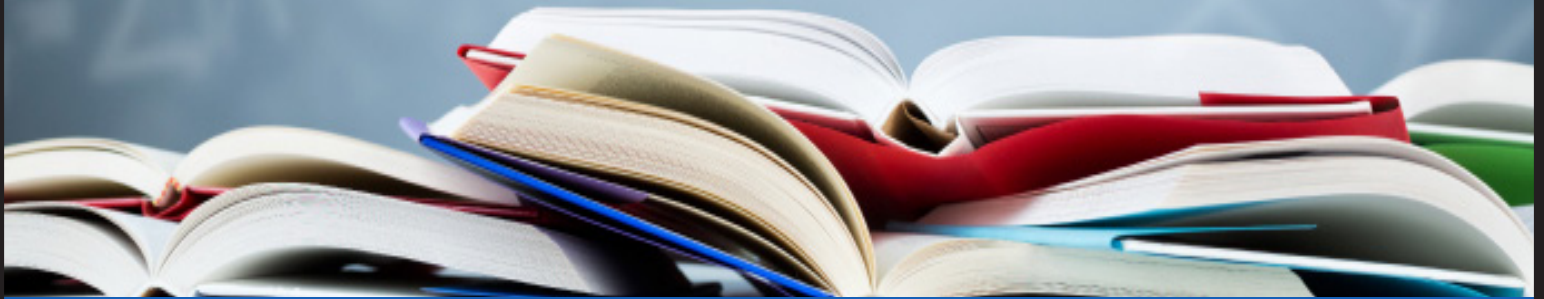


Ventura Unified School District

School Plan for

Student

Achievement



Pacific High School

56 72652 5630272

Contact Information:

Deidre Monarres, Principal

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501 College Drive

Ventura, CA 93003

(805) 289-7950



Fiscal Year 2023-2024

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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:

Deidre Monarres, Principal
Pacific High School
501 College Drive
Ventura, CA 93003
(805) 289-7950
deidre.monarres@venturausd.org

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 2023-24 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				
Monique Cornette		X			
Kathy Elliott		X			
Doug Kidwell		X			
Laura Mew			X		
Rosemary Arroyo			X		
Barbarella West				X	
Rebecca Fry				X	
Candy Trouw				X	
Jessica Guerra					X
Elizabeth Guerra					X
Dan Mendoza					X
Number of members in each category	1	3	2	3	3

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				
Maria Ruiz				X	
Miguel Saldate				X	
Mary Hernandez				X	
Margarita Romero				X	
Emira Pena				X	
Nancy Pena				X	
Esmeralda Puga				X	
Leticia Ceju				X	
Maria Magana				X	
Mario Salazar				X	
Carmen Salazar				X	
Maria Pacheco				X	
Jose Luis Epinal				X	
Teresa Espinal				X	
Eulalia Avendano				X	
Sarah Cabrera				X	
Teresa Alonso				X	
Leticia Torres				X	
Maria Ahumorda				X	
Briseida Jaimes				X	
Ena De La Cruz				X	
Lorena Garcia				X	
Kathy Elliott				X	
Suhey Mandujano				X	
Number of members in each category	1			24	

(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: _____

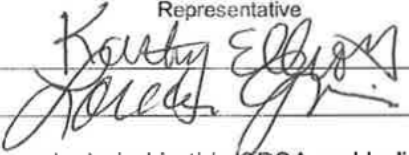
Recommendations and Assurances

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

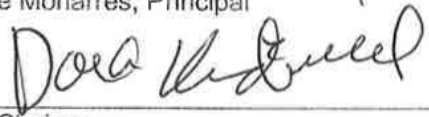


- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis 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: 10/18/23

Attested:


 Deidre Monarres, Principal

10/18/23
 Date


 SSC Chairperson

10/18/23
 Date

District information

District Profile

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Approximately 15,000 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, 1 alternative high school, and 1 independent study school.

During the 2022-23 school year, Ventura Unified School District served 14,980 students in grades TK-12 including 13% students with disabilities, 14.9% English learners, 54% socioeconomically disadvantaged, 0.2% migrant education, 2.8% homeless, and 0.4% 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 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 234 students in grades 9-12 (October 2022) during the 2022-23 school year. Student enrollment at that time included 9.8% students with disabilities, 31.6% English learners, 88.9% socioeconomically disadvantaged, 15.8% homeless, and 3% 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 is fully WASC accredited and earned a six year accreditation in 2020 and is a California Model Continuation School. Pacific High School boasts a desirable block schedule that prioritizes a daily homeroom period. Homeroom is the foundation of school success for all students at PHS. Pacific meets students where they are academically, socially and emotionally and creates individualized success plans with every student and family upon enrollment. These priority practices help students: 1.) build positive **relationships** with adults and peers, 2.) create new school **routines** and habits, 3.) take **responsibility** for themselves and their education, 4.) generate **respectful** learning environments, and 5.) earn positive **results**.

The Covid-19 pandemic increased the need for high school credit recovery options in VUSD. As a result, Pacific High School opened at full enrollment capacity in August of 22-23. Pacific High School offers multiple pathways for credit recovery while also providing robust college and career opportunities for students. Pacific High School is the home of the new VUSD Sa'Aliyas ranch and now offers CTE courses in Agricultural Science and Aquaponics as well as CTE courses in Art, Media and Entertainment. PHS is also the first VUSD high school to offer a Ventura College class on its school campus during the regular school day.

