

Pacifica High 2024-2025

School Plan for Student Achievement

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Pacifica High School	57 72546 56038	October 16, 2024	November 18, 2024

Plan Description

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

Pacifica High School (PHS) staff are committed to ensuring that every student has equitable access to academic, social, and physical development by fostering high expectations and success in academics, arts, and athletics in a structured, positive environment. PHS is the proud home of the Cove (Wellness Center) and four academies: Culinary Arts Academy, Code 4 Developer Academy, Health Science Academy, and the Teaching and Educational Careers Academy. PHS also offers students the opportunity to participate in the following career pathways: Robotics, IT Coding, Business & Marketing, Education & Social Services, Emotional Wellness, Commercial Photography, Mariachi, and Video & Film. In addition to its academics and CTE programs, PHS takes pride in its Wellness Center, Socdigitalial Emotional Learning (SEL), athletic programs, and many extracurricular activities that allow PHS students to achieve “connectedness” as they enjoy a well-rounded educational experience. PHS strives to prepare and support students for college and career paths that will provide them with multiple opportunities for success once they graduate.

In collaboration with community members and parents, PHS administration, faculty, and staff will provide a student-centered learning environment that will continuously challenge all students to reach higher proficiency levels and comprehension. PHS is committed to supporting the whole child by providing Social and Emotional support to help close the achievement and inequality gaps due to chronic absenteeism, chronic stress, and trauma.

For the 2024-25 school year, the Leadership team decided on four school-wide goals, focusing on school culture - including social and emotional learning and opportunities for involvement, grading for equity, and a renewed focus on what is being taught, how students will know they learned it, and assessment of learning.

PHS administration wrote the SPSA through a collaborative process involving SSC members, community members, parents, students, and feedback from PHS' ELAC. After a thorough review and discussion of the comprehensive site-needs assessment, prior SPSA reviews, a discussion regarding key data points, and LEA LCAP priorities, the following SPSA goals and action plan were developed and agreed upon:

Goal #1: Instruction and Curriculum

The focus for instruction and curriculum at PHS is to foster a culture of collaboration, planning, and inquiry that enhances student engagement across all areas. PHS supports student-centered learning by emphasizing personal connections to lessons, 21st-century technology, and diverse learning modalities. The school will refine research-based instructional strategies within a rigorous curriculum to boost literacy, critical thinking, and academic achievement. Continuous improvement in assessment practices, including using formative assessments to guide data-driven collaboration, will further drive student engagement and success. Through a focus on rigor, equity, and Professional Learning Communities (PLCs), PHS is committed to increasing A-G completion rates and preparing every student for a robust future.

Goal #2: College and Career Readiness

The focus for college and career readiness at PHS is to ensure all students are well-prepared for high-stakes exams and post-secondary opportunities. By maximizing the use of technology, students will engage with various assessment formats and platforms to excel in tests like the CAASPP, ELPAC, AP, SAT, PSAT, and CAST. PHS staff will collaborate through lesson study, common formative assessments (CFAs), and shared lesson planning to increase student engagement and readiness for the academic rigor required for college and career success.

Goal #3: Multi-Tiered Systems of Support and Intervention

The focus of Multi-Tiered Systems of Support (MTSS) and Intervention at PHS is to implement procedures, programs, and curricula that provide academic enrichment, remediation, and student support. PHS has been committed to fully adopting Positive Behavioral Interventions and Supports (PBIS) for over three years, ensuring the entire staff participates in professional development and positively interacts with students to improve academic outcomes. The goal is to create a safe, positive learning environment where attendance increases and suspensions/expulsions decrease. PHS aims to normalize PBIS in common areas and classrooms while implementing multi-tiered wellness interventions and comprehensive safety programs.

