently provides services to over three hundred students with Individualized Educational Plans (IEP). Our Special Education Department has eighteen highly qualified teachers that provide services for students with various disabilities such as intellectual disabilities, speech and language impairments, specific learning disabilities, autism, and emotional disturbances. On average, the speech and language pathologists provide consultation or direct service to 128 students. We have an Intervention Specialist and counseling services for our students. We offer team-taught classes for our core curriculum, such as English and Math. Overall, our students with special needs spend 0.0756% of the school day in the general education classroom/setting. We have paraeducators supporting students in general education classrooms, special education classrooms, and provide direct support for our students with intensive individualized services.

Our students with moderate to severe disabilities participate in the Unified Club, which provides opportunities for general education students to support students with more challenging abilities in sports. The club started with basketball and has now included football.

In April of 2018, our special education teachers used a survey to identify our strengths, weaknesses, and needs. The special education teachers identified the Unified Club as a strength. The department mentioned the rescheduling of IEPs as a weakness due to the length of time it took to coordinate calendars between counselors and administrators based on alpha alignment. The teachers stated that there was a need for consistency and requested a counselor for the department. By creating an alignment where each teacher works with one counselor and assistant principal, we have created a close rapport to provide services more efficiently—thus creating a more efficient process of supporting our students and scheduling IEPs.

Schoolwide Learner Outcomes



Tritons: Involved & Driven to Excellence

By graduation, Tritons will be:

Prepared for a future as responsible, healthy, involved citizens

Pacifica students are well on their way to making this a reality. Thanks to a strong work experience program, an abundance of community service-based programs, a thriving club and academy culture, a score of green on the California Dashboard for college and career readiness, a wealth of social-emotional resources, and a robust site-based PBIS program, Pacifica has continued to do a great job preparing our students to be productive members of society who are responsible, healthy, and involved.

Problem solvers and academic achievers

Based on our instructional walkthrough data, Pacifica staff has taken this schoolwide learner outcome and have worked hard to create more rigorous learning experiences that foster a culture of problem-solving and academic achievement. We will continue, however, to look for more ways to increase these skills, as our California Dashboard data shows a major need for growth in this area.

Effective communicators in diverse and global communities

Communication is key, and Tritons are becoming better and better at each day. Pacifica had already planned on a 1:1 implementation, but COVID-19 jumpstarted that process and challenged students and staff alike to communicate like never before. Now that they have their own devices (and thanks to school currently being 100% online), Tritons are strengthening their communication skills and are interacting with other students all over the world, through use of programs like Flipgrid, Twitter, Tik Tok, and more.

Demographic Data



Parent Education and Socioeconomic Status

The majority of adults in Oxnard have only a high school education, with only 17.15% having a Bachelor's degree or higher, and 22.02% having less than a 9th grade education.

Although Pacifica is geographically located in a middle-class neighborhood, its student population is one of high poverty due to its close proximity to the Colonia neighborhood. 475 Pacifica High School students are labeled McKinney-Vento as they are currently, or at one time were, without a stable home or residing in a multiple-family household.

Free and Reduced Lunch

Year	2017-18	2018-19	2019-20
	2,387 (75.7%)	2,268 (73.2%)	2549 (83.5%)

The percentage of students receiving free or reduced lunch saw a significant increase in the 2019-20 school year due, in part, by a district-wide initiative to collect LCFF School Funding forms from every student. An initiative to ensure the OUHSD and Pacifica High School receive adequate state funding.

Student Enrollment

Total Enrollment (Active Only)

Year	2017-18	2018-19	2019-20
	2941	2870	2956

Grade level Enrollment

Grade	2017-18	2018-19	2019-20
9	824	801	811
10	769	820	790
11	778	752	758
12	782	726	692

Student Enrollment by Gender

Gender	2017-18	2018-19	2019-20
Male	1469	1394	1432
Female	1472	1476	1524

Student Population by Ethnicity

Year	2017-18	2018-19	2019-20
African-American	1%	0.7%	0.9%
American Indian or Alaska Native	0%	0%	0.2%
Asian	1.1%	1.1%	1%
Filipino	2.3%	1.9%	2.1%
Hispanic or Latino	93.4%	94.3%	93.7%
Pacific Islander	0.3%	0.3%	0.3%
White	1.5%	1.1%	1.1%
Two or more races	0.5%	0.5%	0.6%
Not reported	0%	0%	0%

Language Proficiency

Year	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
2019-2020	1,044	33	135	434	0	1,646
2018-2019	1,038	29	141	435	0	1,643
2017-2018	1,044	27	125	464	0	1,660

Pacifica's English Learner numbers have remained relatively stable over the past several years, with slight gains in the number of Initial Fluent English Proficient (IFEP) and English Learner (EL) students. Students are reclassified through a process that involves our English Learner Response Team (ELRT) examining CAASPP scores, CAASPP Interim Assessment Block (IAB) data, and teacher recommendations.

Pacifica has roughly 60-80 students each year who have a home language other than English or Spanish. Some of these languages include a growing number of Mixteco, Vietnamese, and Tagalog.

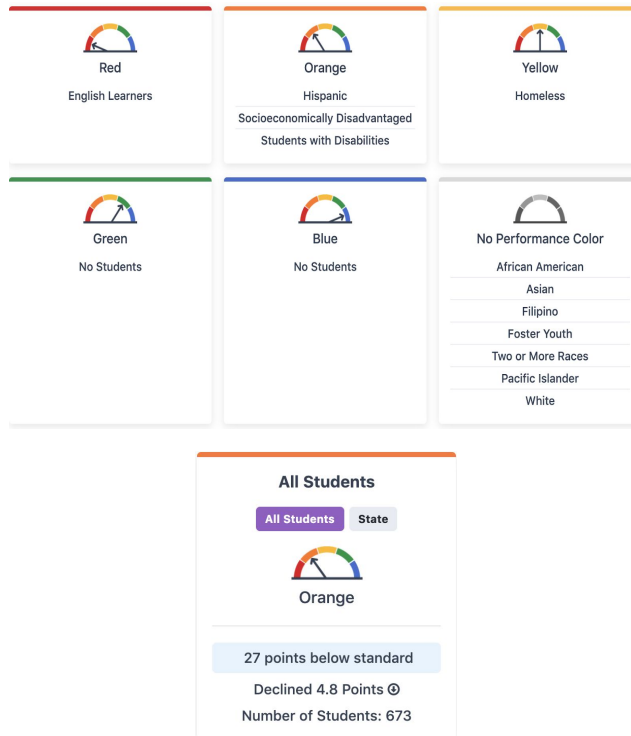
School Performance



CAASPP

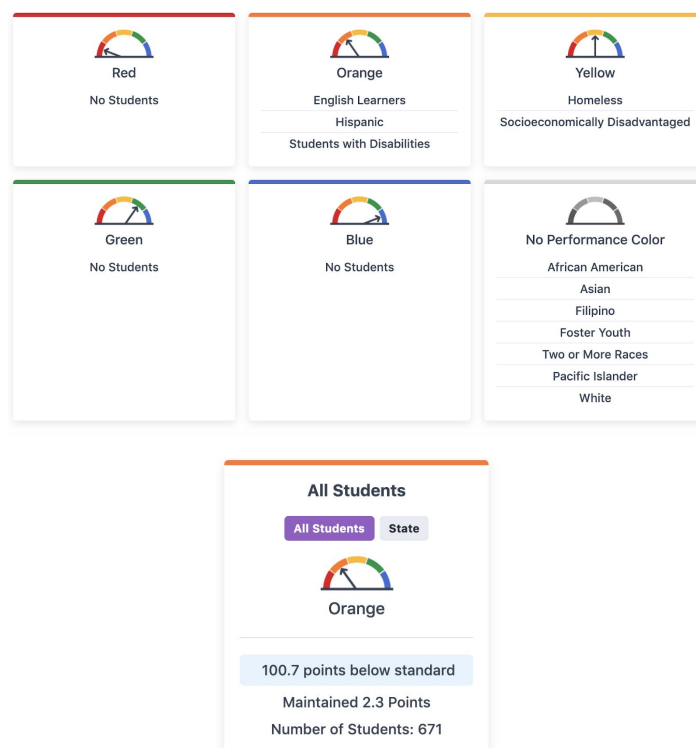
CAASPP ELA

	2017-18	2018-19	2019-20
Standard Exceeded 4	16.44%	16.47%	*
Standard Met 3	26.55%	26.53%	*
Standard Nearly Met 2	26.42%	23.03%	*
Standard Not Met 1	30.59%	33.97%	*



CAASPP Math

	2017-18	2018-19	2019-20
Standard Exceeded 4	5.68%	4.38%	*
Standard Met 3	12.65%	16.20%	*
Standard Nearly Met 2	26.87%	21.17%	*
Standard Not Met 1	55.40%	58.25%	*



CAASPP data for both ELA and Math show a simultaneous upward and downward change. In ELA, there was a slight increase in the percentage of students scoring 3 or 4, but also an increase in students scoring a 1. The same phenomenon occurred in Math, with more students scoring a 3 or 1 instead of a 2.