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.

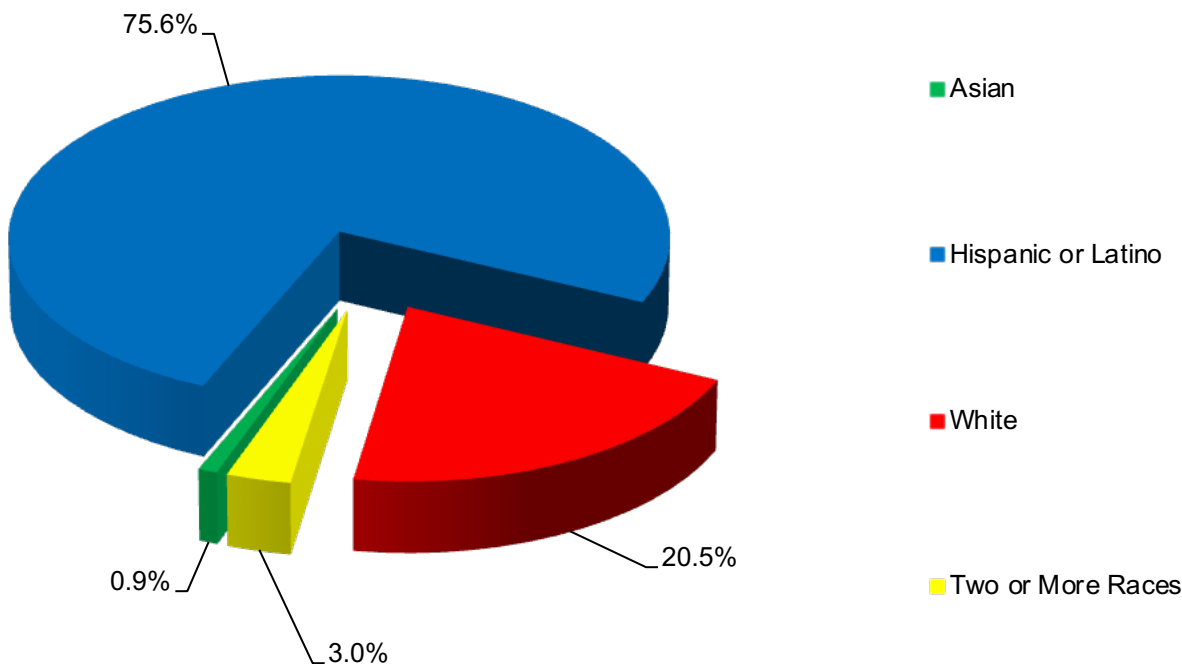
School Vision

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.

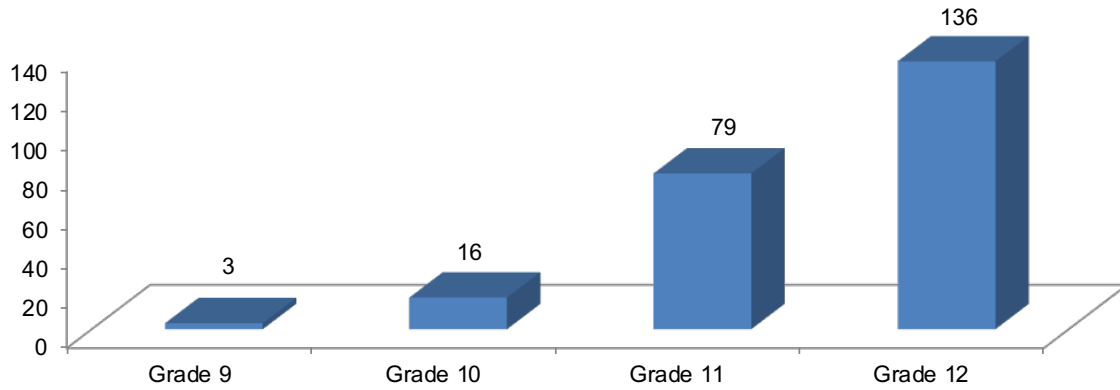
School Mission

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.

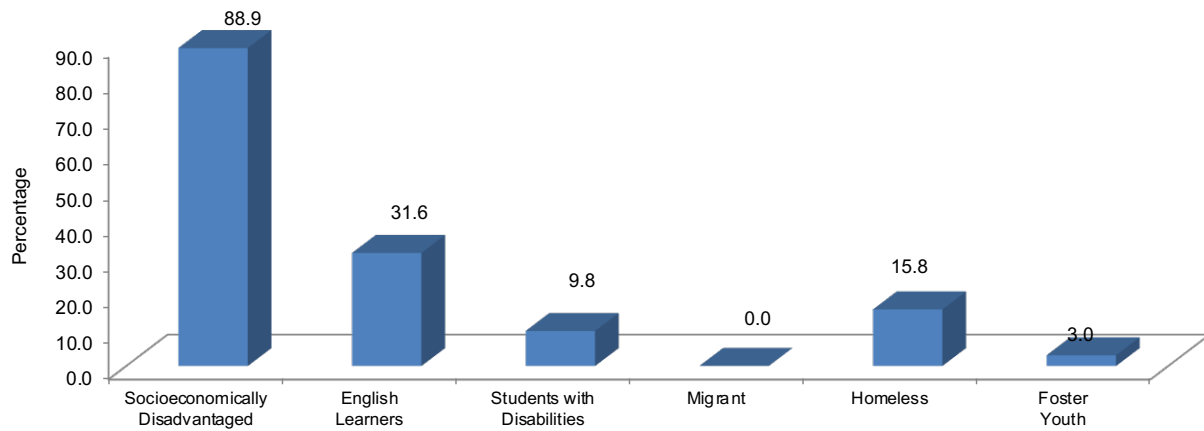
Student Enrollment by Ethnicity – 2022-23



