

Ventura Unified School District School Plan for Student Achievement



Pacific High School

56 72652 5630272

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This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Fiscal Year 2021-2022

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The School Plan for Student Achievement

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This plan is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For additional information on school programs and how you may become involved locally, please contact:

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The district's Governing Board approved this revision of the school plan on _____.

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2021-22 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Other or Classified Staff	Parent or Community Member	Student
Deidre Monarres	X				
Sebastien DeClerck		X			
Kathy Elliott		X			
Doug Kidwell		X			
Laura Mew			X		
Prescious Bibb				X	
Laura Reyes				X	
Angie Weatherford				X	
Chrissy Hayes					X
Vacant					X
Number of members in each category	1	3	1	3	2

English Learner Advisory Committee Membership

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

Name of Members	Administrator	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Deidre Monarres	X				
Zenaida Jimenez				X	
Raymundo Vasquez				X	
Adriana Nava				X	
Maria Silva				X	
Roselia Lopez				X	
Florencia Samaguey				X	
Hector Hernandez				X	
Marcos Salinas				X	
Adulia Lopez				X	
Irene Hilerio				X	
Edith Cervantes				X	
Benjamin Rea				X	
Perla Ponce				X	
Flor Suares				X	
Martha Lopez				X	
Juanita Martinez				X	
Julia Carchuro				X	
Luciana Gonzales				X	
Gustavo Martinez				X	
Number of members in each category	1			19	

(If the members of a properly constituted English Language Advisory Council (ELAC) voted to give over their governance to the School Site Council (SSC), please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

- ☐ The ELAC has voted to give governance to the SSC on this date: _____
- ☐ The name of the parent ELAC representative to SSC is: _____

Recommendations and Assurances

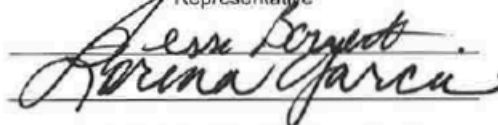
The School Site Council (SSC) recommends this school plan and proposed expenditures to the district Governing Board for approval and assures the board of the following:

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- 3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Leadership Team

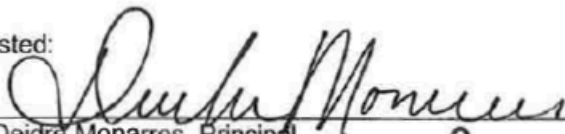
English Learner Advisory Council

Signature of Authorized
Representative

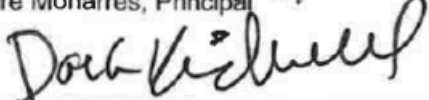


- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 11/16/21

Attested:



Deidre Monarres, Principal



SSC Chairperson

11/22/21
Date

11-22-21
Date

District information

District Profile

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just under 17,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, and 1 alternative high school.

During the 2020-21 school year, Ventura Unified School District served 15,871 students in grades TK-12 including 11.1% students with disabilities, 15.9% English learners, 54.4% socioeconomically disadvantaged, 0.4% migrant education, 2.7% homeless, and almost 0.5% identified as foster youth.

District Promise

When it comes to delivering an education that prepares students for a future in the world today, a one-size-fits-all approach no longer suffices. Students must be able to think critically, approach problem-solving with agility and creativity, be open to exploration, and adapt to new ideas and pathways they will invariably encounter throughout their lives.

At Ventura Unified School District, we cultivate a wealth of diverse academic programs so every student in our community has the chance to explore and engage with a learning environment that not only challenges them academically, but also promotes their growth as people, scholars, and citizens of the world, in an open and positive environment.

Our passion is to help the children in our schools find their passion—academically and personally—believing that each and every student has a brilliant future ahead of them.

District Pillars

We are committed to providing:

- a safe, healthy, and positive learning environment in every school
- rigorous and relevant academics that challenge each student
- engaging settings that stimulate curiosity and empower students to have a voice in their learning
- real world experiences and connections in and out of the classroom to cultivate creativity, critical thinking, and an appreciation for the world in which we live
- consistent, enthusiastic and unwavering encouragement of each and every child—so they can discover who they want to become and be academically, personally, and socially

Our young people are the future of our community and our world. It is incumbent on all of us to become deeply involved in their success, so each student has the freedom, support and resources they need to find their future.

For the future of every student.

District Logo

Our logo, the open wave, was inspired by VUSD's connection to the California coast and the possibilities that lie ahead for our students. The ocean, and all that it represents, is a fitting metaphor for the optimism and energy embodied by our people, schools, and district. The logo unifies our schools and programs with a bold, abstract signature that connotes an open, cresting wave. The clean lines that comprise the open wave signify the opportunities students are offered by our district through its variety of programs and schools. The color blue leads our bold and varied color palette since it stands for confidence, wisdom, and intelligence.

District Vision

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

District Mission

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

District Governing Principles

Every student can learn. We will make decisions in the best interest of students. We will value and celebrate diversity, and treat all people with dignity and respect. We will operate in a fiscally responsible manner. We will work as a team. We will maintain a working environment that promotes professional growth and excellence. We will celebrate and recognize success, creativity and achievement through a variety of indicators. We will embrace families and the community as partners in education.

School Information

School Profile

Pacific High School served 168 students in grades 9-12 (October 2020) during the 2020-21 school year. Student enrollment at that time included 6.5% students with disabilities, 39.3% English learners, 89.9% socioeconomically disadvantaged, 12.5% homeless, and 1.8% foster youth. PHS is designated Schoolwide Title I due to the high poverty rate of its student's families.

Each fall, the student body begins with approximately 125 students. Due to the highly transient nature of those enrolled and new students continually referred during the year, the average new enrollment is about twenty per month. This brings the total enrollment throughout the year to over 250 students per year.

Due to a variety of factors, the demand for placement has remained consistently high. PHS students get a feeling of community in their homerooms and from the small, friendly, personalized classes and campus. Instructional strategies and the pacing of the curriculum are adjusted to meet student needs. PHS has developed a reputation as a special place for those students looking for a viable alternative to the large traditional high school. PHS's 2017-18 staffs' outstanding efforts on behalf of its students were acknowledged by the State Department of Education and the California Continuation Education Association recognizing it as a Model Continuation High School.

Pacific High School follows a traditional school calendar of 180 student contact days. Classes start at 8:10 A.M. and end at 12:42 P.M. with one sixty-seven minute period and four forty-five minute periods. This far exceeds the minimum 180 instructional minutes required for California continuation high schools. Class size can vary from 17-22 students. The master schedule consists of one homeroom period and four core curriculum periods.

Students and families are urged to extend the students' school day by enrolling in at least one of the following credit offerings:

- School Site After School Enrichment
- Work experience
- Community service
- VCOE (Career Technical Education)
- Concurrent enrollment at the community college
- Credit Recovery through individualized units of study completed after the school day
- APEX On-line

First Steps Child Development Center is an onsite licensed child development center that serves the children of our thirty enrolled teen parents. The CDE sponsored Cal-SAFE (California School Age Families Education) Program provides funding for this program.

The Transition Class has been established to provide immediate classroom instruction for those newly entering students. This is a quarterly program designed to allow new students to acclimate to PHS. Those students demonstrating high academic, behavioral and attendance achievement may transfer to the morning program at the end of any given 3-week instructional interval. Class size ranges from 5 to 30 students

The established program, the Lagoon, is PHS's on campus intervention program. It is a 6-week intensive academic and behavioral self-contained class scheduled in the afternoon from 8:10-11:54. Prior to referral to the program, students are monitored via a positive behavioral support plan. Numerous interventions are developed and designed to address the concern. If a student remains unsuccessful in adequately changing the identified academic barrier, a transfer to the Lagoon takes place. The intent is to have the student address the learning barrier, change the identified concern, and return to the morning program. There is no limit to the number of times a student may participate in the Lagoon program.

An ongoing relationship continues to exist between PHS and the community college. Tuition is free for high school students concurrently enrolling. Those having financial need may receive text books grants through donations which is accessed through the District Liaison.

Pacific High School (PHS) completed a facilities modernization in February 2005, which included the installation of necessary infrastructure to support high speed Internet access. Campus technology resources include:

- Three computer labs
- Four laptop carts
- Interactive overhead projectors in all classrooms
- All teachers have online access to the Q student information system and other programs supported by the district server
- Wireless technology has been installed throughout the campus

Pacific High School consists of a main campus. PHS serves students from the city of Ventura as well as the Ventura County areas of Saticoy, Oak View, and La Conchita.

The annual school accountability report located in the Resources Section of this report includes a wide range of information about the school and its staff. Current and three-year trend information for teaching and support staff are accompanied by statistical and narrative data related to schoolwide student performance, condition of facilities, sufficiency textbooks, learning conditions, and district expenditures.