In the spring of 2018, the format of both tests changed slightly, especially in the Computer Adaptive Test (CAT) section of both tests. Previously, the test continued and the assessment grew more rigorous if a student was doing well. In 2019 the CAT section contained, for the first time, a finite number of questions so that students were not penalized with more testing if they were doing well.

SAT School Day (Seniors in October)

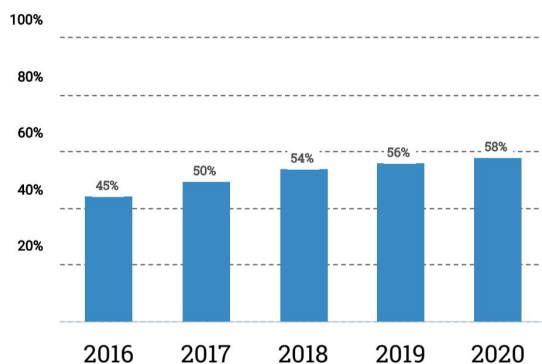
Year	Number of Test Takers	Mean Total Score	Mean EBRW Score	Mean Math Score
2019-2020	514	901	458	442
2018-2019	480	914	461	453
2017-2018				

Beginning in 2018, all schools in the district began offering the SAT during the school day to seniors in October, while all other grade levels were taking the PSAT 8/9 or the PSAT NMSQT. Our attendance saw a major gain in the fall of 2019, but our mean score took a slight drop.

Advanced Placement

Name	Grades 10-12	Grade 12	Number Tested	AP Score=1	AP Score=2	AP Score=3	AP Score=4	AP Score=5
2019-20	2,150	652	421	166	211	195	105	53
2018-19	2,298	726	484	246	274	204	126	54
2017-18	2,329	782	520	293	310	225	110	46

% OF TOTAL AP STUDENTS WITH SCORES 3+



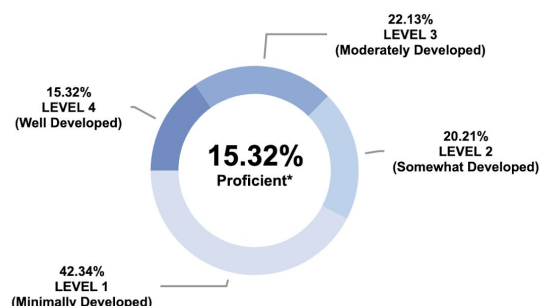
Pacifica continues to see gains in its thriving AP program. We saw a large drop in the number tested in the spring of 2020 due to the online format in the midst of COVID-19. Despite all the technical difficulties with the new testing system, our Tritons continued to thrive. Our scores of 3, 4, and 5 continue to rise. Our AP teachers are continuing to seek out professional development by attending conferences and collaborating with other AP teachers throughout the district and beyond, and had access in the 2019-2020 school year to stellar AP prep program, Albert.io. The Albert.io program is a digital program that provides AP testing preparation for all classes.

ELPAC

PHS ELPAC Data 2017-2018

English Language Proficiency for Summative ELPAC

Percent of students within each performance level

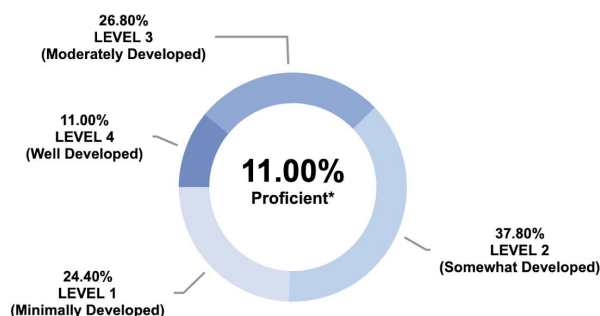


*The State Board of Education approved the use of the ELPAC

PHS ELPAC Data 2018-2019

English Language Proficiency for Summative ELPAC

Percent of students within each performance level



PHS ELPAC Data 2019-2020

Data is not available due to COVID-19

English Learners make up a large population of Pacifica and they continue to be a focus in regards to student achievement. In the 2018-2019 school year the format of the ELPAC changed, with most of the test being administered online. Although there is a drop in the number of students scoring proficient, there is also a huge jump in the number of students moving from Level 1 to Level 2. The drop in proficiency may be attributed to the new online testing system. As students become more familiar with the testing system, which is also used for the CAASPP and CAST, scores should better reflect their abilities without any hindrance from technology. Our EL population also has attendance issues, further exacerbating the difficulty in administering the assessment; many started the test, but did not finish it, lowering their scores.

English Learner Performance on the CAASPP

ELA CAASPP 2019

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
160 points below standard	69.6 points below standard	12.9 points below standard
Declined 18 Points Ⓢ	Maintained 2.3 Points	Declined 3.1 Points Ⓢ
Number of Students: 82	Number of Students: 115	Number of Students: 205

Math CAASPP 2019

Current English Learners	Reclassified English Learners	English Only
199.2 points below standard	141.3 points below standard	88.7 points below standard
Increased 6 Points Ⓢ	Increased 13.6 Points Ⓢ	Increased 6.5 Points Ⓢ
Number of Students: 82	Number of Students: 114	Number of Students: 205

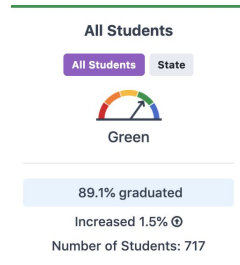
Our English Learners continue to score proficient on either the ELA or Math CAASPP, but did show progress on the 2019 CAASPP. Our ELD intervention program, implemented in fall 2019, focused on testing skills, but without the 2020 CAASPP we will have to wait for data.

D and F Rates

	D Rate	F Rate	D/F Rate (Overall)
S1 2018	11.3%	10.2%	21.4%
S2 2018	11.2%	10.5%	21.7%
S1 2019	11.2%	10.3%	21.5%
S2 2020 (COVID-19) CR (D)/I (F)	13.5%	10.1%	23.6%

Pacifica's overall D/F rate has remained relatively steady over the past couple of years. The rate of D/Fs increased in spring 2020, despite advocacy regarding student's home learning environments and access to technology during emergency distance learning. This continues to be a critical need for analysis, garnering both an analysis of the root cause and an exploration of current grading practices and philosophies.

Graduation Rate



Year	2017-18	2018-19	2019-20
	87.6%	89.1%	87.91%

Dropout Rate

Year	2017-18	2018-19	2019-20
	7.1%	6.5%	7.01%

Pacifica was showing upward growth in our graduation rate, with a 1.5% increase from June 2018 to June 2019. The 2020 graduation rate saw a slight drop due to COVID-19. The dropout rate shows the same trend as the graduation rate, with Pacifica decreasing our number of dropouts in June 2019, only to go up again in 2020 due to COVID.

Despite our best efforts to get Chromebooks and wi-fi hot spots into the hands of students in need, the emergency nature of distance learning in spring 2020 left some students with no access to resources, with others opting not to participate in online school for various reasons (COVID cases in the home, student working full-time to support family, student taking care of younger siblings, etc.).

Cumulative Attendance Rates

Year	2017-18	2018-19	2019-20
	93.47%	94.12%	94.40%

Pacifica continues to increase its daily attendance rates incrementally each year. Through use of PBIS and Renaissance, Pacifica's staff has focused on positive reinforcement and building relationships, which has increased our attendance. Our attendance during Distance Learning due to COVID-19 is currently in the 90% range as well, despite wi-fi issues, students working, family problems, etc. Our Triton students continue to show up for school even in the midst of a pandemic.