Student Enrollment by Grade – 2022-23



Student Enrollment by Student Group – 2022-23



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:

- 24 Hour Hotline Numbers
- After School Childcare & Activities
- Alcohol, Tobacco, Other Drugs
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Educational Resources
- Family Support
- Health Notifications
- Healthcare
- Homeless Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention Information
- Low or No-Cost Health Insurance for Children
- Student Assistance/Support
- Teen Services
- 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	10/18/2023	

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)

The purpose of this plan is to support student achievement, student connections to school and parent/community involvement.

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 was developed through a collaborative effort involving staff, students and parents and meets the ESSA requirements of aligning with the Ventura Unified School District’s Local Control and Accountability Plan (LCAP) and the PHS WASC action plan. This plan strengthens achievement by focusing on the whole-child by addressing the academic, behavioral, and social-emotional needs of all students. 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 for our multilingual and dual identified students. 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	8/21/23, 9/18/23, 10/16/23
PHS Staff	8/21/23, 9/8/23, 10/6/23
School Site Council	9/6/23, 10/18/23
ELAC Committee	10/5/23

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)**

1. Multilingual learners: Pacific High School has a disproportionate number of multilingual learners and dual identified students (special education/multilingual learners) who are credit deficient and at risk of not graduating in four years. These students need more instructional support/intervention to increase their academic success. Teachers need additional instructional resources to support this population of learners.

2. 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 and Social Science Intervention: A large majority of students enroll at PHS with significant gaps in the ELA and Social Science skills required to meet CA and VUSD graduation requirements. This is generally a result of failing 9th and 10th grade English as well as failing 10th/11th grade History courses at their home schools. This creates a challenge of completing the graduation requirements in two years for students who may also have math or science graduation credit deficiencies.

3. College and Career Readiness: Credit deficient students in a continuation high school have fewer opportunities to demonstrate readiness for college/career than students enrolled at comprehensive high schools.

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

Increase Student Achievement – Increase graduation rates.

Identified Need:

Increase access to credit recovery for all credit deficient students within the regular school day.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Quarterly Student Credit Data	22.75 per quarter	22.75 +
Student Attendance	71%	75%
Graduation Rate	73%	75%
Career Readiness (dashboard)	Orange	Yellow
FAFSA Completion Rate	54%	60%
ELPAC Reading Improvement	83.3%	>83.3%
ELPAC Writing Improvement	91.7%	>91.7%
ELPAC Listening Improvement	80.6%	>80.6%
ELPAC Speaking Improvement	88.9%	>88.9%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students with additional targeted intervention for multilingual and dual identified learners.

Strategy/Activity

Expand credit recovery course options in the master schedule.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$24,361	PHS Title I
\$16,676	PHS CSI grant
\$16,676	PHS ASSETS grant
\$15,000	Proposition 28 Art Funds
\$24,000	LCAP
\$25,000	VUSD CTE Agriculture grant

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students.

Strategy/Activity

Maintain effective counselor to student ratios

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$169,651	PHS Title I Pre-Allocated Counselor(s) 1.20 FTE

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students with additional targeted intervention for multilingual and dual identified learners.

Strategy/Activity

Provide teachers with necessary equipment and supplies to support academic instruction and student engagement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,219	PHS Supplemental Funds
\$2,000	PHS Title I Funds
\$11,466	PHS Site Funds
\$20,213	PHS Restricted Lottery

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students with additional targeted intervention for multilingual and dual identified learners.

Strategy/Activity

Provide academic enrichment opportunities for students on and off campus.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$24,361 (repeated expenditure Goal#1/#1)	PHS Title I
\$12,000	PHS Supplemental Funds

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students with additional targeted intervention for multilingual and dual identified learners.

Strategy/Activity

Provide on-going training and professional development opportunities to teachers and staff.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000	PHS Title I
\$15,000	LCAP

Annual Review:

SPSA Year Reviewed: 2022-23

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 overall implementation of Goal #1 strategies were effective. All certificated staff participated in monthly training to increase strategies and support for multilingual and dual identified students September-May of 2023. It should be noted that PHS will only achieve the graduation rate goal using the 5 year cohort rate due to the number of 2023 graduates who needed to finish their graduation requirements in the July 2023 summer session.

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 were no major differences between the intended implementation or budget expenditures in the 2021-2022 SPSA plan.

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 targeting interventions for multilingual and dual identified students for 2024.

Goal 2:

Student Connections to School - Increase attendance rates and reduce tardy rates.

Identified Need:

Increase school based interventions for students attending school less than 75% of the time.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	71%	75%
First Period Tardy Students	7,525	<7,000
Suspension Rate	1%	1%
Wellness Center Visits/Data	N/A	new baseline data
PHS Student, Family, Staff Surveys	Annual/Bi-Annual	Annual/Bi-Annual
CHKS survey	Bi-Annual Data	Bi-Annual Data

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students with additional targeted intervention for multilingual and dual identified learners.