Goal #4: Parent and Family Engagement

The focus of this goal is to ensure Pacifica High School (PHS) actively involves all stakeholders, including parents, guardians, business owners, and community members, in decision-making processes to meet the diverse needs of all students. Building strong relationships with the community will enhance student achievement. Additionally, PHS aims to improve communication between faculty, staff, students, and parents to support student success. The School Plan for Student Achievement (SPSA) is updated through a collaborative process involving feedback from the School Site Council (SSC), ELAC, and community meetings. The revised SPSA will be reviewed and approved at the first SSC meeting of the 24-25 school year.

Educational Partner Involvement

How, when, and with whom did your 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

The PHS SPSA was updated through a collaborative process involving SSC members, community members, parents, students, and feedback from PHS' ELAC at monthly SSC and community LCAP meetings. During the last School Site Council meeting, a motion was made and approved for the School Principal and Assistant Principal to integrate feedback from the SPSA Evaluation, Youth Truth Survey, and data from teachers, parents, students, ELAC, DELAC, and SSC to update the SPSA during the summer. The updated SPSA will be presented at the first School Site Council meeting of the 24-25 school year for review and approval.

On October 9, 2024, the School Site Council (SSC) reviewed, accepted, and approved the revised SPSA format. During the meeting, we revised the allocated funding per strategy and incorporated additional data points based on input from both students and parents. The SSC also developed a plan for ongoing data evaluation, discussion, and needs assessment to ensure continuous improvement. Moving forward, the process for reviewing data, evaluating the effectiveness of expenditures, and revising goals will involve regular analysis during SSC meetings, where updates on progress will be shared and adjustments made based on the evolving needs of our school community.

Title 1 Annual Meeting	September 26, 2024
School Site Council	October 9, 2024 December 4, 2024 January 29, 2025 March 12, 2025 April 23, 2025
English Language Advisory Council	October 2, 2024 November 6, 2024 December 11, 2024 February 5, 2025 Meeting #5 TBD



PACIFICA HIGH SCHOOL

SCHOOL SITE COUNCIL MEMBERSHIP

PACIFICA HIGH SCHOOL SSC Composition for sy 2024 -2025				SSC APPROVED ON: December 4, 2024				
Elected Officers Chairperson: Angelita Sandoval Vice Chairperson: Alessandra Venegas Secretary: Kailey Pettersen Vice Secretary: Miguel Salcido				Elected DELAC Representative: Sandra Mejia				
Elected SSC Members' Names and Addresses	Term Limits- 2 school years	Year elected to SSC	The process to replace an SSC member: 1. check Bylaws for your site's process. 2. Log any changes in the SSC Log. 3. Copy composition form and add a new tab if any replacement members are added outside of the Fall elections.	Principal	Teacher	Other Staff	Parent/ Student / Community Member not employed @ School	Preferred language English=E Spanish=S Other-state language
	Current Year of SSC Members							
1. Chris Ramirez	n/a	n/a	chris.ramirez@oxnardunion.org	X				E
2. Jennifer Velasco	2	2023-2024	jennifercvelasco@oxnardunion.org		X			E
5. Nicole Shipper	2	2023-2024	nicole.shipper@oxnardunion.org			X		E
4. Roman Garcia	1	2024-2025	roman.garcia@oxnardunion.org		X			E
5. Ester Dominguez	1	2024-2025	ester.dominguez@oxnardunion.org		X			E
6. Liz Ortega	2	2023-2024	gordis245@aol.com				X	E
7. Ariana Pike	1	2024-2025	ariana.pike@oxnardunion.org				X	E
8. Sandra Mejia	1	2024-2025	sandram181@yahoo.com				X	S
	1	2024-2025					X	E
	1	2024-2025					X	E

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

During the 2023-2024 school year, the School Site Council met regularly to review current data and discuss goals and potential expenditures. Student input was incorporated into every discussion and drove the evaluation of school improvement goals. Both SSC and ELAC completed the SSC needs assessment. Parents were allowed to complete an anonymous survey responding to services and support they saw as valuable, needing improvement, and/or as new ideas. Some of the feedback provided included the following:

- FinAid workshops
- Real-Life Math Skills (application), Life Skills based lessons
- Teacher in-class supports
- Parent and Counselor collaboration
- Increased positive and clear communication with parents
- Hybrid Meetings
- More community partners/resources at parent meetings to help support families
- Discipline supports - more restorative interventions and supports
- Student Clubs

As a collaborative team, the SPSA was reviewed and updated to align goals and strategies for continuing and increasing services for PHS. The School Site Council is committed to increasing regular, ongoing data review and discussion to ensure goals and strategies align with site needs.