Chronic absenteeism

2019-2020

Detailed data does not exist due to COVID-19

2018-2019

Ethnicity	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	33	29	5	17.2%
Asian	34	34	3	8.8%
Filipino	65	65	3	4.6%

Hispanic or Latino	3,076	2,995	512	17.1%
Pacific Islander	10	10	1	10.0%
White	39	38	13	34.2%
Two or More Races	16	16	5	31.3%
Not Reported	*	*	*	0.0%

2017-2018

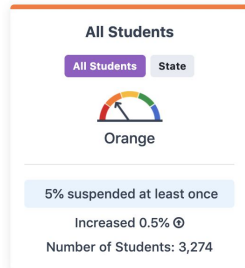
Ethnicity	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	40	38	8	21.1%
Asian	39	38	6	15.8%
Filipino	71	71	1	1.4%
Hispanic or Latino	3,101	3,015	528	17.5%
Pacific Islander	*	*	*	0.0%
White	51	50	13	26.0%
Two or More Races	16	16	3	18.8%

In the 2018-2019 school year, Pacifica had a chronic absenteeism rate of 17%, a slight decrease from 17.3% the year before.

School Climate



Suspension Rate



Year	2017-18	2018-19	2019-20
	5.03%	5.30%	4.09%

Expulsion Rate

Year	2017-18	2018-19	2019-20
	0.39%	0.30%	0.44%

YouthTruth Survey

Summary Measure	2020	2019	2018	2017	CA Average	OUHSD
Engagement	54%	53%	54%	57%	59%	56%
Academic Rigor	63%	64%	62%	62%	65%	63%
Relationships	37%	39%	40%	38%	49%	45%
Belonging & Peer Collaboration	41%	40%	41%	42%	48%	46%
Culture	32%	30%	32%	28%	37%	40%
College & Career Readiness	41%	36%	37%	38%	43%	40%

Pacifica's YouthTruth numbers have remained relatively stable the past several years, showing slight growth in both the culture and college & career readiness categories. The data shows that we are below the state averages in every category, despite huge pushes from the school site to address each in a positive manner.

Extracurricular Activities



Associated Student Body (ASB)

With a student population of over 3000, 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. This year, in light of Distance Learning, has been no different.

Pacifica's ASB currently consists of approximately 50 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. Members are enrolled in a class period for ASB and also meet as subcommittees for various reasons.

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 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. While our dances and rallies are currently on hold due to COVID-19, our ASB is using social media to reach out to students and encourage participation in virtual spirit weeks.

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.

Clubs

Pacifica has no shortage of clubs, with an average of 35 per year. There are long-running clubs on campus such as Key Club, California Scholastic Federation (CSF), and Mathematics, Engineering, Science Achievement (MESA). More recent additions reflect our student population and are often driven by student need, such as Anime Club and Nail Club. Although clubs are unable to meet in person during COVID-19, we will still be hosting a virtual club rush

to promote participation and increase membership. Some clubs have chosen to go ‘on-hold’ during the pandemic, such as the Fishing Club, while others have forged ahead with virtual meetings.

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, with the exception of football. Beginning in the fall of 2020, our football team is now a part of the Channel League, which includes Oxnard, Rio Mesa, Santa Barbara, Dos Pueblos, and Lompoc High Schools. The move was made to promote competitive equity and left the smaller schools like Channel Islands and Hueneme in the original Pacifica View League.

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.

Boys	Girls
<input type="checkbox"/> Golf <input type="checkbox"/> Volleyball <input type="checkbox"/> Basketball <input type="checkbox"/> Baseball <input type="checkbox"/> Swim <input type="checkbox"/> Water Polo <input type="checkbox"/> Tennis <input type="checkbox"/> Football <input type="checkbox"/> Soccer <input type="checkbox"/> Cross Country <input type="checkbox"/> Track & Field <input type="checkbox"/> Wrestling	<input type="checkbox"/> Golf <input type="checkbox"/> Volleyball <input type="checkbox"/> Basketball <input type="checkbox"/> Softball <input type="checkbox"/> Swim <input type="checkbox"/> Water Polo <input type="checkbox"/> Tennis <input type="checkbox"/> Cheer <input type="checkbox"/> Soccer <input type="checkbox"/> Cross Country <input type="checkbox"/> Track & Field <input type="checkbox"/> Wrestling

Student Awards Programs

Pacifica works hard to recognize student achievement. Although many of these recognitions were put on hold due to COVID-19, we will be exploring ways to move forward if Distance Learning extends throughout the school year.

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 the award they are given a good lamp pin and the third year they are 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.

Renaissance Awards: beginning in 2018, Pacifica began participating in the national Renaissance program. The Renaissance Program is a nationwide program to motivate and encourage students and staff by recognizing academic achievement and positive behavior. Renaissance nationwide has been effective in improving academic achievement and modifying behavior. The goals of Renaissance are to increase attendance rates, raise grade point averages, increase school spirit, and reward positive behavior.

Special Programs



Advancement Via Individual Determination (AVID)

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 the 2020-21 school year there are six sections of AVID, including two at the sophomore level for the first time. Over the years more than 25 teachers have attended AVID's Summer Institute and been trained in AVID's instructional strategies. In keeping with its college focused goals, each year junior and senior students attend an overnight college trip where they explore various colleges. 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 was offered zero period so it did not replace their elective.

Academies

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 various career paths. 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 four of the OUHSD's academies.

Academy of Information Technology (AOIT) – Director Gheorghe Ceara

Founded in 2015

The Academy of Information Technology 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, AOIT students gain critical career knowledge through a series of work.

Culinary Arts Academy (CA) – Director Kristen Collins

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.

Health Science Academy (HSA) – Director Chloe Carson

Founded in 2006

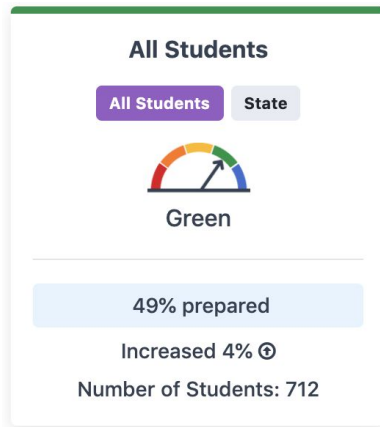
The Health Science Academy is a three-year program designed for students with an interest in pursuing a career in the Health Science field. Participants gain specialized knowledge and training while in high school by listening to frequent guest speakers, learning CPR, first aid and patient care, and 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 interests.

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.

College & Career Readiness



Year	2017-18	2018-19	2019-20
A-G Completion Rate (UC)	30%	32%	34%
A-G Completion Rate (CSU)	39%	41%	43%
2-year College Acceptance Rate	54%	60%	68%
4-year College Acceptance Rate	28%	24%	26%
State Seal of Biliteracy	68	62	64

Pacifica continues to increase its college and career readiness. Our A-G completion for both UCs and CSUs is on the rise, increasing by 4% each in the past two years. There has been a marked effort on the parts of counselors and senior teachers since 2018 to increase college applications (four-year and community college), along with FAFSA application, which the data shows with a huge jump in 2-year college acceptance rates in the past couple years.

FAFSA Dream Act

School	High School Enrollment *	FAFSA/CA Dream Act Applications				FAFSA/CA Dream Act + GPA					
		Submitted		Completed		Submitted		Completed		Awarded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Pacifica High, Oxnard (2019)	726	507	69.83%	458	63.09%	494	68.04%	447	61.57%	255	57.05%
Pacifica High, Oxnard (2020)	692	428	61.85%	389	56.21%	415	59.97%	381	55.06%	231	60.63%

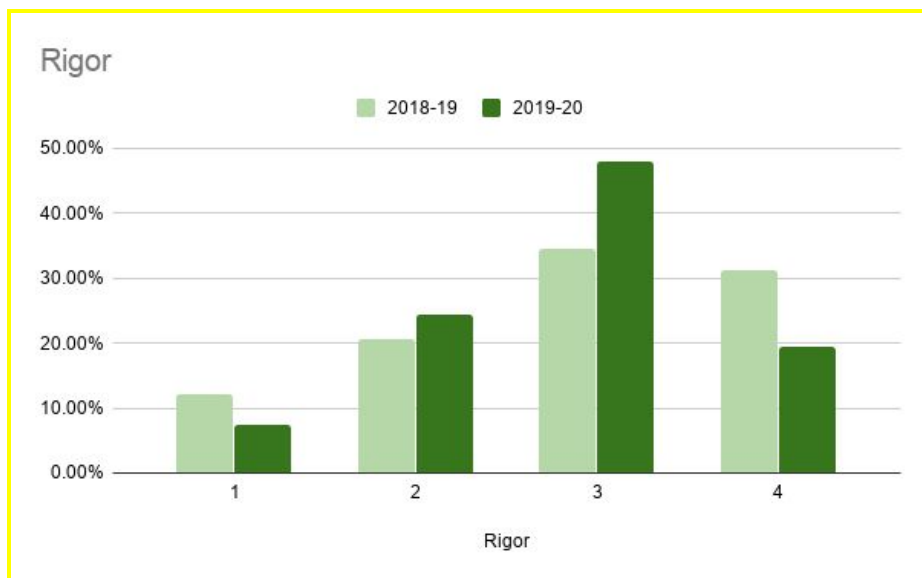
Our counseling team has also been hard at work promoting the FAFSA Dream Act and encouraging all of our seniors to apply. Though we experienced a slight drop last year due to ending the school year early due to COVID-19, our numbers continue to be strong with over half of all seniors completing the application.