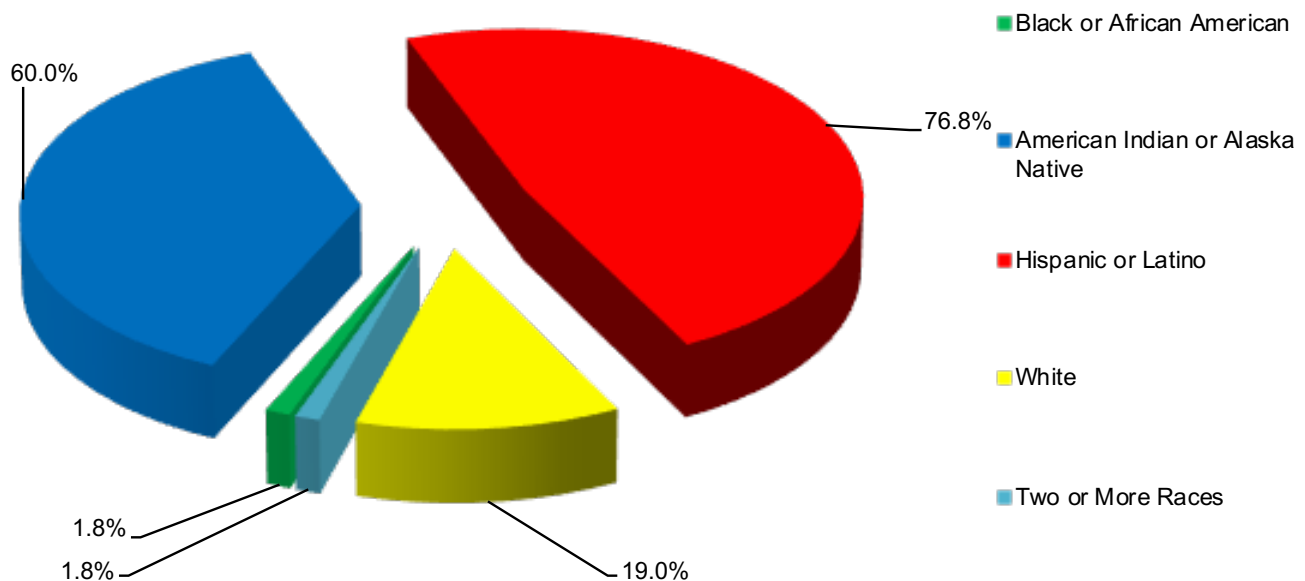
School Vision

Pacific High School is based on a philosophy of individual accountability and responsibility, coupled with a commitment to maintain an atmosphere where students can feel secure, accepted, and challenged. The school's vision is based on the philosophy of Routines, Relationships, Respect, Responsibility, Results.

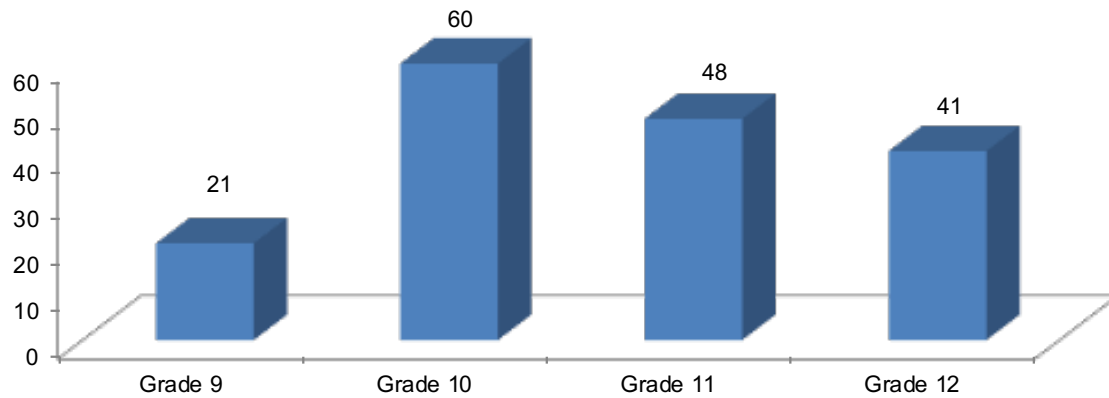
School Mission

The school exists to educate, in the broadest sense, those students who have not experienced success in the traditional high school program. This education is provided in a climate designed to foster a sense of community where students who have struggled in larger education settings can experience a sense of personal recognition, academic success, and positive identification in a structured yet flexible setting.

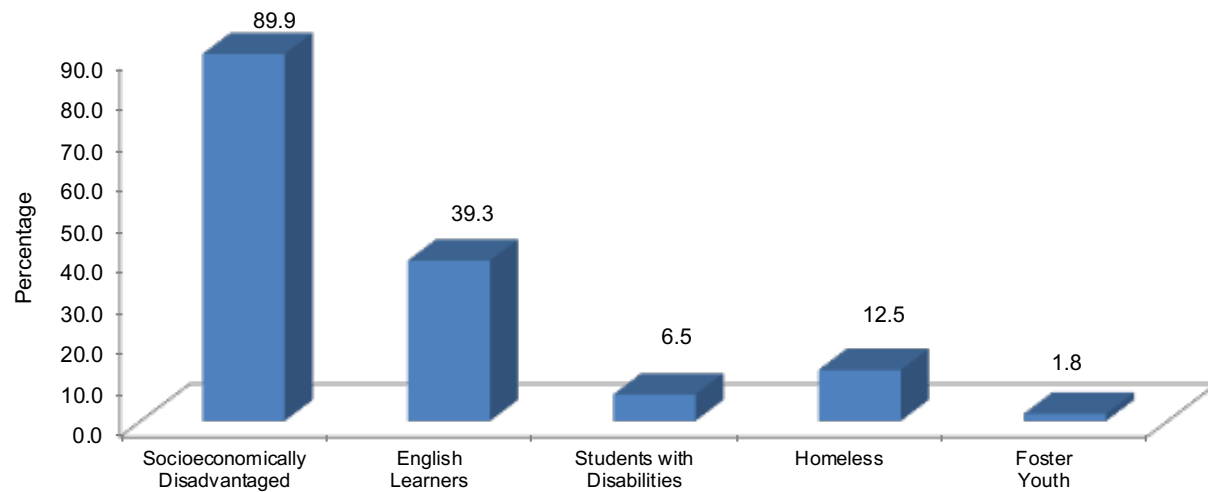
Student Enrollment by Ethnicity – 2020-21



Student Enrollment by Grade – 2020-21



Student Enrollment by Student Group – 2020-21



Comprehensive Needs Assessment

Pacific High School completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards. During a faculty meeting held in the first semester of the school year, school administration and the leadership team considered the results of the following to identify areas of strength and weakness:

- ✓ Analysis of Student Performance Data:
 - ELPAC Reports
 - District Assessments
 - CAASPP Reports
 - CST Science Reports
- ✓ Behavior Model Data
- ✓ Attendance Rates
- ✓ Suspension Rates
- ✓ California School Climate Survey
- ✓ Student Credit Earning
- ✓ Graduation Rates
- ✓ Dropout Rates
- ✓ Grades

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals.

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

All persons are to be treated with dignity and respect; therefore, the district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. The Ventura Unified School District has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur.

Pacific High School's discipline policies are based upon a schoolwide discipline plan, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Pacific High's teachers have been trained on multiple models to help manage student behavior and promote respectful, responsible choices; these programs include Randy Sprick's Safe and Civil Schools, PBIS (Positive Behavior Intervention Support), and RtI2 (Response to Intervention) behavior model. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. During enrollment, students are advised of their behavior expectations. As needed, administrators may visit individual classrooms to reinforce the importance of following school rules and making responsible, respectful choices in behavior. Pacific High School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Pacific High School has adopted the following district-approved programs aimed at keeping students safe at all times and promoting healthy habits and choices.

- **Digital Citizenship** – program that is a concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know to use technology appropriately. Digital Citizenship is more than just a teaching tool; it is a way to prepare students/technology users for a society full of technology.
- **Anti-Bullying Spirt Weeks**
- **Multi-Tiered Systems of Supports (MTSS)**
- **Restorative Justice Practices**
- **Partnership with Behavioral Health** - (on campus and off campus referrals)
- **YONDR** – Cell phone locking system
- **School Connect Social Emotional Curriculum**

Community Resource Guide

The Ventura Unified School District publishes a Community Resource Guide for its student, parents, and community. The guide is available at the district office and on the district website www.venturausd.org. The guide provides local and community resource contact information for:

- After School Childcare & Activities
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Family Support
- Health Information
- Healthcare Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention List
- Low or No-Cost Health Insurance for Children
- Mental Health
- School-Law Partnership
- Transportation
- Tutoring

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Pacific High School	56726525630272	11-16-2021	

Purpose and Description

Briefly describe the purpose of this plan (State whether Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement or Additional Targeted Support and Improvement)

Pacific High School is identified for Comprehensive Support and Improvement specifically for graduation rate. Additional state dashboard indicators show that Pacific High School needs strategic improvements focused on English Language Arts, Math and College and Career Readiness.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Pacific High School's plan meets the ESSA requirements of aligning with the Ventura Unified School District's Local Control and Accountability Plan (LCAP). The goals in this plan enhance academic achievement through a focus on equity, accountability, inclusion, transparency, flexibility and opportunity for all students. This plan strengthens academic achievement through a multi-prong effort, addressing both the physical safety needs, academic needs and social-emotional needs of students, staff, and families. The Pacific High School Plan for Student Achievement also includes a strong focus on collaboration and enhancing communication within the school and the larger PHS community while systematically targeting improvement to our school culture and climate. Through this plan, Pacific High School demonstrates its commitment to integrity and continual growth as well as prioritizing our core values of relationships, routines, responsibility, respect and results.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Dates:
PHS Leadership Team	8/23/21, 9/14/21, 11/8/21
PHS MTSS Leadership Team	9/28/21, 11/30/21
PHS Staff	8/20/21, 9/3/21, 10/1/21, 11/12/21
School Site Council	9/21/21, 11/16/21
ELAC Committee	10/5/21, 11/4/21