Strategy/Activity

Implement monthly attendance interventions/incentives via MTSS Meetings (Shark Senate) outcomes

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$26,261	PHS Title I Pre-Allocated Family Liaison 0.375 FTE
\$95,000	PHS Wellness Center Grant
\$10,000	LCAP
\$5,219 (repeated expenditure Goal #1/#3)	PHS Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students.

Strategy/Activity

Maintain school-wide SEL instruction/interventions and restorative practices.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$14,900	LCAP
\$95,000 (repeated expenditure Goal #2/#1)	PHS Wellness Center Grant

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Provide regular communication and support to families identified as needing interventions.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$8,709	PHS Supplemental
\$26,261 (repeated expenditure Goal #12/#1)	PHS Title I Pre-Allocated Family Liaison 0.375 FTE
\$759	PHS Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Provide students opportunities to utilize the new PHS Wellness Center resources

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$95,000(repeated expenditure Goal #1/#1)	Wellness Center Grant

Annual Review:

SPSA Year Reviewed: 2022-23

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 overall implementation of Goal 2 strategies were effective, however PHS attendance rates are still lower than the recommended model continuation high school attendance rate of 75%. Six certificated PHS staff attended a two-day restorative practice conference, all first period teachers implemented weekly SEL lessons and community circles, and monthly MTSS meetings proved beneficial and increased interventions to students including home visits. Staff and students participated in the annual district required safety trainings and drills including those for fire drill, earthquake, and active assailants.

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 were no major differences between the intended implementation or the budget expenditures for this goal.

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.

PHS identified a need to support students who are chronically tardy to first period and will strategize targeted interventions specifically for this sub-population of students.

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 Mandatory Student/Family Orientations & Enrollment	80% Participation	>80% Participation
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	1x per week	Maintain
Increase PHS Parent Square Participation	80% Participation	>80% Participation
Quarterly Report Mailers	Four Mailers per student	Maintain
ELAC Meeting Attendance	45-50 participants	Maintain
SSC Meeting Attendance	8-10 members	8-10 members
Community Partnerships	8-10	8-10

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Increase participation in family education/collaboration sessions (site, district and or community sponsored).

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$38,830 (repeated expenditure Goal #1/#1)	PHS Title I Pre-Allocated Family Liaison 0.375 FTE
\$95,000 (repeated expenditure Goal #1/#1)	PHS Wellness Grant
\$8,709 (repeated expenditure Goal 2##3)	Supplemental

Strategy/Activity 2

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)
N/A	

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)
N/A	

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)
N/A	

Annual Review:

SPSA Year Reviewed: 2022-23

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 overall implementation of the strategies were effective and supported the articulated goal.

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 were no major differences between the intended implementation or the budget expenditures to meet this goal.

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 changes will be made to this goal; PHS will continue to work towards maximum student, family, and community participation.

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 2022-23 Carryover	\$0.00
Title I 2023-24 Pre-Allocation	\$226,324.00
Title I 2023-24 Allocation	\$29,120.00

Subtotal of additional federal funds included for this school: **\$255,444.00**

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 2022-23 Carryover	\$0.00
Site-Based Funds 2023-24 Allocation	\$11,466.00
Supplemental Funds 2022-23 Carryover	\$1,826.00
Supplemental Funds 2023-24 Allocation	\$24,102.00

Subtotal of state or local funds included for this school: **\$37,394.00**

Total of federal, state, and/or local funds for this school: **\$292,838.00**

2023-24 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Educational Services 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.

Multilingual/Multicultural Education

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

Program models offered for Multilingual 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.

The VUSD Multilingual and Multicultural Education Department also supports programs and curriculum TK-12 that honor the diverse identities and community cultural wealth all our students bring. The goal is for all students in VUSD to feel safe, valued, nurtured and loved.

Curriculum & Instruction

The Curriculum & Instruction Department, serving TK-12 students, under the direction of Educational Services, 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.

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-5) 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 – 2022-23

	English Language Arts/Literacy						
	2022-23						
	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	85	50	49	2.04%	12.24%	36.73%	48.98%
Male	47	30	29	3.45%	13.79%	37.93%	44.83%
Female	38	20	20	0.00%	10.00%	35.00%	55.00%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	62	34	33	0.00%	6.06%	39.39%	54.55%
Hawaiian or Pacific Islander							
White (not Hispanic)	19	13	13	0.00%	30.77%	30.77%	38.46%
Two or More Races	4	*	*	*	*	*	*
Socioeconomically Disadvantaged	72	40	39	0.00%	10.26%	35.90%	53.85%
English Learners	28	15	15	0.00%	0.00%	13.33%	86.67%
Students with Disabilities	7	4	4	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 11 Mathematics – 2022-23

	Mathematics						
	2022-23						
	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	85	45	45	0.00%	0.00%	8.89%	91.11%
Male	47	26	26	0.00%	0.00%	15.38%	84.62%
Female	38	19	19	0.00%	0.00%	0.00%	100.00%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	62	30	30	0.00%	0.00%	6.67%	93.33%
Hawaiian or Pacific Islander							
White (not Hispanic)	19	13	13	0.00%	0.00%	7.69%	92.31%
Two or More Races	4	*	*	*	*	*	*
Socioeconomically Disadvantaged	72	37	37	0.00%	0.00%	5.41%	94.59%
English Learners	28	16	16	0.00%	0.00%	0.00%	100.00%
Students with Disabilities	7	*	*	*	*	*	*
Migrant Education							
Homeless							