PHS Instructional Walkthroughs

	2018-19	2019-20
Number of Walkthroughs	131	451

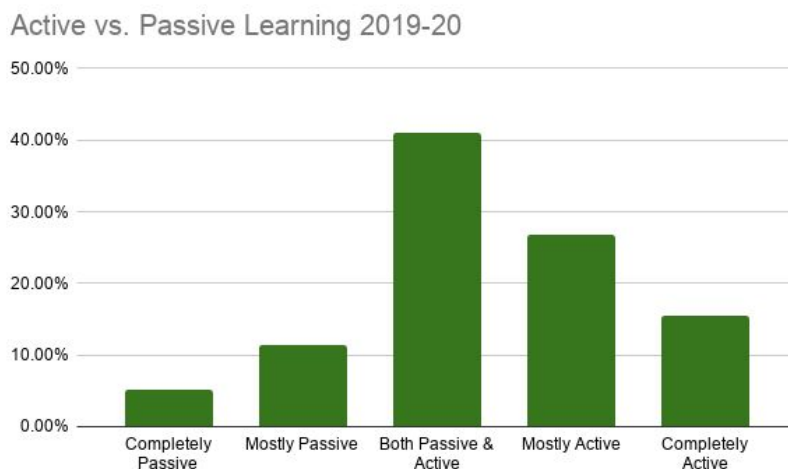
Prior to 2018, instructional walkthroughs were performed by site administration and district personnel using DigiCoach, a digital instructional observation program. While the program is robust, it did not provide the district or sites the data they were looking for. The district took time during the 2017-2018 school year to revisit the walkthrough process and worked with Rich Smith, an outside educational consultant who provided professional development on the idea of active vs passive learning. Inspired by the work with Rich Smith and our 2018 WASC Self-Study visit, Pacifica's Assistant Principal aligned to WASC, Cameron Salehi, and WASC Self-Study Coordinator and Instructional Coach, Allison Holicky, collaborated on a walkthrough form that focused on our SLOs, SPSA goals including instructional strategies and rigor, and active vs. passive learning. The link to the Google Form is housed on our PHS Staff Instructional Walkthrough Google Classroom, where all staff members have access.

The number of walkthrough forms submitted skyrocketed in the 2019-2020 school year, despite the year ending in March due to COVID-19. Walkthrough forms were mostly completed by administrators, but many teachers also participated due to involvement in lesson study.



A change to the Instructional Walkthrough form in the fall of 2019 affected the data in regards to rigor: in the 2018-2019 school year, the form provided a 1-5 scale, which was then reduced to a 1-4 scale in the 2019-2020 school year. So although the percentage of teachers receiving a level 4 on rigor looks like it took a nosedive, it is because the scale was slightly different the previous year.

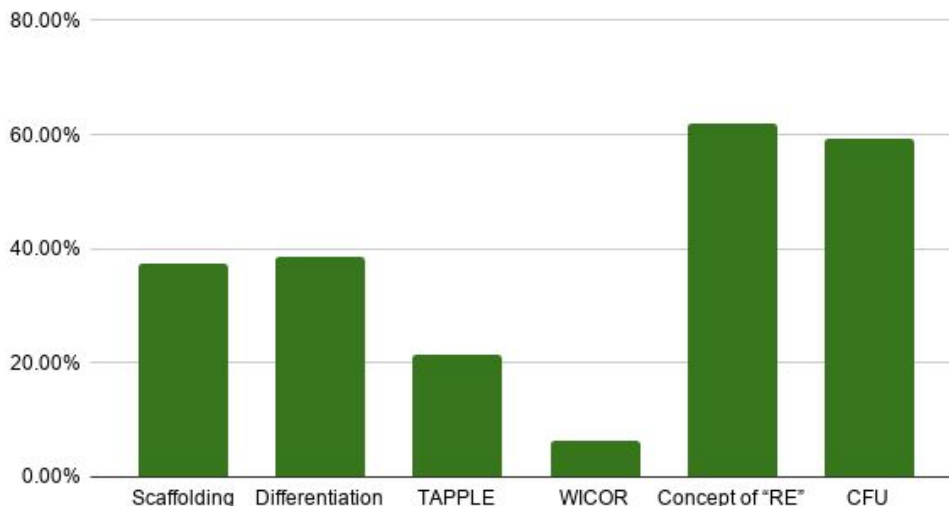
It is clear that Triton teachers have been hard at work increasing the rigor, a direct result of SPSA Goal #1 to use data to inform instruction and SPSA Goal #2 to increase rigor. Triton teachers have been moving away from rote memorization and focusing more on application and analysis.



Also supporting our SPSA Goals is the shift from passive listening to active listening. As part of our district's work with consultant Rich Smith in 2017-2018, Pacifica has focused on shifting students from passive learners to active learners. This means that students are not sitting quietly in class taking notes during a lecture the entire time. Active learning involves creating, building,

engaging, discussing, etc. The data shows that Triton teachers are engaging students, making them active participants in their own learning. Popular strategies on campus for active learning include group projects; building with technology such as Adobe; lively class discussion through TQE or Socratic Seminar; interactive technology such as EdPuzzle, Quizlet, or Quizizz; and instructional strategies such as think-pair-share.

Instructional Strategies 2019-20



One feature of our instructional walkthrough form asks the observer to track various instructional strategies visible in the class during the time of the visit. This chart represents what percentage of walkthroughs included these strategies. Pacifica teachers are incredibly strong at our very own concept of "RE", supporting our SPSA Goal #3 involving remediation. This strategy allows students to retake assignments, retake tests/quizzes, or redo assessments to show what they know. Tritons continue to build both scaffolding and differentiation into their lessons, allowing for student choice and voice and providing students alternative ways to show mastery depending on their preferences or chosen modalities. Checking for understanding continues to be an area of strength on our campus.

II: Significant Changes and Developments

Administration

Our 2018 Self-Study visit documented numerous administrative changes, but things have been more stable since. Principal Ted Lawrence remains at the helm, along with assistant principal Cameron Salehi. Angelita Sandoval and Angel Silva joined the admin team in the spring of 2018, along with Randy Garcia in the fall of 2019. Garcia transferred to another school within the district in the fall of 2020 and was replaced by Ray Gonzales.

Although Pacifica did not experience any major site administrative changes, the Oxnard Union High School District saw its Superintendent Penelope DeLeon exit after four years. She was replaced by new Interim Superintendent Tom McCoy, who was our Assistant Superintendent of Educational Services. Due to funding loss with COVID-19, several positions at the district office were dissolved and Dr. McCoy's old position was not filled due to his Interim status, so duties have been shifted.

Master Schedule

The district has also reduced the number of FTEs over the past two years, partly due to updated Collective Bargaining Agreement language, which has slightly decreased Pacifica's teaching classes and eliminated extremely small (under 20) classes. This has put a burden on an already tight master schedule, forcing our master schedule team to be more creative. In response to COVID-19, the district placed all comprehensive school sites on a quarter system. In addition to dealing with 100% online instruction for the first time, Pacifica is also navigating the new quarter system, where the majority of students are only taking three courses instead of six. Some students, largely AP, small learning community (AVID and academies), and English Learners and SPED, are taking four courses. This has been a huge shift for both teachers and students, and an even larger hurdle for the master schedule team. While classes being all online this first quarter provided some freedom for a school normally short on classroom space, the FTE issue, along with new graduation requirements for the Class of 2024, has proven to be a challenge.