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

Pacific High School has identified Resource Inequities in the following areas:

1. Math Intervention: A large majority of students enroll at PHS with significant gaps in the necessary math skills required to meet CA and VUSD Math graduation requirements. This is generally a result of failing Math I at their home school multiple semesters. In some cases, students have taken and failed four semesters of Math I prior to arriving at PHS. This creates a challenge of completing the three-year graduation requirement in only two years for these students who may also have other significant graduation deficiencies.
2. English Language Arts Intervention: A large majority of students enroll at PHS with significant gaps in the ELA skills required to meet CA and VUSD graduation requirements. This is generally a result of failing English 9 and English 10 courses at their home schools. This creates a challenge of completing the four year ELA graduation requirement in two years for students who may also have math or other core graduation credit deficiencies.
3. College and Career Readiness: PHS annual survey data, as well as the 2020 WASC Self-Study indicates that students and families would like PHS to increase school-based support for college and career planning.
4. Training and Staff Development for teachers and staff: PHS teachers and staff require continuous training and professional development to meet district and school goals in Multi-Tiered Systems of Support (MTSS) including specific training in: Universal Design for Learning, Social Emotional Learning, Project Based Learning, Positive Behavior Intervention Supports, Trauma Informed Practices, and Restorative Practices.

Goals, Strategies, Expenditures, and Annual Review**Goal 1:**

Increase Student Achievement – Increase student achievement for all students while decreasing performance gaps for credit deficient students.

Identified Need:

Increase Pacific High School Graduation Rates

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Quarterly Student Credit Data	15.5 Average Credits Earned per quarter per student (2019-2020)	16+ Average Credits Earned per quarter per student
Student Attendance	73% (2019-2020)	75%
Student Suspensions	35% (2018-2019) 26% (2019-2020)	< 25%
Graduation Rate	41.8% (2018-2019)	75%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with additional targeted Math intervention for credit deficient students in this core area.

Strategy/Activity

Increase access to approved CA and VUSD Math Graduation Requirements for students not on an A-G graduation pathway.

- Hire an experienced, credentialed math teacher to provide instruction in common core Math I A and B.
- Add an additional 6th period Math class to the master schedule
- Increase bilingual paraeducator hours for 6th period Math, Science and History courses.
- Increase math offerings for credit recovery in Edgenuity
- Develop quarterly math benchmarks to assess student progress in Math I Readiness and Math I
- Use qualified certificated and classified staff to provide after-school intervention/tutoring for students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$100,000 - Math Teacher	VUSD General Fund
\$3,000 - Para Educator Extra Hours	PHS Title I
\$3,000 - Edgenuity Math Courses	PHS CSI Grant
\$10,000 6th Period Math Class	VUSD General Fund
\$2,000 After School Tutoring	ASSETS Grant

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with additional targeted instruction for severely credit deficient students in these core areas.

Strategy/Activity

Improve student writing proficiency

- Implement Core ELA and writing instruction into the school-wide first period class.
- Use monthly collaboration time to evaluate student writing assessments

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$3,000 ELA Teacher Leader Stipend	PHS Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Increase students' preparedness for success in college and or career post graduation.

- Increase student access to on-site CTE offerings/pathways
- Explore implementation options in the National ACT courses and certifications for career readiness.
- Improve graduating student application rates for community college and or technical school

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$20,000 CTE Art/Media equipment & supplies	CTE Grant
\$750,000 Add Agricultural Pathway and 5 acre farm to PHS	State/Federal CTE grant(s)
\$5,000- ACT Courses & Training	VUSD LCAP
\$70,000 - College and Career Counselor	CSI Grant

Annual Review:**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The Covid-19 pandemic and subsequent distance learning requirements delayed progress on several 2020-2021 Goal one strategies. PHS was not consistently successful engaging students in after school tutoring via zoom but still implemented an extra 6th period math and English class. PHS did implement school-wide ELA in first period and read and analyzed their first novel as a school. Some progress was made with our Vision/Mission revision via staff and student surveys and staff collaboration time. The ACT WorkKeys training was postponed until August of 2021 which has delayed implementation. While some progress was made PHS intends to continue some of these strategies in 2022.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

PHS carried over funds from CSI and Title I for unused time/stipends due to the pandemic.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Pacific High School will continue to focus on academic achievement and increased graduation rates and will continue to use quarterly credit data, student attendance, student suspension, and graduation rates as metrics for improvement.

Goal 2:

Student Connections to School - Provide a safe and secure environment for all staff and students.

Identified Need:

Strengthen school-wide MTSS structures to enhance school climate and optimize teaching and learning success

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent, Student, Staff Surveys including LCAP district and PHS site surveys	N/A	N/A
School Site Attendance	73%	75%
School Site Suspension	35% (2018-2019) 26% (2019-2020)	<25%
School Site Expulsion	4 (2019-2020)	0
PHS After School Program Attendance	36%	40%
Quarterly Student Credit Data	15.5 Credits per student	16+ Credits per student
Graduation Rate	41.8%	75%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Strengthen school-wide MTSS collaboration and intervention systems and structures.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$130,000 - MTSS Learning Director/Assistant Principal	PHS CSI Grant
\$500 - Trauma Informed Teacher Materials	CSI
\$5,000 BRIMM Interventions (district)	VUSD SAP Grant
\$5,000 Social Worker	LCAP
\$15,000 Family/Teen Parent Liaison	Title I
\$7,000 Travel/Conferences/Professional Learning	Title I
\$3,600 Counselor stipend extra conference hours	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students.

Strategy/Activity

Increase learning/training opportunities for students, staff, families and community in the areas of school safety, graduation requirements, social-emotional learning, and college and career opportunities

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,400 ELAC Leadership Stipends	Supplemental
\$1,800 SEL Leadership Stipend	Supplemental
\$1,200 Translation Services	Supplemental
\$1,200 Increased Campus Supervision Hours	Supplemental
\$3,700 Increased Classified Staff Hours	Supplemental
\$4,200 Instructional Supplies	Supplemental
\$5,000 VUSD SAP Services	VUSD SAP Funding
\$130,000 - MTSS Learning Director/Assistant Principal	CSI - Learning Director/Asst Principal - Same as Goal 2 Activity 1
\$70,000 College & Career Counselor	CSI Grant
\$100,000 School Resource Officer	LCAP

Annual Review:**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Pacific High School successfully met most of the two-year SPSA implementation goals in Goal number two, however, the Covid-19 pandemic and subsequent distance learning learning requirements postponed many scheduled safety trainings, safety drills, and several events were cancelled. Additionally as a result of the Covid-19 school closures and subsequent distance learning challenges, 2019-2020 data is unreliable for attendance, disciplinary referrals, suspensions, and expulsions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

PHS carried over funds from CSI, Title I and Supplemental for unused time/stipends due to the pandemic.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Pacific High School will continue to focus on campus safety via strengthening its school-wide multi-tiered systems of support (MTSS)

Goal 3:

Family Involvement -Improve parent and community involvement.

Identified Need:

Continue to improve consistent lines of communication throughout the school and within our community.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Student and Staff Handbook Revision, Publishing, Distribution	Annually	Annually
Staff, Parent, Student Surveys and Annual Needs Assessment	Perception Data	Increase areas of strength and decrease areas of need
Publish and email Weekly Bulletin and staff updates	1 per week	Maintain
Increase PHS Parent Square Participation	N/A	Weekly Parent Square Participation Reports
Quarterly Report Mailers	Four Mailers per student	Maintain
ELAC Meeting Attendance	35 parents/guardians	45 parents/guardians
SSC Meeting Attendance	10 members	10 members
Community Partnerships	8	10

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students.

Strategy/Activity

Communicate weekly bulletins and updates to students, staff and families via Parent Square, Email, Website, and Social Media.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,000	General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students.

Strategy/Activity

Communicate Student Progress Quarterly and as needed for intervention, via conferences, email, phone calls, parent square and US postal service.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$3,700 Increased Classified Hours	Site Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students.

Strategy/Activity

Distribute, collect, and analyze quarterly/annual surveys for students, families, staff and community.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,000 Collaboration	General Fund

Annual Review:**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The Covid-19 pandemic and subsequent distance learning learning environments made consistent communication and parent involvement more challenging. Not all parents/guardians had the technology access/skills to participate in tele-conferencing. However parent square participation increased slightly and administration, teachers and counseling teams maintained direct lines of communication with the majority of students and families via telephone and email. Pacific High School was able to maintain its regular mailing of report cards and attendance letters throughout the year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation or budgeted expenditures to implement the strategies or activities to meet the articulated goals but for those activities that were cancelled or postponed due to the pandemic.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes will be made to this goal however , more emphasis will be placed on improving PHS publications and websites as well as increased student, staff, and parent participation in the Parent Square Communication Platform.

Budget**Other Federal, State and Local Funds**

The School Site Council intends for Pacific High School to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2020-21 Carryover	\$3,420.00
Title I 2021-22 Allocation	\$43,120.00
Title I 2021-22 Parent Involvement	Incl.