Annual Measurable Outcomes Related to All Goals

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric	2022-2023	2023-2024 Expected Outcomes	2023-2024 Actuals (to be updated at each SSC mtg)	Goals and Expected Outcomes Alignment
Graduation Rates	91.2%	95%	95.6%	(Goal 1, 2, and 3)
Dropout Rate	4.1%	2%	5.3%	(Goal 2 and 3)
A-G Rates	38.4%	100%	41.9%	(Goal 1 and 2)
State Seal of Biliteracy	38	100		(Goal 1)
Pathway Completion	191	291	358	(Goal 1 and 2)
CAASPP	ELA: 42.08% Math: 11.31%	ELA: 45% Math: 14%	ELA: 45% Math: 14%	(Goal 1)
D and F Rates	12.7% D 9.8% F	11.0% D 9.0% F	12.9% D 9.1% F	(Goal 1)
Pear Deck Tutor	NA	Live Tutoring: 300 Writing Lab: 300	Live Tutoring: 783 Writing Lab: 482	(Goal 1 and 2)
AP Data	396	50% pass rate	413 students 40.6% pass rate	(Goal 1 and 2)
ELPAC Scores	Level 1 28.65% Level 2 35.77% Level 3 31.49% Level 4 4.09%	Level 1 29.80% Level 2 34.47% Level 3 29.44% Level 4 6.28%	Level 1 26.11% Level 2 25.15% Level 3 33.46% Level 4 15.28%	(Goal 1)
Re-Designation Rates	52	62	68	(Goal 1)
Prepared for College	33.6%	100%	%	(Goal 1 and 2)

Two-Year College Applications	350			(Goal 2)
Four-year College Applications	46	50	65	(Goal 2)
Financial Aide (FASA/CADA)	530 (80.4%)	100%	435 (60%)	(Goal 2)
Classroom Discipline Referrals	852	Decrease by 10%	557	(Goal 3)
Suspensions	7.8%	Less than 3%	4.9%	(Goal 3)
Expulsions	0.59%	0%		(Goal 3)
Attendance	86.6%	93%	90.9%	(Goal 2 and 3)
Chronic Abs	13.4%	3%	9.5%	(Goal 1, 2, and 3)
Wellness Center (EL group counseling sessions)	N/A	16 Sessions	12 Sessions	(Goal 3)
Database Books	Searches: 6,034	Searches: 12,000	Searches: 126,371	(Goal 3)
Back To School Night	850	900	800	(Goal 4)
Open House	1000	1000	900-1000	(Goal 4)
Parent View				(Goal 4)

<p>Youth Truth</p>	<p>School Culture 31% Academic Rigor 60% Engagement 49% Families are engaged: 52% Positive Relations: 64% Positive School Culture: 61% School Communication: 57% Resources & Support: 62% Provides a safe campus: 46%</p>	<p>School Culture 55% Academic Rigor 75% Engagement 65% Families are engaged: 75% Positive Relations: 75% Positive School Culture: 75% School Communication: 65% Resources & Support: 75% Provides a safe campus: 70%</p>		<p>(Goals 3 and 4)</p>
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Goals, Strategies/Activities, and Expenditures