Professional Development

Professional Development has been more teacher-driven than ever. In 2019 Pacifica began hosting TritonTopia EdCamps which are educational un-conferences led by teachers for teachers. These EdCamp sessions are driven by teacher need, with the schedule not being built until teachers share what they want to learn about. Once the educational desires of the staff are shared, teachers and other staff members volunteer to lead or facilitate sessions. Sessions can be formal training on a tech tool like EdPuzzle or an instructional strategy like QFT (Question Formulation Technique). Staff who agree to lead a session do not need to be experts on their topic, nor do they need to prepare a formal presentation ahead of time (though they can). The strength in the EdCamp format is that attendees of each session are collaborating and learning from each other. Staff members are also encouraged to leave a session if it is not what they expected and to join another session.

This professional development, combined with OUHSD's continued use of Alludo (gamified PD), has provided countless opportunities for staff to engage with technology and instructional strategies. In the fall of 2019, Pacifica began preparing for 1:1 Implementation with Inquiry & Engagement Training. These trainings, of which five sessions were required, familiarized staff with the Chromebooks; provided opportunities to strengthen Google Suite skills; and introduced new instructional strategies called EduProtocols, which maximized the technology in a new way.

Pacifica staff was able to witness their colleagues utilizing these new strategies by participating in our Instructional Walkthrough program. In response to our 2018 Self-Study, WASC Coordinator Holicky and AP Salehi created a Google Form Instructional Walkthrough that allowed any staff member to visit any teacher and collect evidence. Evidence includes, but is not limited to, instructional strategies, WASC/LCAP goals, and technology used in the classroom. Teachers were encouraged to visit each other while teaching and submit the Instructional Walkthrough form. In the spring of 2019, there was a department competition: the department that completed the most Instructional Walkthrough forms would win a Chromebook cart. The English department had the stiff competition, but was victorious in the end.

OUHSD and Pacifica's strength in PD really came through during emergency distance learning in the spring of 2020, when staff members met regularly to assist their peers with technology and online instruction. It was a true community event, with cross-curricular sharing and planning, sharing of resources, and emotional support. The professional development continues through use of the PHS Distance Learning Hub, a one-stop shop house in our LMS, Canvas, where teachers can find all materials, resources, and trainings needed to thrive in our distance learning environment.

Measure A

Measure A was placed on the ballot in the fall of 2019 by the governing Board of the Oxnard Union High School District. It was passed and all schools in the district, including Pacifica have begun undergoing changes. The purpose of Measure A is for repair, rehabilitation, and modernization. Pacifica will be getting a pool (finally!), along with air conditioning, a turf field for our athletics team, new classroom furniture, and increased safety measures throughout campus.

State Champs!

December 2020 saw Pacifica High School's Triton football team crowned state champs for division 2A after a blockbuster season. Pacifica's football team has continued to grow and dominate under the leadership of head coach Mike Moon, who was also named state football Coach of the Year, as well as Certified Educator of the Year for the Oxnard Union High School District. Moon has not only built a strong program on the field, but also off, with many of his players receiving college Division 1 offers to schools such as Fresno State, Sacramento State, and UCLA. The team felt the love throughout the season, from both the school community (chartered busses to games hours away spearheaded by superfans, away games well-attended by staff and students) and the Oxnard community (parades, parties, and more!).

CTE Academies and Pathways

Pacifica's CTE program continues to evolve. Major changes in the past several years include the exit of ESEA (Environmental Science and Engineering Academy) and AoB (Academy of Business). These academies were affected by funding changes at the state level, while CPA (California Partnership Academy)- model academies such as Culinary Arts, TECA (Teaching and Education Career Academy), and HSA (Health Science Academy) were protected. CODE Academy continues to thrive despite changes to funding. All four remaining academies offer pathways, in addition to many other pathways of various career fields. In the fall of 2020, all freshmen are taking a CTE College & Career course designed to prepare them for the rigors of both college and career. Pacifica's CTE participation remains a strength both on campus and on the California Dashboard.

PHS CTE Chart	
Academies	Pathways
Culinary Arts Academy (CAA) (CPA)	Education and Social Services
Health Science Academy (HSA) (CPA)	Video Production
Teaching and Education Academy (TECA) (CPA)	Culinary and Hospitality
CODE Academy	Robotics
	Mariachi
	Medical
	Commercial Photography
	Business
	Emotional Wellness

Additional, detailed information regarding Pacifica's academies and pathways can be found [HERE](#).

Instruction

The school has experienced two major changes in regards to instruction since our 2018 Self-Study Report: distance learning due to COVID-19 and 1:1 implementation with each student receiving his or her own Chromebook. The 1:1 implementation was part of a larger plan for the Oxnard Union High School District as a whole, with professional development targeted at increasing teachers' tech proficiency underway well before the arrival of COVID-19 and the closure of schools across the state. The state of emergency distance learning in Spring 2020 put the remainder of Pacifica's professional development plan on hold, and instead forced teachers into a very real situation where they put their newly acquired technology and project-based learning skills to use.

III: Engagement of Stakeholders in Ongoing School Improvement

The action plan embedded within the SPSA is PHS's single-site plan, or essentially, the schoolwide- action plan. The process of developing, implementing, and monitoring the single-site plan is an ongoing, never-ending, process. The current SPSA started its development through the progress monitoring of the 2019-20 SPSA in quarter one of the preceding school year.

Ongoing progress-monitoring includes stakeholder discussions, within faculty, PTSA, ELAC, and SSC meetings, regarding the allotment of school resources, student achievement, and the effectiveness of school intervention and remediation programs, as well as any concern that might come to fruition regarding the entire PHS-school program. It is through these discussions, stakeholder presentations within the SSC requesting SPSA funding for future SPSA-funded action items, and budget revisions, that occur throughout the school year, that drove further discussions at the SSC level, schoolwide-action plan revisions, and SSC approvals of said revisions. During the last SSC meeting of the 2019-20 school year, a final, and very thorough, SSC discussion, with final input from the ELAC and stakeholder feedback, through the Youth Truth survey platform, occurred regarding the effectiveness of all SPSA action items. SSC members then completed a final overall SPSA evaluation, which was submitted to PHS administration.

During the summer, PHS administration then revised the SPSA with the input received at the last SSC meeting and with 2020-21 budget allotments. Said SPSA draft was then presented at the first 2020-21 SSC meeting for review, discussion, and approval and, ultimately, to the OUHSD School Board for last review and approval.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

PHS SPSA 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 will deepen and refine the implementation of research-based instructional strategies in a rigorous curriculum to improve the academic achievement of all students. Additionally, PHS will increase and continuously refine assessment practices, including the systematic use of common formative assessments, and utilize this data to drive collaboration, analyze results, and implement appropriate strategies to improve student engagement and achievement. All PHS staff will work to increase student achievement through rigor, equity, PLC’s, and engagement in an effort to increase A-G completion rates and ensure powerful futures for EVERY student.

PHS Self-Study Report Schoolwide Action Plan Item: 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.

Pacifica has experienced a renaissance in regards to instruction and technology in the past several years. The district has pushed technology hard, providing ample opportunities for professional development and growth through venues such as Alludo, gamified PD focused on tech skills; Oxnard U, our grass roots PD week each summer lead by teachers; and BrewEDUs, casual coffee or beverage meet-ups that focus on tech, instruction, and pedagogy. Pre-COVID, Triton teachers were attending countless workshops, trainings, and conferences to prepare for our implementation and to deepen understanding of research-based instructional strategies. Big conferences for Pacifica include CUE (Computer Using Educators) and its regional chapter Gold Coast CUE, CATE (California Teachers of English), InstructureCon (for our LMS, Canvas), and completing Google Bootcamps Levels 1 and 2, along with starting the process of becoming Google Certified Educators.

The pedagogical shift towards student choice has provided a new venue for differentiation, with many teachers embracing student choice boards so that students select the best method to show what they know.

Our access to technology has directly impacted our use of differentiation and scaffolding. The English department adopted a new textbook, StudySync by McGraw Hill, in the fall of 2020. The program allows teachers to assign students a proficiency level, with each level receiving different scaffolds based on need.

All departments have embraced the access to technology, with many using their new technological tools to provide scaffolds for students who need them. The use of EdPuzzle to insert questions and checks for understanding in the middle of videos has been quite popular.

Screencastify has been another tool that teachers are using to provide step-by-step directions for students who need additional support; the Art department, for example, has used Screencastify to record instructions for SPED and EL students who struggle with written directions.