Subtotal of additional federal funds included for this school: **\$46,540.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Site-Based Funds 2020-21 Carryover	\$1,778.00
Site-Based Funds 2021-22 Allocation	\$7,560.00
Supplemental Funds 2020-21 Carryover	\$0.00
Supplemental Funds 2021-22 Allocation	\$11,550.00

Subtotal of state or local funds included for this school: **\$20,888.00**

Total of federal, state, and/or local funds for this school: **\$67,428.00**

2021-22 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Assessment, Accountability, and Program Evaluation (AAPE) Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents. The Director and teacher specialists provide technical assistance for schools.

Multilingual/Multicultural Education

The VUSD Multilingual and Multicultural Education Department supports programs that prepare English Learners at all grade levels for college and career success. Department staff supports English Learner identification, parent notification, annual assessment routines, reclassification procedures and compliance monitoring.

Program models offered for English Learners in VUSD include Structured English Immersion, English Language Mainstream and Dual Language Programs. The department supports program design, planning and articulation, professional development, curriculum selection, program evaluation, parent involvement, management of fiscal resources, and community awareness.

Migrant Education student services are provided to eligible students and families as part of the Multilingual and Multicultural Department.

The Multilingual and Multicultural Department supports world language instruction and multilingualism in VUSD schools through course development, curriculum selection, and professional development.

VUSD promotes and celebrates multilingualism with the VUSD Multilingual Recognition Seal and the California State Seal of Biliteracy. The Department assists schools in providing this recognition for graduating seniors each year.

District translation support is offered through the Multilingual and Multicultural Department and by staff at many schools.

VUSD collaborates with the Mexican Secretary of Public Education to provide educational opportunities at our Plaza Comunitaria located at Sheridan Way School.

Curriculum & Instruction

The Curriculum & Instruction Department provides leadership and support for VUSD staff by coordinating the development, alignment, and implementation of standards, assessments, curriculum, instruction, staff development, and support services to ensure each student meets or exceeds grade level content standards. The education of the whole child, academically, as well as socially and emotionally, is our goal.

Gifted and Talented Education

The Gifted and Talented Education Office provides direction, coordination, and assistance in carrying out the GATE Program. This includes accounting, management, legal compliance, evaluation, placement and identification, the community advisory processes, as well as providing District and state required reports. Assistance to schools is provided by the GATE Coordinator and secretary.

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support

and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

The Indian Education Program is a federally-funded program serving only American Indian or Alaskan Native students in all grade levels who have an Indian Student Eligibility Certification Form 506 completed by their parents and on file in our Indian Education Office. The main focus of the program is to encourage all students of American Indian descent to finish high school and attend college. The Indian Education program was implemented to reduce the high drop-out rate among Native Americans throughout the United States

Elementary grade students (K-6) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

All qualifying 6-12 students have access to counselors who are experienced in working with students of American Indian and Native Alaskan descent in the areas of personal and academic counseling as well as tutoring in all areas of the middle school and high school curricula. Students in grades 6-9 are engaged in cultural presentations, heritage lessons, successful time management and study skills lessons, goal setting for middle school success and high school expectations, thinking about college and post high school educational and career planning, and basic skills support for language, reading and mathematics. Students in grades 9-12 are provided career counseling which includes information about special grants, scholarships, and financial assistance, and are engaged in activities to facilitate a better understanding in such areas as individual tribal history and history of other tribes.

Instruction and support are administered at each qualifying student's school site through a series of monthly sessions which may include 1) small group instruction based upon reading and language development, through interactive discussion, 2) hands-on learning activities, 3) booklets, and 4) computerized lessons. The school's Indian education teacher or 6-12 counselor work with the district's Indian Education Coordinator to develop a specialized curriculum and appropriate support services. Tutoring services are determined by the school administrator and Indian Education Coordinator.

References

CAASPP – Grade 11 English Language Arts/Literacy – 2020-21

	English Language Arts/Literacy						
	2020-21						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 11						
All Students Tested	68	0	0	N/A	N/A	N/A	N/A
Male	45	0	0	N/A	N/A	N/A	N/A
Female	23	0	0	N/A	N/A	N/A	N/A
African American							
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino							
Hispanic or Latino	51	0	0	N/A	N/A	N/A	N/A
Hawaiian or Pacific Islander							
White (not Hispanic)	16	0	0	N/A	N/A	N/A	N/A
Two or More Races	*	0	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	40	0	0	N/A	N/A	N/A	N/A
English Learners	18	0	0	N/A	N/A	N/A	N/A
Students with Disabilities	4	0	0	N/A	N/A	N/A	N/A
Migrant Education	*	0	0	N/A	N/A	N/A	N/A
Homeless	*	0	0	N/A	N/A	N/A	N/A

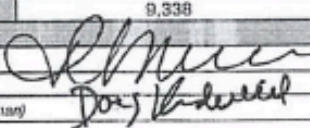
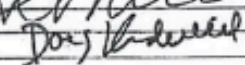

CAASPP – Grade 11 Mathematics – 2020-21

	Mathematics						
	2020-21						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 11						
All Students Tested	68	0	0	N/A	N/A	N/A	N/A
Male	45	0	0	N/A	N/A	N/A	N/A
Female	23	0	0	N/A	N/A	N/A	N/A
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	51	0	0	N/A	N/A	N/A	N/A
Hawaiian or Pacific Islander							
White (not Hispanic)	16	0	0	N/A	N/A	N/A	N/A
Two or More Races	*	0	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	40	0	0	N/A	N/A	N/A	N/A
English Learners	18	0	0	N/A	N/A	N/A	N/A
Students with Disabilities	4	0	0	N/A	N/A	N/A	N/A
Migrant Education	*	0	0	N/A	N/A	N/A	N/A
Homeless	*	0	0	N/A	N/A	N/A	N/A

2021-22 Supplemental Funds Program Budget

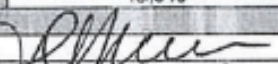
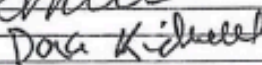

2021/2022 Planning		
PROGRAM: Supplemental		
Site: Pacific	Resource = 0100	Carryover 0 Allocation 11,550 Total 11,550
Object #	Classification	
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts
Must reflect amounts on Staffing Charts		Current Revise
1101	Teacher, Contractual	
1103	Teacher, Hourly	
1106	Teacher, Sub	
1107	Stipend, Certificated	3,043
Complete Time Sheet Authorization Form		
1201	Counselor, Contractual	
1207	Counselor, Stipend	1,217
1301	Director	
2101	Paraed, Positional	
2103/6	Paraed, Hourly	
2201	Health Tech, Positional	
2203	Translation, Hourly	1,230
Complete Time Sheet Authorization Form		
2401	Clerk, Positional	
2403	Clerk, Hourly	
Complete Time Sheet Authorization Form		
2903	Other Classified, Hourly	
SUBTOTAL		5,490 0
Discretionary Funds		
4200	Other Books	
4300	Instructional Supplies	1,362
4300	Other Supplies	3,500
4400	Equip Not Captizd(\$500-5000)	
5201	Mileage stipend	
5202	Travel/Conferences	
5300	Membership	
5600	Contracts, Rents, Repairs	
5601	Contracts, annual	
5710	Publications, District Office	
5717	Work Orders	
5719	Transportation	
5750	Food & Nutrition	
5800	Consultants/Other Svcs	1,198
5900	Communications	
6400	Equipment (over \$5,000)	
7310	Indirect	
SUBTOTAL		6,060 0
Total:		11,550 0
Principals Signature for Adjustment: <i>[Signature]</i> Date: 11/22/21 School Site Council Approval: (Chairman) <i>[Signature]</i> Date: 11-22-21 English Learner Advisory Committee Review: <i>[Signature]</i> Date: 11-4-21 Director, Special Projects Approval: <i>[Signature]</i> Date: 11/29/21		

2021-22 Site Based Funds Program Budget

2021/2022 Planning			
PROGRAM: Site Based			
Site:	Pacific	Carryover	1,778
		Allocation	7,560
			0
			0
Resource = 0000, Option = 0000		Total	9,338
Object #	Classification		
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts	
Must reflect amounts on Staffing Charts		Current	Revise
1101	Teacher, Contractual		
1103	Teacher, Hourly		
1106	Teacher, Sub		
1107	Stipend, Certificated		
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional		
2103	Paraed, Hourly		
2106	Paraed, Sub		
2201	Library Tech		
2203	Health Tech, Hourly		
2206	Library Tech Sub		
Complete Time Sheet Authorization Form			
2401	Clerical, Positional		
2403	Clerical, Hourly	4,101	
Complete Time Sheet Authorization Form			
2903	Other Classified, Hourly	1,131	
SUBTOTAL		5,232	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies		
4300	Other Supplies	4,106	
4400	Equip Not Capltzd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5750	Food & Nutrition Services		
5800	Consultants/Other Svcs		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		4,106	0
Total:		9,338	0
Principals Signature for Adjustment:  Date: 11/22/21 School Site Council Approval: (Chairman)  Date: 11-22-21 Director, Special Projects Approval:  Date: 11/22/21			