2023-24 Supplemental Funds Program Budget

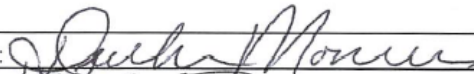
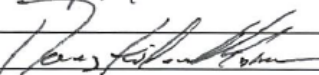
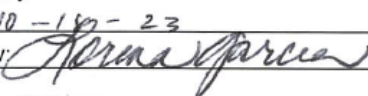

2023-2024 BUDGET

School Site: Pacific High School

Program: Supplemental

2022-23 Carryover	\$	1,826.00
2023-24 Allocation	\$	24,102.00
Total Available Funding:	\$	25,928.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ -
	Teachers, Sub	\$ -
	Other	\$ -
2000s - Classified Salaries		
	Paraed, Extra hours	\$ 553.00
	Clerical, Extra hours	\$ 4,346.00
	Other	\$ 1,460.00
3000s - Employee Benefits		
	22.86% for Certificated	\$ -
	36.96% for Classified	\$ 2,350.00
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ -
	Materials and Supplies	\$ 5,219.00
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ 12,000.00
	Rentals and Repairs	\$ -
	Operating Lease	\$ -
	Graphics	\$ -
	Contracted Services	\$ -
	Internet Publications/Software	\$ -
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 25,928.00
Budget Balance		\$ -

Principals Signature:	
Date:	10/18/23
School Site Council Approval: (Chair)	
Date:	10-18-23
English Learner Advisory Committee Review:	
Date:	10/18/23
Director, Special Projects Approval:	
Date:	11/22/23

2023-24 Site Based Funds Program Budget


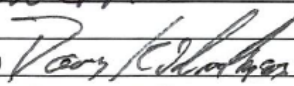

2023-2024 BUDGET

School Site: Pacific High School
Program: Site Based Fund

2022-23 Carryover	\$	-
2023-24 Allocation	\$	11,466.00
Total Available Funding:	\$	11,466.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ -
	Teachers, Sub	\$ -
	Other	\$ -
2000s - Classified Salaries		
	Paraed, Extra hours	
	Clerical, Extra hours	\$ -
	Other	\$ -
3000s - Employee Benefits		
	22.86% for Certificated	\$ -
	36.96% for Classified	\$ -
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ -
	Materials and Supplies	\$ 8,246.00
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ -
	Rentals and Repairs	\$ 1,300.00
	Operating Lease	\$ -
	Graphics	\$ -
	Contracted Services	\$ 1,500.00
	Internet Publications/Software	\$ 420.00
	Communications	\$ -
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 11,466.00

Budget Balance		\$ -
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Principals Signature:	
Date:	10/18/23
School Site Council Approval: (Chair)	
Date:	10-18-23
Director, Special Projects Approval:	
Date:	11/22/23

2023-24 Title I Funds Program Budget

2023-2024 BUDGET

School Site: Pacific High School
Program: Title I

2023-24 Pre Allocation	\$	226,324.00
2023-24 Additional Allocation	\$	29,120.00
Total Available Funding:	\$	255,444.00

		Budget
Pre-Allocated Expenditures		
1000s - Certificated Salaries		
	Counseling 1.2 FTE	\$ 120,305.00
		\$ -
		\$ -
2000s - Classified Salaries		
	Paraed .5625 FTE	\$ 22,412.00
	Family Liaison .375 FTE	\$ 19,467.00
		\$ -
3000s - Employee Benefits		
	Certificated	\$ 49,346.00
	Classified	\$ 14,794.00
Total		\$ 226,324.00

		Budget
Additional Expenditures:		
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ 15,000.00
	Teachers, Sub	\$ 3,157.00
	Other (counselor)	\$ 1,950.00
2000s - Classified Salaries		
	Paraed, Extra hours	\$ 554.00
	Other	
3000s - Employee Benefits		
	22.86% for Certificated	\$ 4,254.00
	36.96% for Classified	\$ 205.00
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ -
	Materials and Supplies	\$ -
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ 2,000.00
	Rentals and Repairs	\$ -
	Operating Lease	\$ -
	Graphics	\$ -
	Contracted Services	\$ -
	Internet Publications/Software	\$ 2,000.00
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 29,120.00

Budget Balance		\$ -
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Principals Signature:	<i>Debra Morner</i>
Date:	10/18/23
School Site Council Approval: (Chair)	<i>[Signature]</i>
Date:	10-18-23
Director, Special Projects Approval:	<i>[Signature]</i>
Date:	4/22/23

School-Parent/Home Compact

**2023-2024 Parental Involvement Policy
Pacific High School**

Pacific High School has developed a written Title I parental involvement policy with input from Title I parents in School Site Council. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Pacific High School, the following practices have been established:

- Pacific High School convenes an annual orientation and enrollment meeting every August to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
- Pacific High School offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
- Pacific High School involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the Title I parental involvement policy.
- Pacific High School provides parents of Title I students with timely information about programs – Weekly Bulletins and Parent Square communications, Back To School Night, School Annual Report Card, School Site Council and ELAC
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
Parents/guardians are always invited to contact the school regarding concerns or suggestions for the education of their children.
- 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.