Visiting Committee 2018 Recommendation: Increase the percentage of students who are college and career ready

Visiting Committee 2018 Recommendation: Increase the percentage of students who are matriculating into college or career pathways

Pacifica has continued to support CTE academies and pathways. Although two academies have closed since our 2018 Self-Study (our Environmental Science and Engineering Academy, ESEA, and our Academy of Business, AoB), we have welcomed many more pathways. The pathways consist of two courses that are focused on a career path and that must be taken in sequential order, although not consecutively. Pathways at Pacifica include emotional wellness, robotics, video production, commercial photography, education and social services, entrepreneurship, culinary, and mariachi. Beginning with the Class of 2024, all freshmen will take a CTE course called College & Career Readiness that provides students with valuable study skills and focuses on the College & Career Readiness standards. Pacifica is currently in the green as far as the California Dashboard indicator for College & Career Readiness and continues to strengthen its programs by providing more opportunities for students.

Critical Learning Need #4 from PHS Self-Study Report 2018:

“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 continues to be an area of need for Pacifica, though distance learning may provide teachers with the time, availability, and emotional readiness to truly examine their grading practices and instructional pedagogy. The topic comes up at almost every site-based professional development we offer, but because teacher grading practices vary so significantly we have not made true progress.

Despite years of conversations on the topic and a seemingly positive outlook on the concept of “re” (retake quizzes/tests, redo assignments, etc), Pacifica had a high rate of students earning a grade of Incomplete during emergency distance learning in Spring of 2020. We had an Incomplete (F) rate of 10.1% and a CR/Credit (D) rate of 13.5%, giving us an overall D/F rate of 23.6%. This rate is slightly higher than where we were in 2018, although it's still within our standard range. Our D rate of 13.5% is higher than normal, reflecting that many teachers chose to assign a grade of CR (Credit) instead of an Incomplete (F) due to our emergency distance learning situation; this is supported by the evidence that our Incomplete (F) rate is slightly lower than usual during COVID-19. Site and district admin and staff worked hard to provide professional development to teachers during the pandemic, especially in regards to social-emotional support, providing extended time for assignments, and taking into account the student's new home learning environment. Unfortunately, none of this helped reduce our D/F

rate. This prompts a more methodical approach to the painful and uncomfortable process of examining one's grading practices and policies.

Prior to distance learning, several programs to combat the D/F rate had been implemented. The ELD intervention program, designed to support the academic success of students currently in the ELD program as well as provide support for students recently transitioned to general education, was in its second year of implementation and was thriving. Our tutoring program grew stronger, with content area tutoring, ELD tutoring, and ASAT (After School Academic Tutoring) all being well-attended. We implemented the Edgenuity, a robust online curriculum program that offers credit retrieval courses as well as A-G courses. Edgenuity was not only offered during the school day for students with D/Fs, but also offered both before and after school to maximize student access and to reduce the number of Ds and Fs. Cyber High continued to be offered, especially for our migrant and ELD students.

Additionally, our counseling team implemented an individual success plan for juniors and seniors behind on credits. This plan focused on exactly what each student would do to remediate credits and was supplemented with SST meeting notes and possible inter-district referrals schools with more robust credit recovery options and smaller learning environments. The plan to be implemented would then be approved by our assistance principal aligned to counselors, Cameron Salehi, who would then share it with Principal Ted Lawrence and now Superintendent Dr. Tom McCoy. These plans worked to ensure that all students were able to remediate credits needed to graduate.

With the shift to distance learning, instructional pedagogy and grading practices have been in the spotlight, with a particular focus on equity for all students. In the summer of 2020, Pacifica began a book club centered around the text *Grading for Equity* by Joe Feldman. Teachers are able to participate either synchronously on a live Google Meet or asynchronously by responding on a Padlet. Topics broached in the text include grading for learning vs. grading for compliance; implicit bias in grading systems; the shift towards content and standard mastery; a move to a 1-4 grading scale; and the case against the 'zero'. Feldman's text provides Pacifica teachers not only food for thought, but measurable, attainable goals to transform their own grading policies. At the time of this report, we have already held two meetings, both of which were well-received. There was a broad cross-section of the staff in attendance, with all departments represented. Many staff members have already attempted some of the suggestions in the text, including setting up their gradebooks for standards mastery and using meaningful feedback to encourage students to continue trying until they show mastery.

Although many of our tutoring and intervention programs are physically on hold due to the move to distance learning, Pacifica, along with the rest of the district, has sanctioned Fridays as "tutorial" days. On these instructional days, there is no new material. Instead teachers use the time to review concepts, provide tutoring, and/or conduction social-emotional check ins.

Critical Learning Need #5 from PHS Self-Study Report 2018:

"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.”

Pacifica continues to investigate new ways to strengthen students’ problem solving and critical thinking skills. Distance learning has provided a much-needed respite from the rote memorization needed for many quizzes and tests. The inability of teachers to prevent cheating has forced many to reexamine their assessment methodologies and to pursue more creative ways for students to show their knowledge. More than ever teachers are using assessment methodologies that challenge students and call on them to respond to rigorous real world and academic tasks by doing their own research. In our current environment of distance learning, many chapter tests are being replaced by students researching a topic on their own and creating an infographic; reading quizzes are being replaced by small group discussions guided by essential questions in virtual breakout rooms; and end-of-chapter comprehension questions are being replaced by interactive PearDeck slides.

Research-based learning and source credibility is more important than ever in a digital learning environment, and many teachers are embedding these skills into their new curriculum. Our teacher-librarians in the district worked hard to add a Gale Opposing Voices (research database) integration into Canvas, one of our Learning Management Systems. Although our library is not currently operating as usual, our teacher-librarian has already provided teachers with research resources and lessons rooted in digital literacy.

There has been a marked shift in the past several years to increasing rigor and engagement through the use of instructional strategies that encourage collaboration, communication, critical thinking, and creativity. Strategies such as TQE (Thoughts, Questions, and Epiphanies) and Question Formulation Technique (QFT) require students to come up with questions instead of just responding to them. These practices, combined with newer technological protocols such as Thin Slides, Iron Chef Slides, and EduProtocols, are transforming not just the way students learn, but the way teachers teach.

Many departments are providing more formative assessments along the way in order to provide more meaningful feedback before summative assessments. Because many classes, like Visual Arts, build in complexity, teachers have increased their use of rigorous formative assessments to help students understand the material.

The English department continues to strengthen critical thinking and collaborative skills by creating research-based assessments that require students to evaluate source credibility. Each year, the teacher-librarian collaborates with the freshmen English teachers to build an introductory library unit that orient students to our library system, including our research databases and judging source credibility. Instructional strategies such as TQE (thoughts, questions, epiphanies) and Socratic Seminar continue to be popular, as do escape or breakout rooms.

The Math department has begun a major pedagogical and instructional shift with a move away from rote memorization. The department has moved towards a more application-based approach.

In class this means more collaboration and investigation. This shift towards inquiry and investigation directly supports the strengthening of critical thinking skills and problem-solving, two areas of weakness for Pacifica. The department also began offering a Financial Literacy class in the fall of 2019, which gave junior and senior students an opportunity to take a math class with real world implications.

Our Science department uses Biozone in its Biology classes. Biozone is a textbook program that promotes scientific thinking and strengthens critical thinking and problem-solving skills. The program focuses on real world tasks and gives students valuable practice in using their scientific knowledge to work through problems.

Our Social Science department continues to increase the writing in their classrooms, adding short research projects and papers into their curriculum. Many have moved away from multiple choice assessments to analysis questions and short answer responses that require textual evidence as support.

Our strongest evidence in support of our hard work at tackling this critical learning need comes from our instructional walkthroughs. The instructional walkthrough form was created specifically to give us a way to track rigor, engagement, and instructional strategies and to promote collegiality among the staff. Administrators and staff members were actively in classrooms last school year, completing over 450 walkthroughs before we left in March due to COVID-19. Approximately 69% of all walkthroughs last year were at a DOK Level 3 or 4, meaning more and more Triton teachers are embedding extended and strategic thinking into their lesson plans. Evidence from the instructional walkthrough form also shows that students are actively engaged with their own learning, most likely due to the more challenging nature of the tasks at hand.

PHS SPSA Goal #2

In an effort to provide College and Career Readiness Experiences for ALL students, 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, AP, SAT, PSAT, 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 Self-Study Report Schoolwide Action Plan Item: 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.