2021-22 Title I Funds Program Budget

2021/2022 Planning		
PROGRAM: Title I		
Site: Pacific	Resource = 3010	Carryover 3,420 Projected Allocation 43,120 Total Site Budget 46,540
Object #	Classification	
Personnel Costs and Benefits		<i>Must reflect amounts on Staffing Charts</i>
<i>Must reflect amounts on Staffing Charts</i>		<i>Current</i> <i>Revise</i>
1101	Teacher, Contractual	
1103	Teacher, Hourly	
1106	Teacher, Sub	3,045
1107	Stipend, Certificated	5,112
<i>Complete Time Sheet Authorization Form</i>		
1201	Counselor, Contractual	
1207	Counselor, Stipend	3,652
1301	Administrator	
2101	Paraed, Positional	
2103	Paraed, Hourly	
2201	Family Liaison	8,000
2203	Translating, Hourly	
<i>Complete Time Sheet Authorization Form</i>		
2401	Clerk, Positional	
2403	Clerk, Hourly	
<i>Complete Time Sheet Authorization Form</i>		
2903	Other Classified, Hourly	3,000
2906	Other Classified, Sub	
SUBTOTAL		22,809 0
Discretionary Funds		
4200	Other Books	
4300	Instructional Supplies	5,437
4300	Other Supplies	5,000
4400	Equip Not Captizd(\$500-5000)	
5201	Mileage stipend	
5202	Travel/Conferences	8,000
5300	Membership	
5600	Contracts, Rents, Repairs	
5601	Contracts, annual	
5710	Publications, District Office	
5717	Work Orders	
5719	Transportation	
5800	Consultants/Other Svcs	3,794
5806	Internet publications/software	1,500
5900	Communications	
6400	Equipment (over \$5,000)	
7310	Indirect	
SUBTOTAL		23,731 0
Total:		46,540 0
Principals Signature for Adjustment:  Date: 11/11/21 School Site Council Approval: (Chairman)  Date: 11-22-21 Director, Special Projects Approval:  Date: 11/20/21		

School-Parent/Home Compact**2021-2022 Learning Agreements &
Title I, Part A School-Parent Compact**

Pacific High School, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Students

1. Students will read their ventura.edu emails daily.
2. Students will be on time and attend school daily.
3. Students will engage in classroom learning and all school activities provided.
4. Students will treat all students, staff, and guests with dignity and respect.
5. Students will engage Credit Recovery in Edgenuity, Youth Activities and or in Work Experience after school for at least 60 minutes per day.
6. Students will follow appropriate digital citizenship guidelines and classroom norms during class instruction.
7. Students will participate in school enrichment and field trips when offered.

Parents/Guardians

1. Parents/Guardians will stay informed by reading their weekly emails from Pacific High School.
2. Parents/Guardians will communicate by phone or email with teachers, counselors and administration as needed to ask questions and to seek support for their student.
3. Parents/Guardians will participate in conferences as needed with teachers, counselor, and Administrators.
4. Parents/Guardians will celebrate their student's successes and achievements.

PHS Teachers & Staff

1. PHS teachers and staff will be prepared to deliver instruction daily.
2. PHS teachers will treat all students, staff, parents and guardians with dignity and respect.
3. PHS teachers and staff will maintain updated websites (google, canvas, Q) with all instructional materials necessary for student success.
4. PHS teachers and staff will provide appropriate accommodations for students with 504's and IEP's.
5. PHS teachers and staff will provide appropriate support for English language learners.
6. PHS teachers and staff will read their venturaedu and venturausd emails daily and will return student and parent communication within 24 hours.
7. PHS teachers and staff will monitor student progress in Edgenuity regularly and provide support to students during designated times.
8. Teachers will communicate student attendance and progress concerns to counselor and administrators so that administration may follow up with students and families.

Student Signature _____ Parent/Guardian Signature _____

Staff Signatures _____

VUSD - Parent Involvement Policy

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members

Support for programs that reach parents/guardians and family members at home, in the community, and at school

Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members

Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement

Any other activities and strategies that the district determines are appropriate and consistent with this policy. If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

VUSD Board Policy 6020, USC Title 20

Pacific High School - Parent Involvement Policy

**PACIFIC HIGH SCHOOL
PARENT INVOLVEMENT POLICY
2021-2022 School Year**

Pacific High School acknowledges the contributions parents make to the school. In addition, we recognize that parent participation is essential in achieving high student academic achievement. We know parents have a wealth of knowledge and experience that enhance their child's schooling experience. The school views parents as equal partners in educating their children and will therefore continue to develop, examine, and update the school's Parent Involvement Policy annually.

A. Policy Involvement

To ensure effective parent involvement and to support collaboration between Pacific High School, the parents and the community so our students achieve high academic achievement, Pacific High School will conduct numerous meetings such as listed below, which will be scheduled in the morning, afternoon and evening to suit the needs of all of our parents. On an ongoing basis, the school will involve parents in planning, reviewing, and improving the Parental Involvement Policy, the Single Plan for Student Achievement, and the Parent-School Compact. We will utilize the results as a guide to plan parent involvement activities. In addition, curriculum, assessments, and expectations will be communicated and known to all parents. The school will request comments on the School Plan for Academic Achievement and those comments will be submitted to the District office.

- Annual Orientation and Registration Meeting
- School Site Council (SSC),
- Monthly Leadership
- English Learner Advisory Committee (ELAC)
- Parent Conferences
- Field Trips and or other Special School Events

Pacific High School parents will receive information in a timely manner, in English and Spanish, regarding meetings and decisions made, through flyers, monthly newsletters, posters, school's marquee, US mail, and school personnel.

B. Shared Responsibilities for High Student Academic Achievement

Communication between students, parents, and school personnel is essential to high student academic achievement. At Pacific High School, communication is encouraged and promoted. The School-Parent Compact, will be jointly created and modified annually by parents and school personnel. It will specify the shared responsibilities of the students, the parents, and school personnel in attaining high student academic achievement. The School-Parent Compact will be discussed how it relates to student achievement, and will be signed by the teacher, student, and parent at Back to School Night. The Compact will describe curricular expectations, explicitly state responsibilities of parents such as monitoring their child's homework and attendance, participating in parent meetings and trainings, volunteering, and providing a learning environment at home. The student's responsibilities will include

completing homework, proper behavior, utilizing Principles of Learning, self reflection, and evaluation. School personnel will be responsible for the differentiation of instruction to meet the needs of the students and implement standards based curriculum through the use of state adopted research based programs such as CCSS ELA curriculum, ELD, and Math. Parents will be informed of their child's academic progress through annual conferences, monthly notices, Individualized Education Program (IEP), Student Success Team (SST), and Language Appraisal Team meetings.

C. Building Capacity for Involvement

In order to ensure effective involvement of parents and support a partnership among the school, parent and community and all stakeholders will be informed of state and local assessments and tests. The results of the California Standards Test (CAASPP), California English Language Development Test (CELDT), ELA Assessments, Mathematics Tests, and ELD measures will be explained during the annual Title One meeting, at ELAC, SSC, and leadership meetings. Pacific High School will also provide Teachers will inform parents of their child's progress not only utilizing the District's Progress Report but will communicate verbally or in written form when students are not reaching the academic goals. Teachers are trained in the value of parent contributions; on how to make them as equal partners.

Pacific High School is committed to providing opportunities to support parents and will coordinate parent involvement activities. At meetings, parents will be asked for input orally, in the language they speak and understand, via formal and informal surveys, and questionnaires to increase parent involvement and the results will be written in English and Spanish and shared with other parents, the school, and the District.

D. Accessibility

- Pacific High School understands and accepts the responsibility of maintaining ongoing comprehensible communication with parents therefore; all surveys, questionnaires, flyers, newsletters, report cards, conferences, announcements, invitations, brochures, meetings, workshops, and all forms of media used to communicate will be translated to support and inform parents. We will also provide information and opportunities for participation for newly arrived parents, parents with disabilities, and parents of migratory children by locating resources within our community.
- Pacific High School shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

Parent Involvement Calendar

<p><u>July</u></p> <ul style="list-style-type: none"> Bilingual Orientation & Registration mailers sent Bilingual Parent Square Updates 	<p><u>January</u></p> <ul style="list-style-type: none"> Bilingual Parent Square Weekly Bulletins and Information Bilingual Orientations and Registrations Counselor Meetings (by apt.) Attendance conferences School Site Council Counselor Meetings (by apt.) Administrator Conference (by apt) Attendance conferences Second Quarter report cards
<p><u>August</u></p> <ul style="list-style-type: none"> Bilingual Parent Square Weekly Bulletins and Information Bilingual Orientations and Registrations 	<p><u>February</u></p> <ul style="list-style-type: none"> Bilingual Parent Square Weekly Bulletins and Information Bilingual Orientations and Registrations Counselor Meetings (by apt.) Administrator Conference (by apt) Attendance conferences First Quarter report cards ELAC
<p><u>September</u></p> <ul style="list-style-type: none"> Bilingual Parent Square Weekly Bulletins and Information Bilingual Orientations and Registrations Counselor Meetings (by apt.) Administrator Conference (by apt) Attendance conferences Back to School Night School Site Council 	<p><u>March</u></p> <ul style="list-style-type: none"> Bilingual Parent Square Weekly Bulletins and Information Bilingual Orientations and Registrations Counselor Meetings (by apt.) Administrator Conference (by apt) Attendance conferences School Site Council Counselor Meetings (by apt.) Attendance conferences Third Quarter report cards
<p><u>October</u></p> <ul style="list-style-type: none"> Bilingual Parent Square Weekly Bulletins and Information Bilingual Orientations and Registrations Counselor Meetings (by apt.) Administrator Conference (by apt) Attendance conferences First Quarter report cards ELAC 	<p><u>April</u></p> <ul style="list-style-type: none"> Bilingual Parent Square Weekly Bulletins and Information Bilingual Orientations and Registrations Counselor Meetings (by apt.) Attendance conferences Administrator Conference (by apt) Attendance conferences
<p><u>November</u></p> <ul style="list-style-type: none"> Bilingual Parent Square Weekly Bulletins and Information Bilingual Orientations and Registrations Counselor Meetings (by apt.) Administrator Conference (by apt) Attendance conferences School Site Council Counselor Meetings (by apt.) Attendance conferences Renaissance Assembly 	<p><u>May</u></p> <ul style="list-style-type: none"> Bilingual Parent Square Weekly Bulletins and Information Bilingual Orientations and Registrations Counselor Meetings (by apt.) Administrator Conference (by apt) Attendance conferences First Quarter report cards ELAC SSC
<p><u>December</u></p> <ul style="list-style-type: none"> Bilingual Parent Square Weekly Bulletins and Information Bilingual Orientations and Registrations Counselor Meetings (by apt.) Administrator Conference (by apt) Attendance conferences 	<p><u>June</u></p> <ul style="list-style-type: none"> Bilingual Parent Square Weekly Bulletins and Information Graduation Fourth Quarter report cards