**It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c)(3)]*

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

**2023-2024 Parental Involvement Policy
Pacific High School**

Pacific High School has developed a written Title I parental involvement policy with input from Title I parents in School Site Council. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Pacific High School, the following practices have been established:

- Pacific High School convenes an annual orientation and enrollment meeting every August to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
- Pacific High School offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
- Pacific High School involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the Title I parental involvement policy.
- Pacific High School provides parents of Title I students with timely information about programs – Weekly Bulletins and Parent Square communications, Back To School Night, School Annual Report Card, School Site Council and ELAC
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
Parents/guardians are always invited to contact the school regarding concerns or suggestions for the education of their children.
- 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.

**It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c)(3)]*

Parent Involvement Calendar



2023-2024 Parent Involvement Calendar

<p>July</p> <ul style="list-style-type: none"> • Summer School Enrollment • Summer School Conferences • Bilingual Orientation & Registration mailers • Bilingual Parent Square Updates 	<p>January</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>August</p> <ul style="list-style-type: none"> • Bilingual Parent Square Weekly Bulletins and Information • Bilingual Orientations and Registrations • Spring Q4 Renaissance Assembly 	<p>February</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 • Renaissance Assembly
<p>September</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 • ELAC 	<p>March</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>October</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 • School Site Council 	<p>April</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>November</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>May</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 • School Site Council • Renaissance Assembly
<p>December</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 • ELAC 	<p>June</p> <ul style="list-style-type: none"> • Bilingual Parent Square Weekly Bulletins and Information • Graduation • Fourth Quarter report cards

Approved 9/6/23 - Renaissance Added

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 2023-24 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

2022-23 School Accountability
Report Card
Published January 2024



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, the home of the Sharks! Thank you for your continued support of our deserving students and families. We are very proud of our PHS learning community and the goals that we achieve annually. It is our mission at PHS to cultivate a safe and nurturing learning community that fosters academic engagement and personal growth. As a California Model Continuation High School, we focus on the whole-child and strive to provide our students with engaging academic learning experiences daily while also addressing the social-emotional learning needs of every student. We accomplish this by providing many project-based learning opportunities across the curriculum, offering Career Technical Education (CTE) classes in Art, Media, and Entertainment and Agriculture, providing multiple options for credit recovery, offering a before and after school ASSETS program and by maintaining small class sizes and small counselor to student ratios. At Pacific High School we empower students' resilience and determination to achieve success.

Pacific High School operates on a daily block schedule that enhances student learning and engagement while providing students and staff with

increased opportunities to strengthen our core values: Relationships, Routines, Responsibility, Respect, Results. Our school-wide first period "Homeroom" provides weekly English Language Arts intervention via literature studies and is our foundation for explicit Social Emotional Learning (SEL) instruction which includes weekly community circles. All students participate in these important intervention and skill-building activities throughout the year. Additionally PHS offers all 9th-12th grade core content areas in the master schedule while also providing students with exciting electives and opportunities to take Ventura College classes during the school day. Students enjoy classes such as ASB, Yearbook, Journalism, Aerial Videography, Graphic Media, Graphic Design/Production, and Fine Art.

Pacific High School provides a multitude of additional student support services via our HOPE center where students have access to three academic counselors, a college and career counselor as well as a social worker and family liaison. Together as a team of dedicated, caring, and compassionate teachers, counselors, administrators, and support staff, Pacific High School provides the structures and supports that all students need to reach their goals.

Board of Education

- DR. JERRY DANNENBERG
- CALVIN PETERSON
- JAMES FORSYTHE
- ALICIA LAVERE
- SABRENA RODRIGUEZ

District Administration

DR. ANTONIO CASTRO
SUPERINTENDENT

DR. GREG BAYLESS
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

AHSAN MIRZA
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

VENTURA UNIFIED SCHOOL DISTRICT

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



It is an honor and privilege to serve our students, staff, 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 2022-23 school year, 234 students were enrolled, including 9.8% in special education, 31.6% qualifying for English Language Learner support, 15.8% homeless, 3% foster youth, and 88.9% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	39.3%	Grade 9	3
Male	60.7%	Grade 10	16
Non-Binary	0.0%	Grade 11	79
American Indian or Alaskan Native	0.0%	Grade 12	136
Asian	0.9%		
Black or African American	0.0%		
Filipino	0.0%		
Hispanic or Latino	75.6%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	3.0%		
White	20.5%		
English Learners	31.6%		
Foster Youth	3.0%		
Homeless	15.8%		
Migrant	0.0%		
Socioeconomically Disadvantaged	88.9%		
Students with Disabilities	9.8%		
		Total Enrollment	234

Pacific High School is fully WASC accredited and earned a six year accreditation in 2020 and is a California Model Continuation School. Pacific High School boasts a desirable block schedule that prioritizes a daily homeroom period. Homeroom is the foundation of school success for all students at PHS. Pacific meets students where they are academically, socially and emotionally and creates individualized success plans with every student and family upon enrollment. These priority practices help students: 1.) build positive relationships with adults and peers, 2.) create new school routines and habits, 3.) take responsibility for themselves and their education, 4.) generate respectful learning environments, and 5.) earn positive results.

Pacific High School opened the 23-24 school year with 200 students and will reach capacity at 240 students. Pacific High School offers multiple pathways for credit recovery while also providing

robust college and career opportunities for students. Pacific High School is the home of the VUSD Sa'Aliyas ranch and now offers CTE courses in Agricultural Science and Aquaponics as well as CTE courses in Art, Media and Entertainment. PHS is also the first VUSD high school to offer a Ventura College class on its school campus during the regular school day.