There have been two major instructional shifts at Pacifica since our 2018 Self-Study that have directly supported this Action Plan Item and impacted student learning. Our instructional walkthrough form, created as a way to collect and aggregate data to inform instruction and decision-making, has increased peer-to-peer observations and has allowed us to have instant data

to analyze. The walkthrough form asks the observer of the lesson to provide information about what was observed including:

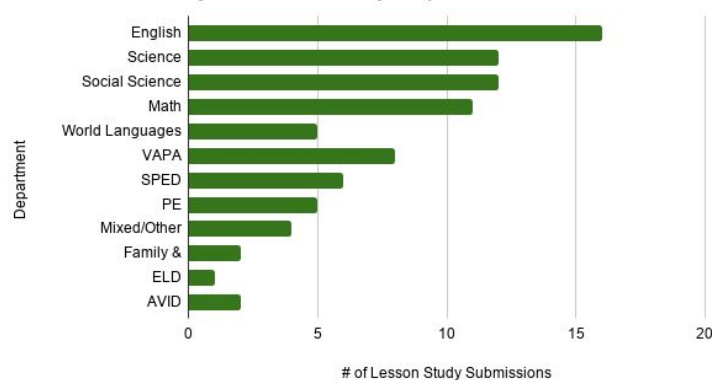
- purpose of learning/standards/objectives
- modes of communication
- modes of collaboration
- forms of critical thinking
- forms of creativity
- use of technology and/or instructional technology tools
- learning supports such as scaffolding, differentiation, etc.
- active vs passive learning
- level of rigor

The data collected by the form is shared with the staff on a monthly basis, where the instructional coach, department chairs, and site content leads are able to analyze their aligned data and make decisions regarding instruction.

This data analysis and collaboration is also seen through our participation in lesson study. The district challenged each school site to promote lesson study in every department in the 2019-2020 school year, not just the core areas. Pacifica saw participation from every department on campus, including PE and VAPA, totaling 84 submissions.

Staff were able to submit a Google Form detailing their participation, which included their problem of practice (area of focus), participating members, desired student learning outcome, assessment methodology, and how the team will use the data from the lesson study to drive further instruction.

of Lesson Study Submissions by Department



Lesson study is a process that asks a group of teachers at either a similar content area or grade level to collaborate on a lesson that addresses a specific problem of practice. The problem could be a specific content-based one (students need help with capitalization) or a more general skill-based one (students need help with summarizing). Teachers then meet in small groups to design a lesson that addresses the problem, including activating prior knowledge, academic vocabulary, direct instruction, practice time, and assessment. Teachers observe each other teaching their shared lesson (and complete a PHS instructional walkthrough form in the process,

providing further data) while taking notes and observing student learning and engagement. Teachers then meet to analyze the data, both from student performance on the assessment and anecdotal from peer observation, and use the results to drive further instruction. Pacifica has always had a spirit of collaboration, but Triton teachers really opened themselves up to the process of lesson study, with the majority of participating teachers looking forward to continuing the process.

Critical Learning Need #1 from PHS Self-Study Report 2018:

“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.”

Since the Self-Study in 2018, Pacifica further increased the amount of technology on campus. More and more Chromebook carts were placed in classrooms through both school funds and through rewards for teachers playing Oxnard Union Express, our district’s gamified professional development. In the fall of 2019, the district began the process of school sites going 1:1, with every student receiving his or her own device. To prepare for their slated 1:1 implementation in the fall of 2020, Pacifica teachers began attending Inquiry and Engagement trainings held by the district. The I & E trainings provided teachers with hands-on Chromebook training and exposure to more instructional technology tools, along with their own device. All teachers were to complete the training prior to August 2020, when Pacifica would officially begin 1:1 implementation. Site admin, along with instructional coach and tech coaches, began collaborating in a “WOW week” plan to celebrate the new 1:1 implementation and teach students about our new technological culture. The WOW week was to include a rally, tech skills being taught by different departments, and collaboration district-wide to prepare students for owning and using their own Chromebooks.

In March 2020, Pacifica, along with schools throughout the state, closed its doors due to COVID-19. Although Pacifica was not slated to begin 1:1 implementation until the fall, a Chromebook was provided to any student who needed one. Official 1:1 implementation began starting in Summer 2020 where students were assigned their own official Chromebook, with our new freshmen and sophomores receiving brand new ones that they will keep the remainder of their time in the district. Students were also provided hot spots if needed, which brought to light the equity issue of wi-fi in neighborhoods in our school demographic. While many of our students have devices, there are pockets of neighborhoods throughout Oxnard that lack access to reliable wi-fi, putting our students at a major disadvantage when it comes to distance learning.

The school has made major gains in technological programs since our 2018 Self-Study. The district officially made the move from Microsoft to Google, with all students and teachers utilizing the Google Suite (Docs, Sheets, Slides, etc.) and GMail. While the majority of teachers are using Google Classroom as their Learning Management System (LMS), a growing number of teachers are using a district-supported version of Canvas, which is used by many of our local colleges. Both LMS’s are easily accessible by Chromebook or cellular device and are linked to Google.

The school continues to increase access to viable programs, such as Advanced Placement (AP) and standardized testing preparation site Albert.io; PDF converter Kami; video editor EdPuzzle; and more.

PHS SPSA Goal #3

Pacifica High School will continue to research and implement procedures, programs, and curriculum that provide student support, academic enrichment/remediation, and interventions. 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. The entire PHS staff seeks to maintain and ensure a safe, positive learning where attendance improves and student discipline (suspensions / expulsions) is reduced. PBIS and all that it entails will become the norm in common areas and classrooms. In a #wintheday environment, PHS is committed to effectively implementing positive behavior interventions, multi-tiered wellness interventions, and comprehensive safety programs.

Monitoring the behavioral and emotional functioning of adolescents helps to promote student success. Academic difficulties, along with challenges associated with developing and maintaining positive relationships with others, can sometimes be the result of underlying behavioral and emotional factors. When identified early, these difficulties can be addressed before negatively affecting an adolescent's academic success and sense of wellness. By monitoring these areas, preventative steps can be taken to enhance student's academic success and wellness. Starting in the 2020-21 school year, to identify said social-emotional needs, PHS will utilize the *CoVitality Secondary* (CoVitality-S) social emotional survey to screen every student. The Student Intervention Specialist and members of the school's social-emotional support team will then receive and review the results of the survey. If a student responds to the survey in a way that indicates potential for behavioral, emotional, or social challenges that impact school performance, they will be contacted by a member of the school team for an informal check in to determine if further assessment or interventions are recommended.

PHS Self-Study Report Schoolwide Action Plan Item: Pacifica High School will continue to research and implement procedures, programs, and curriculum that provide student support, academic enrichment/remediation, and interventions.

Visiting Committee 2018 Recommendation: Develop and implement a comprehensive school-wide intervention plan to mitigate student obstacles to learning.

Critical Learning Need #2 from PHS Self-Study Report 2018:

“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.”

Prior to COVID-19, Pacifica was deep in implementation of many programs from our 2018 Self-Study Action Plan that support student academic enrichment and achievement, and provide intervention.

In the fall of 2019, Pacifica began offering Saturday Academy to replace “Saturday School.” The new Saturday Academy allowed students to make up ADA while also making up the learning lost. Teachers were able to assign Saturday Academy to their students who were struggling academically as a layer of intervention. The program is on hold until we return from distance learning, but will be implemented again.

Our English Language Development team underwent major changes since our 2018 Self-Study, with several teachers collaborating on an intervention system for our lowest language learners. In this model, four teachers are given one instructional period per day to focus on their assigned ELs. Some days the teachers observe the students in their English-only classrooms, while other days they do pull-outs and focus on one-on-one language development. The ELD team developed a robust tutoring system for these students, as well as an ELD Mentor program where our ELD students are paired with students who connect them with our campus, culture, and other language learners. The ELD Mentors also assist with transitioning out of the program, a big focus of the ELD intervention model. The ELD intervention program supports students within the program, but also heavily focuses on students who have been recently exited so those students still receive support. Additional supports in the ELD intervention program include grade checks, transcript conversions and A-G checklists, language support forms, and community service.

Pacifica also implemented Edgenuity, a robust online curriculum program that offers credit retrieval courses as well as A-G courses. Edgenuity was offered both during the school day and both before and after school, to provide as many opportunities as possible for intervention and academic enrichment. Cyber High, a similar platform for online credit recovery, was also offered to migrant and ELD students.

Additionally, our counseling team implemented an individual success plan for students with low grades. This plan focused on exactly what each student would do to retrieve credits and was supplemented with SST meeting notes and any referrals. The plan to be implemented would then be approved by our assistant principal aligned to counselors, Cameron Salehi, who would then share it with Principal Ted Lawrence and now Superintendent Dr. Tom McCoy. These plans worked to ensure that all students were able to remediate missing credits.