Professional Development Plan

Pacific High School believes strongly in providing all employees opportunities to develop professional skills and abilities as well as acquire training on current trends aimed at improving student achievement. The goals developed for this year's school plan have identified the areas and groups of teachers that will require additional support and training to ensure students meet state proficiency targets. The School Accountability Report Card, also included in this plan, provides: 1) an overview of the basic structure of staff development practices at the site and district level, and 2) site-based areas of concentration.

During the 2021-22 school year, teachers at Pacific High School will focus on the following trainings:

- Positive Behavior Intervention & Supports (Tier I & II Interventions)
- Multi-Tiered System of Supports (MTSS)
- Social Emotional Learning
- Universal Design for Learning (UDL)
- Technology Training

School Accountability Report Card

2020-21 School Accountability
Report Card
Published January 2022

PACIFIC HIGH SCHOOL
501 COLLEGE DRIVE, VENTURA, CA 93003
(805) 289-7950

DEIDRE MONARRES, PRINCIPAL
GRADES 9-12

PRINCIPAL'S MESSAGE

Dear PHS Community,
Welcome to Pacific High School, home of the Sharks! Thank you for your continued support for our "at-promise" Pacific High School students and families. We are very proud of our students' individual growth and resilience and of our collective growth as a school over the last several years. While the Covid-19 pandemic increased barriers for many in our community, it has intensified our schools' commitment to support our students' goals for graduation and their preparation for college and or their future career.

As a California Model Continuation High School, we strive to provide our students with engaging learning opportunities daily. We accomplish this by focusing on project-based learning (PBL) and community outreach, as well by offering Career Technical Education (CTE) classes in our Art, Media, and Entertainment pathway. We are thrilled to see the construction of SaAliyas Ranch on our property which will soon be a 3 acre organic farm. This working farm will provide our students with increased CTE learning opportunities in agriculture, math, science and business.

Pacific High School operates on a daily block schedule that enhances student learning and engagement while providing students and staff with increased opportunities to build on our core values of: Relationships, Routines, Responsibility, Respect, Results. Our school-wide first period class offers English Language Arts intervention and credit recovery via literature studies. All PHS students read and analyze several novels throughout the school year while participating in extended writing projects. First period is also our foundation for explicit Social Emotional Learning (SEL). All students participate in these important skill-building activities throughout the year.

With the help of several federal and state grants, PHS has been able to increase student support services in several areas. We have a full-time learning director administrator to strengthen our multi-tiered systems of support (MTSS). This administrator provides extensive professional development for our staff while also supporting academic, behavioral and social-emotional interventions for our students. PHS has

also hired a college and career counselor to better support our seniors in their post-graduation plans.

Board of Education

MATTHEW ALMARAZ
SABRENA RODRIGUEZ
AMY (YAMAMOTO) CALLAHAN
DR. JERRY DANNENBERG
VELMA LOMAX

District Administration

DR. ROGER RICE
SUPERINTENDENT

DR. ANTONIO CASTRO
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MR. BRETT TAYLOR
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

DR. REBECCA CHANDLER
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100
VENTURA, CALIFORNIA 93001
(805) 641-5000
www.venturausd.org



And our after school program, Youth Activities, will be in operation daily one hour before school and two hours after school. Students may participate in a variety of enrichment activities and or school clubs during this time that earn them elective credits towards graduation.

As a part of our WASC growth plan, PHS is revisioning our school this year with plans to complete this process in the Spring of 2022. Covid-19 delayed our work in this process last year, so we are truly looking forward to sharing our new vision, mission, and student learning outcomes with our community this year.

It is an honor and privilege to serve our youth and families at Pacific High School. We invite you to visit our school to learn more about our outstanding programs and how we support our students' academic success.

Sincerely,
Deidre Monarres, Principal

District Vision Statement

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

District Mission Statement

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,000 students in grades

transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Pacific High School

Pacific High School serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2020-21 school year, 168 students were enrolled, including 6.5% in special education, 39.3% qualifying for English Language Learner support, 12.5% homeless, 1.8% foster youth, and 89.9% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	35.7%	Grade 9	21
Male	64.3%	Grade 10	60
Non-Binary	0.0%	Grade 11	46
American Indian or Alaskan Native	0.6%	Grade 12	41
Asian	0.0%		
Black or African American	1.8%		
Filipino	0.0%		
Hispanic or Latino	76.8%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	1.8%		
White	19.0%		
English Learners	39.3%		
Foster Youth	1.8%		
Homeless	12.5%		
Migrant	0.0%		
Socioeconomically Disadvantaged	89.9%		
Students with Disabilities	6.5%		
		Total Enrollment	168

Pacific High School's core values are centered around Relationships, Routines, Responsibility, Respect, and Results. We believe that all students, regardless of their past academic challenges at their previous high schools, can be successful. Pacific High School focuses on the whole-child, prioritizes both academic and social-emotional growth and views all students and families through a strength-based lens.

Pacific High School has grown significantly over the last 6 years; this is demonstrated by our many school-wide program improvements and the six-year WASC accreditation we received in June of 2020. As a result of this growth, PHS will be working in the 2021-2022 school year to re-vision the

school so that our daily work is better aligned with our new goals to prepare all students for college and career readiness in the 21st century.

One of the largest program improvements has been the increase in Career Technical Education courses at PHS. PHS is the home of a strong Arts, Media and Entertainment pathway that offers Graphic Art and Production as well as Video and Media Production courses. PHS will also be the home of the new VUSD Agricultural Pathway and will be breaking ground on the new 5 acre campus farm this Spring.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4)

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities; and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8)

- Pupil outcomes in the subject area of physical education

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3)

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

The SARC provides the following information relevant to the State priority: School Climate (Priority 6)

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Pacific		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	NT	N/A	30.74	N/A	28.72

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with NT values indicate that this school did not test students using the CAASPP for Science.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11

Percentage of Students Meeting or Exceeding the State Standards

	Pacific		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
English Language Arts/Literacy	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

*Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and for mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.*

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

2020-21

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	41	NT	NT	NT	NT
Female	18	NT	NT	NT	NT
Male	23	NT	NT	NT	NT
American Indian or Alaskan Native					
Asian					
Black or African American	--	NT	NT	NT	NT
Filipino					
Hispanic or Latino	30	NT	NT	NT	NT
Native Hawaiian or Pacific Islander					
Two or More Races					
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	19	NT	NT	NT	NT
Students Receiving Migrant Education Services					
Students with Disabilities	--	NT	NT	NT	NT

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)

2020-21

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	163	NT	NT	NT	NT	163	NT	NT	NT	NT
Female	81	NT	NT	NT	NT	81	NT	NT	NT	NT
Male	72	NT	NT	NT	NT	72	NT	NT	NT	NT
American Indian or Alaskan Native										
Asian										
Black or African American										
Filipino										
Hispanic or Latino	142	NT	NT	NT	NT	142	NT	NT	NT	NT
Native Hawaiian or Pacific Islander										
Two or More Races	--	NT	NT	NT	NT	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT	--	NT	NT	NT	NT
English Learners	56	NT	NT	NT	NT	56	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT	--	NT	NT	NT	NT
Homeless										
Military										
Socioeconomically Disadvantaged	134	NT	NT	NT	NT	134	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT	--	NT	NT	NT	NT
Students with Disabilities	35	NT	NT	NT	NT	35	NT	NT	NT	NT

Note: NT values indicate this school did not test students using the CAASPP for ELA.

Double dashes (--) appear in the table when the number of students in this category is too small for tabular accuracy or to protect student privacy.

PARENT INVOLVEMENT

Pacific High School builds relationships with all families and welcomes regular parent involvement. Annually, we greet every single new and returning family at our August orientations. This is an important first step for all families every new academic school year.

Our largest and most successful parent group is our English Learner Advisory Committee (ELAC). This group meets 4-6 times per year and helps us meet our academic goals for our English Language Learners.

PHS also welcomes 2-3 parent volunteers annually to the School Site Council Committee. This important committee also meets 4-6 times per year and reviews and approves our school budgets, safety plan, and school plan for student achievement.