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

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	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	16.67	8.62	32.31	32.57	29.47	30.29

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

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

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

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

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 Multilingual 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.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)					
	2022-23				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	178	59	33.15	66.85	8.62
Female	72	22	30.56	69.44	0
Male	106	37	34.91	65.09	13.51
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	136	45	33.09	66.91	2.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	33	11	33.33	66.67	27.27
English Learners	51	19	37.25	62.75	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	131	41	31.3	68.7	2.44
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	19	5	26.32	73.68	--

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

California Assessment of Student Performance and Progress 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
	21-22	22-23	21-22	22-23	21-22
English Language Arts/Literacy	21	14	47	47	46
Mathematics	0	0	35	36	33

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

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

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)										
	2022-23									
	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	85	50	58.82	41.18	14.29	85	45	52.94	47.06	0
Female	38	20	52.63	47.37	10	38	19	50	50	0
Male	47	30	63.83	36.17	17.24	47	26	55.32	44.68	0
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	62	34	54.84	45.16	6.06	62	30	48.39	51.61	0
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	19	13	68.42	31.58	30.77	19	13	68.42	31.58	0
English Learners	28	15	53.57	46.43	0	28	16	57.14	42.86	0
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	63	34	53.97	46.03	9.09	63	33	52.38	47.62	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--	--	--	--

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

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

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

California Physical Fitness Test Results					
2022-23					
% of Students Tested					
Grade Level	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Ninth	0.0%	0.0%	0.0%	0.0%	0.0%

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

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

improvements ensure facilities remain up to date and provide adequate space for students and staff. VUSD also houses an Early Intervention Center, and Jump Start program on Pacific High School's campus.

Campus Description	
Year Built	1966
Acreage	9.2
Bldg. Square Footage	35329
	Quantity
# of Permanent Classrooms	15
# Portable Buildings	2
# of Restrooms (student use)	3
Weight Room	1

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 (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and State results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

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

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. Hallways are monitored by the campus supervisors during instructional time. Students are required to show their hall passes to supervisors when they are traveling to the restroom or to other locations on campus. PHS restrooms are single-use restrooms that remain locked at all times. Campus supervisors open the restroom for each student. All PHS teachers, campus supervisors, counselors, and administrators monitor student activities during the nutrition break. At the end of the day when students are dismissed, teachers, campus supervisors, counselors, and all administrators monitor student behavior to ensure students 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, counselors, 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.

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

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date	Repair Needed and Action Taken or Planned		
August 7, 2023	Good	Fair	Poor
Systems	✓		
Interior Surfaces	✓		
Cleanliness	✓		
Electrical	✓		
Restrooms/Fountains	✓		
Safety	✓		
Structural	✓		
External	✓		
Overall Summary of School Facility Good Repair Status			
Overall Summary	Exemplary	Good	Fair
		✓	

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.

Suspensions and Expulsions								
	Pacific			VUSD			CA	
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22
Suspensions	0.38%	4.58%	4.26%	0.17%	2.74%	3.22%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.35%	0.01%	0.00%	0.01%	0.00%	0.07%

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

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 2022.

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 August 7, 2023. During fiscal year 2023-24, 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.

Suspensions & Expulsions by Student Group (2022-23)				
Student Group	Suspensions		Expulsions	
	Rate	Rate	Rate	Rate
All Students	4.26%	0.35%		
Female	2.61%	0.67%		
Male	5.39%	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	3.27%	0.47%		
Native Hawaiian or Pacific Islander	0.00%	0.00%		
Two or More Races	0.00%	0.00%		
White	7.02%	0.00%		
English Learners	4.55%	1.14%		
Foster Youth	0.00%	0.00%		
Homeless	4.55%	0.00%		
Socioeconomically Disadvantaged	3.14%	0.39%		
Students Receiving Migrant Education Services	0.00%	0.00%		
Students with Disabilities	6.25%	0.00%		

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

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 supports and interventions 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 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.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Pacific High School for the 2022-23 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 the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.”

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.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	282	287	174	65.2
Female	115	111	80	72.1
Male	167	156	94	60.3
Non-Binary				
American Indian or Alaska Native				
Asian	--	--	--	--
Black or African American				
Filipino				
Hispanic or Latino	214	202	129	63.9
Native Hawaiian or Pacific Islander				
Two or More Races	--	--	--	--
White	57	54	38	70.4
English Learners	88	83	47	56.6
Foster Youth	--	--	--	--
Homeless	66	63	49	77.8
Socioeconomically Disadvantaged	255	240	157	65.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	32	30	23	76.7

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

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
2020-21				
English	5	71		
Math	10	15		
Science	5	20		
Social Science	5	35		
2021-22				
English	5	83		
Math	6	27	1	
Science	7	27		
Social Science	7	45		
2022-23				
English	6	131		1
Math	7	47	1	
Science	6	35		
Social Science	6	67	1	

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

Dropouts & Graduation Rates

Pacific High School's teachers and administrative staff practice the early identification 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/SARB 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 our multi-tiered systems of support 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.