The Math department also launched a push-in/pull-out program in the fall of 2018, with four teachers having a period off to provide intervention. In the 2019-2020 school year, two math teachers had push-in/pull-out periods to provide intervention for struggling students. These push-in/pull-out periods were used to shadow students in their courses, provide small group instruction, provide targeted tutoring, and to review class concepts. The Math department also worked to make sure the Foundations of Algebra class was written as an A-G course so that students who need to take it receive the credit they need toward their A-G completion and they are not prevented from going straight to a four-year university.

Our After School Academic Tutoring (ASAT) program also took off after our 2018 Self-Study. ASAT is run by three teachers who take turns providing tutoring after school to students who are referred by teachers. While we have after school tutoring by content area teachers available for students who choose to go, some students do not make the right choices and benefit from the added support of a teacher assigned to tutoring.

The Renaissance Program is a nationwide program to motivate and encourage students and staff by recognizing academic achievement and positive behavior. Renaissance nationwide has been effective in improving academic achievement and modifying behavior. The goals of Renaissance are to increase attendance rates, raise grade point averages, increase school spirit, and reward positive behavior.

Pacifica continues to utilize the PBIS (Positive Behavioral and Intervention Supports) program. We will have our schoolwide one-liners to remind students of general school rules: “stay to the left,” “one in, one out” (earbuds), etc. As a staff, we try to give three positives to one negative, with a focus on acknowledging positive behavior and growth. Staff continues to send home messages of positivity through postcards (on hold due to COVID-19) and ParentSquare.

One of the biggest changes on campus, since our 2018 Self-Study, came in the form of a newly created position. In the fall of 2019, we were given a Student Intervention Specialist, whose primary job was to provide social-emotional support and resources to students in need. Mrs. Esther Dominguez, our former registrar, took the job and has revitalized our campus. She quickly became the ‘go-to’ for students in need, an adult they could trust and confide in. She continues to be a huge asset during distance learning, creating an online wellness center, reaching out to students virtually through Google Meets, and sending out encouraging tweets of support to staff and students.

Additional services for social-emotional wellness include individual (short-term, solution-based) counseling; support groups, referrals to outside community-based organizations such as City Impact; student crisis support; safety plans for students returning from crisis or trauma; social/emotional 504 plan support; and mediation (both peer-to-peer and formal). Many of these services are still offered virtually throughout the duration of Distance Learning. Beginning in the fall of 2020 with Distance Learning, all teachers are providing students with a social-emotional check-in each week, and the school continues to provide resources, tools, and student connections via various virtual platforms like Google Classroom and Twitter.

To provide support to our new Tritons during distance learning, members of the site collaborated with other district employees to create an Alludo game for our new 9th graders. The game seeks to introduce them to site culture; to teach them district and site expectations; to build a sense of community amongst peers and staff; and to provide opportunities for academic growth, community involvement, and emotional wellbeing.

PHS SPSA 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. Additionally, PHS faculty, staff, students, and parents will develop, increase, and improve communications to facilitate student success.

PHS Self-Study Report Schoolwide Action Plan Item: 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.

Critical Learning Need #3 from PHS Self-Study Report 2018:

“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.”

This continues to be an area of need at Pacifica, and distance learning has driven that point home. For the past couple of years our district has championed ParentSquare, a program that allows two-way communication between parents, admin, faculty, and staff (and students!) that can translate into any language based on parent selection, and allows parents to elect for text messages rather than email. Although all teachers have access to the program and many use it, the majority of our parents have not logged into it and have missed vital communication regarding distance learning, grades, etc.

A big push was made after emergency distance learning in the spring of 2020 to increase parent participation across the board, including through use of ParentSquare. A flier went home to all families in the summer mailer and tutorial videos were posted by the district, but many of our parents lack technological know-how to even access the program. An early plan was made to start off Fall 2020 having sign-up tables so that staff could assist parents, but COVID-19 put a pause on that. While ParentSquare is a great program, it is not as effective as it could be if our parents do not opt in and do not set up their preferences, which hinders home-to-school communication via the ParentSquare platform. Moving forward, we need to provide our parents one-on-one support with setting up their accounts to ensure that they have access; this may mean helping many of our parents sign up for email addresses.

Our ELAC program continues to flourish, with our meetings being well-attended. Assistant Principal Angelita Sandoval oversees the program and is working hard to change the culture of parent participation, especially among some of our Spanish-speaking parents. AP Sandoval also oversees our PTSA (Parent Teacher Student Association) program, and is working on increasing parent participation there as well. In the fall of 2020, she created websites for both programs, hoping to give busy working parents a way to participate more when they are unable to attend evening meetings.

V: Schoolwide Action Plan/SPSA Refinements

Critical Learning Need #1 from PHS Self-Study Report 2018:

“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.”

Our newest areas of concern came to light due to distance learning, but the need for continued progress-monitoring will remain due to our 1:1 Chromebook implementation. Our first new area of concern is equitable access to *working* technology. Although we are able to provide all students with a device and a wi-fi hot spot, students who reside in neighborhoods without strong wi-fi lack the access needed to successfully attend school and complete work. This new area is outside of our control ultimately, but we are committed to doing all we can do on our part.

Based on the success we have had in implementing 1:1 Chromebooks for all students, providing hot spots, and providing physical access to technology, we are refining this critical need to focus instead on increasing digital literacy.

Revised Critical Learning Need #1 for PHS Self-Study 2024:

While Pacifica High School provides equitable access to technology for all students, the need to increase digital literacy exists. Through various programs and platforms, Pacifica High School seeks to build capacity within students to effectively use technology to access information, to integrate research, to create content, and to communicate in a variety of ways.

Critical Learning Need #2 from PHS Self-Study Report 2018:

“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.”

Distance learning has shed a light on our students’ home environments and how they may negatively impact student achievement. Students who are working full-time due to COVID-19 or who are attempting to care for younger siblings during school hours have been most affected by the move to distance learning. As a school we will continue to investigate ways to support these students socially and emotionally, as well as provide flexibility while still maintaining rigor and expectations.

Pacifica has implemented several programs (such as our ELD intervention program, our Math push-in/pull-out program, Edgenuity, our counseling initiative for individual intervention plans

for students with D/Fs, Renaissance, ASAT, etc) that need time to grow and thrive, and current data tells us that we are headed in a positive direction, even through Distance Learning. Our college and career readiness data continues to rise, as do our pathway completers and participants in programs like Renaissance. Teachers, counselors, and site administration continue to work with DO personnel to update current and author new courses to ensure classes meet a-g and NCAA requirements. This critical learning need does not warrant refinement at this time.

Critical Learning Need #3 from PHS Self-Study Report 2018:

“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.”

The parent data we have from our YouthTruth survey is very positive, with more than half of our parents expressing that they have had many avenues to participate in their child's education, leaving us with one question: where are they? Despite our best efforts to connect with parents, our parent community continues to remain largely absent.

That lack of reliable wi-fi has prevented us from reaching parents through digital means, such as ParentSquare. Many families have phone numbers on file that no longer work; with no phone number or email or wi-fi access some of our families are unable to receive any school-to-home communications, further widening the achievement gap for students in our lowest socioeconomic areas. Many of our parents do have email addresses and most are not tech-savvy.

Based on the immediate need to ensure parent communication venues are accessible by all, we will modify this critical need to focus on updating contact information and ensuring all parents are not only signed up for ParentSquare, but are provided training so that they may effectively use it as a communication tool. Updating this critical learning need and shifting the focus to training and support also allows us to gather measurable data to strengthen our progress-monitoring efforts.

Revised Critical Learning Need #3 for PHS Self-Study 2024:

“Though numerous avenues for parent involvement exist, we need to provide more opportunities for training and technological support for our parents in order to increase their participation in their student's education and to positively impact their child's academic success.”

Critical Learning Need #4 from PHS Self-Study Report 2018:

“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 area continues to be a priority because if we can successfully understand the who/what/when/where/why of our D/F rate, we can begin the hard work of closing the achievement gap for all students, but especially our English Learners, SPED, foster youth, and McKinney-Vento students.

Based on the current data, it is imperative that we continue to work towards this goal.

Critical Learning Need #5 from PHS Self-Study Report 2018:

“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.”

Although the data from our instructional walkthroughs and lesson study is encouraging, based on our red status on the California Dashboard for CAASPP, it is crucial that we continue to explore this critical learning need.