Pacific High School uses Parent Square to communicate weekly with our families and provides all families with a weekly bulletin in English and Spanish. Parents and guardians are encouraged to communicate often with their homeroom teacher and school counselor.

Parents/Guardians are welcome to also volunteer on:

- Model School Focus Groups
- WASC Focus Groups
- School Events and Assemblies
- After School Program - Youth Activities

STUDENT ACHIEVEMENT

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results

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

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

Physical Fitness

In the spring of each year, Pacific High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test Results			
2020-21			
% of Standards Met:			
	4 of 6	5 of 6	6 of 6
Grade Level			
Ninth	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data is reported.

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Pacific High School's original facilities were built in 1956; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. The District's

Early Childhood Center, First Step Jump Start, and First Five Centers are located on Pacific High's campus. Campus repair and/or improvement projects the 2020-21 school year include the following:

- Installation permanent shade structures for the pre-school playground
- Construction of a 5-acre farm including an avocado and citrus orchard, row crops, and several farm buildings/classrooms
- Relocation of the primary PHS physical education field and improvement of the physical education outdoor areas to include fencing

Campus Description	
Year Built	1956
Acreage	9.2
Bldg. Square Footage	35329
Quantity	
# of Permanent Classrooms	15
# Portable Buildings	0
# of Restrooms (student use)	3
Cafeteria/Multipurpose Room	1
Computer Lab	3
Library	1
Weight Room	1

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, assistant principal, and three campus supervisors monitor the campus, entrance areas, and designated common areas. Support staff, three campus supervisors, two counselors, and both administrators monitor student activities during the nutrition break. At the end of the day when students are dismissed, support staff, three campus supervisors, two counselors, and both administrators monitor student behavior and ensure students either leave campus in a safe and orderly manner.

To enhance two-way routine communication and facilitate an immediate response to urgent situations, the custodian, campus supervisors, counselor, administrators, office staff, and some teachers carry hand-held radios while on campus.

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

Item Inspected	School Facility Good Repair Status		
	Repair Status		
Inspection Date: October 6, 2021	Good	Fair	Poor
	Repair Needed and Action Taken or Planned		
Systems	✓		
Interior Surfaces	✓		
Cleanliness	✓		
Electrical	✓		
Restrooms/Fountains	✓		
Safety	✓		
Structural	✓		
External	✓		
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
Overall Summary		✓	

Percentage Description Rating:

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Pacific High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2021.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

Facilities Inspections

The district's maintenance department inspects Pacific High School on an annual basis in accordance with Education Code §17592.72(c)(1). Pacific High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on October 6, 2021. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

Facilities Maintenance

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one part-time evening custodian are assigned to Pacific High School. The day custodian is responsible for:

- Restrooms
- Cafeteria
- Classrooms
- Office Areas
- Auditorium Setup/Cleanup
- General Cleaning and Custodial Functions

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

- Restrooms
- Classrooms
- Routine Maintenance

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

**CLASSROOM
ENVIRONMENT****Discipline & Climate for Learning**

Pacific High School's discipline policies are based upon a school wide Multi-Tiered System of Support (MTSS) plan, which is used as a guide to: 1) develop high expectations for student achievement and behavior, 2) improve school-wide processes and procedures 3) collect and analyze data, and 4) create a variety of positive behavior support for all students.

Pacific teachers, administrators and counselors are trained in multiple behavior models to help de-escalate and manage student behaviors and promote respectful, responsible choices. Our Restorative practices support the whole child and include interventions for academics, behavior, and the social emotional needs of our students.

Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. During enrollment orientation, students and parents/guardians are advised of our school-wide behavior expectations. As needed, administrators may visit individual classrooms to reinforce the importance of following school rules and making responsible, respectful choices in behavior. Pacific High School employs a Restorative and Progressive approach that both supports and manages students who struggle with inappropriate school behavior, following school rules, or who regularly disrupt a positive learning environment.

Suspensions & Expulsions by Student Group (2020-21)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.38%	0.00%
Female	0.00%	0.00%
Male	0.57%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.49%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	3.70%	0.00%
Socioeconomically Disadvantaged	0.43%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Teaching Load

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

Average Class Size and Class Size Distribution				
2018-19				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	6	41	2	
Math	9	11		1
Science	7	8		
Social Science	9	20	2	
2019-20				
English	7	33	1	1
Math	11	11	1	1
Science	7	9		
Social Science	9	22	1	2
2020-21				
English	5	71		
Math	10	15		
Science	5	20		
Social Science	5	35		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Pacific High School for the 2020-21 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days

Suspensions and Expulsions									
	Pacific			VUSD			CA		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	15.60%	26.49%	0.38%	2.70%	2.53%	0.17%	3.60%	0.00%	0.20%
Expulsions	0.00%	2.65%	0.00%	0.05%	0.10%	0.01%	0.09%	0.00%	0.00%

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

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Chronic Absenteeism by Student Group (2020-21)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	265	243	127	52.3
Female	90	84	47	56
Male	174	159	80	50.3
American Indian or Alaska Native				
Asian	2	1	1	100
Black or African American	4	4	2	50
Filipino				
Hispanic or Latino	203	186	92	49.5
Native Hawaiian or Pacific Islander				
Two or More Races	5	3	3	100
White	51	49	29	59.2
English Learners	86	79	44	55.7
Foster Youth	7	5	2	40
Homeless	27	26	17	65.4
Socioeconomically Disadvantaged	233	216	115	53.2
Students Receiving Migrant Education Services	3	3	1	33.3
Students with Disabilities	16	16	13	81.3

the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Dropouts & Graduation Rates

Pacific High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring academic progress every five weeks, parent conferences, counseling, independent study, home visits, SART process, Restorative Justice process, Student Success Team process, Shark Senate, online credit recovery, after school tutoring, concurrent enrollment in adult education, and concurrent enrollment in community college. Teachers extract strategies and techniques from the RtI² model to encourage student success in both behavior and academics. Understanding that the needs of each

student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2019-20, data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates				
	Pacific			
	18-19	19-20	20-21	
Dropout Rate (%)	19.4	41.6	14.1	
Graduation Rate (%)	41.7	32.6	39.1	
	VUSD			
	18-19	19-20	20-21	
Dropout Rate (%)	3.6	1.9	6.9	
Graduation Rate (%)	92.8	94.4	86.3	
	CA			
	18-19	19-20	20-21	
Dropout Rate (%)	9.6	9	6.8	
Graduation Rate (%)	83.0	84.5	68.2	

Graduation Rate by Student Group (Four-Year Cohort Rate) (2020-21)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	92	36	39.1
Female	37	18	48.6
Male	54	18	33.3
Non-Binary	--	--	--
American Indian or Alaska Native			
Asian			
Black or African American	--	--	--
Filipino			
Hispanic or Latino	69	26	37.7
Native Hawaiian or Pacific Islander			
Two or More Races			
White	22	9	40.9
English Learners	28	9	32.1
Foster Youth	--	--	--
Homeless	28	8	28.6
Socioeconomically Disadvantaged	84	29	34.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

CURRICULUM & INSTRUCTION

Staff Development

All professional development activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on State Standards implementation, the new science standards, teacher surveys, and district initiatives. Findings from formative assessment results indicate that reading, writing, and mathematics are the primary focus areas.

During the 2019-20, 2020-21, and 2021-22 school years, the teachers at Pacific High School had the opportunity to participate in districtwide staff development training focused on:

2019-20 Trainings:

- History-Social Science Adoption Implementation Training
- Multi-Tiered Systems of Support (MTSS)
- Next Generation Science Standards Pilot/Adoption Training
- School Safety
- Social Emotional Learning (SEL)
- Special Education
- Strategies for Formative Assessments
- Technology Training
- Universal Design for Learning

2020-21 Trainings:

- Behavior Team's Role during Distance Learning (Special Education)
- Canvas Basics & Gradebook
- Canvas Course Management 101 – By Site-Based Canvas Leads
- Discovery Education Earth Science
- Distance Learning Plans
- ELA Course Build Peer Review and Support
- English Learner Support and Review and ELPAC
- Facilitated Canvas Course Customization Support (Special Education)
- Google Basics
- History-Social Studies and Elective Course Build Peer Review and Support
- Math Course Build Peer Review and Support
- Positive Behavioral Interventions & Supports
- Science Course Build Peer Review and Support
- Screen Casting with Screencastify
- Video Conferencing
- What Works for Canvas Building 1 & 2
- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet Videoconferencing

2021-22 Trainings:

- Model-Based Biology Curriculum Training
- Curriculum Refresher
- Intro Engage New York Training
- Intro MVP Training
- Intro McGraw-Hill Training
- ALEKS Online Math
- Canvas
- Implicit Bias

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2020-21 school year, Pacific High School's staff development activities concentrated on:

- College & Career Readiness
- Distance Learning, including Canvas and Google Classroom Applications
- MTSS including: Culturally Proficient Instruction, Restorative Practices, and Trauma Informed Practices
- Next Generation Science Standards (NGSS) - New Curriculum Adoption

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental professional development is offered throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

The Ventura County Teacher Induction Consortium is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching for newly credentialed teachers in California. The program is accredited by the Commission on Teacher Credentialing (CTC) and is administered by the Ventura County Office of Education (VCOE), Educator Support and Effectiveness (ESE) department, in coordination with a consortium of 18 school districts, local charter schools, private schools, and 5 university partners.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Superintendent of Schools as well as the Ventura Unified School District. Profession and subject specific offerings are consistent with the California Content Standards. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for 9-12 are aligned to state standards and approved by the district's board of education.