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

	Pacific		
	20-21	21-22	22-23
Dropout Rate (%)	14.1	13.5	17
Graduation Rate (%)	39.1	79.8	68.9
VUSD			
Dropout Rate (%)	3.6	1.9	5.3
Graduation Rate (%)	92.8	94.4	87.1
CA			
Dropout Rate (%)	9.4	7.8	6.8
Graduation Rate (%)	83.6	87.0	68.2

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

Graduation Rate by Student Group (Four-Year Cohort Rate) (2022-23)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	135	93	68.9
Female	54	37	68.5
Male	81	56	69.1
Non-Binary			
American Indian or Alaska Native			
Asian	--	--	--
Black or African American			
Filipino			
Hispanic or Latino	104	70	67.3
Native Hawaiian or Pacific Islander			
Two or More Races	--	--	--
White	26	19	73.1
English Learners	43	30	69.8
Foster Youth	--	--	--
Homeless	48	28	58.3
Socioeconomically Disadvantaged	128	87	68
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	14	6	42.9

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

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 2021-22, 2022-23, and 2023-24 school years, the teachers at Pacific High School had the opportunity to participate in districtwide staff development training focused on:

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

2022-23 Trainings:

- Active Assailant
- Ag in the Classroom
- Behavior Management Strategies
- Bully Prevention

- Co-Teaching Training
- CTE Professional Development
- Data Science Training
- Digital Creations for the Classroom - Using Google Apps and Extensions to Enhance Student Engagement
- Educating for Careers
- Elevation Training
- Ethnic and Social Justice Studies
- Expanded Learning Training
- Gizmos
- Indian Ed Curriculum Training
- Integrate to Innovate - Deeper Dive into Secondary Digital Platforms
- Mandated Reporter
- Math 1 + Foundations Course Development
- Multi-Disciplinary Training for Supporting Multilingual Learners with Disabilities
- Multi-tiered Systems of Support
- Nonviolent Crisis Intervention
- Promoting Positive Behavior in the Classroom
- Read 180
- Secondary Math Overview
- SIRAS and Case Management
- Social and Emotional Learning: Community Circles
- Study Sync Refresher
- Supporting Multilingual Learners Across the Content Areas
- Trauma Informed Practices
- Suicide Prevention
- Virtual Job Shadow / Pathful Explore Career Exploration Program Training

2023-24 Trainings:

- Trauma Informed Practices
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Multilingual Learner Liaisons Collaboration

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 2022-23 school year, Pacific High School's staff development activities concentrated on:

- Multilingual Learners
- English Language Arts Intervention
- Social-Emotional Learning
- Restorative Practices
- UCSB Math Project

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 October 10, 2023, 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 #23-33 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 English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil

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: Calculus for the AP Course	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	*	BFWWorth: <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%

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 SARC the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 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).

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2022-23 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	96.17
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

*Most current data available.

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/>.

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, 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

2022-23	
Total Number of Students Participating in CTE Programs	175
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	--

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

2022-23		
	No. of Staff	FTE*
Academic Counselor	2	2.0
Health Technician	1	0.6
College & Career Counselor	1	0.8
Psychologist	1	0.5
School Nurse	1	0.2
Wellness Counselor	1	1.0
Family Liaison	1	0.4
Paraeducators	2	1.5
Average Number of Students per Academic Counselor		75.50

*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.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	0
Misassignments	0.3	0.3
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0.3	0.3

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	6.5	7.8
Total Out-of-Field Teachers	6.5	7.8

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.6	0.5
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.8	28.6	526.1	80.91	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	9	1.4	4205.9	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.3	3	20.1	3.09	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.5	65.3	65.1	10.03	12115.8	4.41
Unknown	0.3	3	29.7	4.57	18854.3	6.86
Total Teaching Positions	10	100	650.2	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3	24.98	515.8	78.78	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.2	0.96	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.3	2.47	23.3	3.56	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	7.8	64.67	66	10.09	11953.1	4.28
Unknown	0.9	7.72	43.2	6.6	15831.9	5.67
Total Teaching Positions	12.1	100	654.7	100	279044.8	100

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.

Teacher Assignment

The charts in this report 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.

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: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2021-22 school year, Ventura Unified School District spent an average of \$15,181 of total general funds to educate each student (based on 2021-22 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 2021-22		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,458	55,550
Mid-Range Teacher Salary	71,219	84,645
Highest Teacher Salary	98,645	111,284
Average Principal Salaries:		
Elementary School	121,009	139,860
Middle School	128,391	146,440
High School	133,882	158,447
Superintendent Salary	235,497	278,268
Percentage of Budget For:		
Teacher Salaries	28.16	32.21
Administrative Salaries	5.15	4.89

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

Expenditures Per Pupil and School Site Teachers Salaries 2021-22					
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	25,082	N/A	N/A	N/A	N/A
Restricted (Supplemental)	8,262	N/A	N/A	N/A	N/A
Unrestricted (Basic)	16,821	6,550	256.8%	7,607	86.1%
Average Teacher Salary	81,968	79,491	N/A	90,632	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 2021-22 school year, the district received categorical, special education, and support programs funds for:

- A-G Completion Grant
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan – Homeless Children and Youth
- Child Nutrition: Food Service Staff Training Funds
- Child Nutrition: Kitchen Infrastructure Upgrade Funds
- Classified School Employee Summer Assistance Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Department of Rehabilitation
- Educator Effectiveness
- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Supplementary Programs
- Title I, II, III, IV
- Tobacco Use Prevention Education

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).

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 and the school facilities section was acquired in December 2023.

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Pacific High School

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2022-23 School Accountability Report Card

School Site Council Bylaws

2023-2024
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 8-10 members, selected by their peers, as follows:

- 3 Classroom teachers
- 2 Other school staff members
- 2-3 Parents or community members
- 1-2 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 6, 2023

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 6, 2023

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 6, 2023

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 6, 2023