On September 21, 2021, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #21-25 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2019	*	McGraw Hill: <i>StudySync</i>	0%
2017	*	Houghton Mifflin Harcourt: <i>The Real Book</i>	0%
Math			
2018	*	Mathematics Vision Project (MVP): Secondary Math 1, 2 & 3 (Honors)	0%
2018	*	Mathematics Vision Project (MVP): Secondary Math 1, 2 & 3	0%
2018	*	McGraw-Hill: <i>Integrated Math 1</i>	0%
2021	*	Bedford, Freeman & Worth: <i>Calculus for the AP Course</i>	0%
Science			
2021	*	Discovery Education: <i>Earth & Space Science Discovery</i>	0%
2021	*	Discovery Research: <i>Model Based Biology</i>	0%
2021	*	CPO Science: <i>Foundations of Physical Science</i>	0%
2021	*	Houghton Mifflin Harcourt: <i>California Science Dimensions - Physics in the Universe</i>	0%
Social Science			
2015	*	Academic Innovations: <i>Get Focused, Stay Focused</i>	0%
2019	*	McGraw-Hill: <i>World History, Culture and Geography</i>	0%
2019	*	BF/Worth: <i>Krugman's Economics for AP</i>	0%
2021	*	Cengage: <i>The American Pageant, AP Edition</i>	0%
2019	*	Houghton Mifflin Harcourt: <i>American History: Reconstruction to the Present</i>	0%
2019	*	Houghton Mifflin Harcourt: <i>Economics</i>	0%
2019	*	McGraw-Hill: <i>Principles of American Democracy</i>	0%
2015	*	Academic Innovations: <i>Career Choices and Changes</i>	0%
2018	*	Various Sources: <i>Ethnic & Social Justice Studies</i>	0%
Foreign Language			
2020	*	Manzana Learning: <i>Manzana Learning World Language Curriculum</i>	0%
2020	*	American Eagle Co., Inc: <i>VOCES World Language Curriculum</i>	0%
Health			
2011	*	Holt, Rinehart & Winston: <i>Lifetime Health</i>	0%
2011	*	Holt, Rinehart & Winston: <i>Lifetime Health Sexuality & Responsibility</i>	0%

English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2021-22 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

COLLEGE PREPARATION & WORK READINESS

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. Pacific High School offers only those classes required to earn a high school diploma. Students may take college level courses at a local community college while simultaneously enrolled at Pacific High School. The following table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

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

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local

admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University website at <http://www.calstate.edu/admission/>.

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2020-21 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	77.3
2019-20 Graduates Who Completed All Courses Required for UC/CSU Admission	0

**Most current data available.*

Career Readiness

Upon enrollment, students meet with their school-based counselor to create their high school academic plan for graduation and are introduced to all available courses including career technical education courses, college courses and adult education courses. In addition all students participate in an annual college and career survey. The data from this survey is evaluated by the counseling and administrative teams. Students meet with their academic counselor quarterly and discuss college and career options. In addition to these quarterly conferences, seniors meet multiple times throughout the year with the PHS college and career counselor. Together, they make plans for post high school programs in Community Colleges, Trade Schools, Adult and Continuing Education, and the military, or they work together to build their resumes for employment immediately after high school.

Students at Pacific High School who work part time jobs are eligible to earn Work Experience elective credits. Work experience students work with their employers who provide on the job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision from a PHS teacher, designed to ensure maximum educational benefit from part-time job placement.

For more information on career technical programs and work experience, contact the PHS counseling office.

For more information on career technical programs, CEC, workability, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education Program Participation	
2020-21	
Total Number of Students Participating in CTE Programs	121
Percentage of Students Completing a CTE Program and Earning a High School Diploma	
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	20

PROFESSIONAL STAFF

Counseling & Support Staff

Pacific High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Pacific High School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff		
2020-21		
	No. of Staff	FTE*
Academic Counselor	2	2.0
Health Technician	1	0.6
Psychologist	1	0.3
School Nurse	1	0.2

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

Teacher Assignment

The charts below identify the number of teachers at Pacific High School, Ventura Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Pacific High School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

SARC DATA**DataQuest**

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

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

Teacher Preparation and Placement / Authorization/Assignment (2019-20)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time, one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

California School Dashboard

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

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in October 2021 and the school facilities section was acquired in November 2021.

DISTRICT EXPENDITURES

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2019-20 school year, Ventura Unified School District spent an average of \$11,605 of total general funds to educate each student (based on 2019-20 audited financial statements and in accordance with calculations defined in Education

Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2019-20		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	52,562
Mid-Range Teacher Salary	69,145	83,575
Highest Teacher Salary	95,772	104,166
Average Principal Salaries:		
Elementary School	117,712	131,875
Middle School	122,293	137,862
High School	139,903	150,626
Superintendent Salary	228,637	260,243
Percentage of Budget For:		
Teacher Salaries	32	34
Administrative Salaries	5	5

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

Expenditures Per Pupil and School Site Teachers Salaries 2019-20					
Dollars Spent Per Student					
Expenditures Per Pupil	Pacific	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	21,174	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,996	N/A	N/A	N/A	N/A
Unrestricted (Basic)	18,178	6,041	300.9%	8,444	71.5%
Average Teacher Salary	48,732	78,453	N/A	86,376	N/A

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2019-20 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- Classified School Employee Summer Assistance Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Immediate Aid to Restart School Operations
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco-Use Prevention Education

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School Site Council Bylaws

2021-2022
Article I: Duties of the SSC

The SSC of Pacific High School, hereinafter referred to as the SSC, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed SPSA from all school advisory committees
- Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations
- Recommend the SPSA and expenditures to the governing board for approval
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members
- Make modifications to the SPSA whenever the need arises
- Submit the modified SPSA for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures
- Annually (and at each semester, trimester, etc.) evaluate the progress made toward school goals to raise the academic achievement of all students
- Carry out all other duties assigned to the SSC by the district governing board and by state law

Article II: Members

Section A: Composition

The SSC shall be composed of 10 members, selected by their peers, as follows:

- 3 Classroom teachers
- 3 Other school staff members
- 2 Parents or community members
- 2 Students
- The school principal shall be an ex officio member of the SSC

SSC members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office

SSC members shall be elected for a two year term. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. (This example assumes two-year terms; the language should be modified to reflect the length of term agreed to by the SSC.) At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee ballots shall not be permitted.

Approved by School Site Council September 21, 2021

Section D: Termination of Membership

The SSC may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the SSC chairperson.

Section E: Transfer of Membership

Membership on the SSC may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by a new member selected in an appropriate manner (e.g., regular elections; appointment of the SSC for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat).

Article III: Officers**Section A: Officers**

The officers of the SSC shall be a chairperson, vice-chairperson, secretary, and other officers the SSC may deem desirable.

The chairperson shall:

- Preside at all meetings of the SSC
- Sign all letters, reports, and other communications of the SSC
- Perform all duties incident to the office of the chairperson
- Have other such duties as are prescribed by the SSC

The vice-chairperson shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep minutes of all regular and special meetings of the SSC
- Transmit true and correct copies of the minutes of such meetings to members of the SSC.
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the SSC
- Keep a register of the names, addresses and telephone numbers of each member of the SSC, the chairpersons of school advisory committees, and others with whom the SSC has regular dealings, as furnished by those persons
- Perform other such duties as are assigned by the chairperson or the SSC

Approved by School Site Council September 21, 2021

Section B: Election and Terms of Office

The officers shall be elected annually at the first meeting of the SSC and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the SSC for the remaining portion of the term of office.

Article IV: Committees**Section A: Subcommittees**

The SSC may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the SSC. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the SSC.

Section B: Other Standing and Special Committees

The SSC may establish and abolish standing or special committees with such composition to perform such duties as shall be prescribed by the SSC. No such committee may exercise the authority of the SSC.

Section C: Membership

Unless otherwise determined by the SSC, the SSC chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section D: Terms of Office

The SSC shall determine the terms of office for members of a committee.

Section E: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the SSC, or policies of the district governing board.

Section F: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the SSC. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V: Meetings of the SSC**Section A: Meetings**

The SSC shall meet four to six times per year. Special meetings of the SSC may be called by the chairperson or by a majority vote of the SSC.

Approved by School Site Council September 21, 2021

Section B: Place of Meetings

The SSC shall hold its regular meetings at a facility provided by the school, unless such a facility that is accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the SSC.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time, or location shall be given special notice. All meetings shall be publicized in the following venues: Upper campus office window.

All required notices shall be delivered to the SSC and committee members no less than 72 hours and no more than 3 days in advance of the meeting, personally or by mail (or by e-mail).

Section D: Quorum

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the SSC shall be conducted in accordance with the rules of order established by California EC Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the SSC.

Section F: Meetings Open to the Public

All meetings of the SSC, and of committees established by the SSC, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article VI: Amendments

An amendment of these bylaws may be made at any regular meeting of the SSC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to SSC members at least 30 days prior to the meeting at which the amendment is to be considered for adoption.

Approved by School Site Council September 21, 2021