Goal # 1

Goal # 1	Curriculum and Instruction
	The focus for instruction and curriculum at PHS is to foster a culture of collaboration, planning, and inquiry that enhances student engagement across all areas. PHS supports student-centered learning by emphasizing personal connections to lessons, 21st-century technology, and diverse learning modalities. The school will refine research-based instructional strategies within a rigorous curriculum to boost literacy, critical thinking, and academic achievement. Continuous improvement in assessment practices, including using formative assessments to guide data-driven collaboration, will further drive student engagement and success. Through a focus on rigor, equity, and Professional Learning Communities (PLCs), PHS is committed to increasing A-G completion rates and preparing every student for a powerful future.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the WASC accreditation committee's areas for growth and a comprehensive review of the data, there exist the following needs:

- 1) a need to increase student achievement and close inequality gaps in order for all students to achieve maximum individual potential, as seen by their peers, on the California Dashboard and all other student-academic performance indicators.*
- 2) a need to provide more targeted college, vocational, and career readiness for all students.*
- 3) a need to provide professional development and targeted teacher collaboration time regarding effectively utilizing learning supports in the classroom and increasing the levels of rigor and engagement, as seen through the data-walkthrough tool.*

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	Support for the Categorical Programs Counselor. This role provides academic counseling to newcomers, SLIFE, ELD 100-103, and Foster Youth. It also acts as a liaison for McKinney-Vento's available services and information (this role needs to be directly aligned with McKinney-Vento Students). The counselor will support and refer families and students to outside resources.	All students, including significant subgroups: Hispanic, English Learners, Newcomers, Students with Disabilities, Low Income, and Homeless	\$0 Site	District Title 1
Strategy/ Activity #2	All teachers can access ongoing professional development focused on best practices for supporting English learners and other underserved student populations. The knowledge gained will directly enhance instructional strategies, increase student engagement, and improve academic outcomes, aligning with our school's Title I goals to close achievement gaps and ensure equity in education for all students. Funding allocated for this initiative will cover registration fees, provide substitute coverage while attending PD.	All students, including significant subgroups: Hispanic, English Learners, Newcomers, Students with Disabilities, Low Income, and Homeless	\$8,000	Title 1

<p>Strategy/ Activity # 3</p>	<p>Job-alikes and professional development efforts will focus on curriculum writing, instructional design, and assessment methods to close equity gaps, provide social-emotional support in the classroom, and prepare students for college and careers. Throughout the school year, job-alikes will support the implementation of State Standards and the development of common formative assessments to ensure consistency in instructional practices.</p> <p>A primary focus of job-alikes will be on enhancing ELD strategies. As identified during the recent WASC review, a critical need is to ensure that academic and cognitive content goals are explicitly communicated to English Language Learners (ELLs) in every lesson. Additionally, job-alikes will work to integrate appropriate SDAIE (Specially Designed Academic Instruction in English) and ALD (Academic Language Development) strategies to help ELLs access core content and academic vocabulary effectively.</p> <p>Funding can be allocated for during school or after school collaboration efforts. Teachers can cover the cost of substitutes to allow</p>	<p>All students, including significant subgroups: Hispanic, English Learners, Students with Disabilities, Low Income, and Homeless</p>	<p>\$2,000</p>	<p>title 1</p>
<p>Strategy/ Activity # 4</p>	<p>Library digital research databases and project-lit book club to provide a reading intervention program for all students, including but not limited to English Language Learners, reclassified students, and students reading significantly below reading level. Continue to identify readers below grade level using the CommonLit assessments and label students in Synergy with an icon.</p> <p><i>Books and periodicals will be provided to improve and expand students' reading opportunities, increasing their prior and content knowledge, critical thinking, and research skills.</i></p>	<p>All students, including significant subgroups: Hispanic, English Learners, Students with Disabilities, Low Income, and Homeless</p>	<p>\$1,500</p>	

<p>Strategy/ Activity # 5</p>	<p>With the assistance of the Learning Instruction and Technology Coach, all teachers will explore opportunities to include project-based learning tailored to special populations within their classrooms. Field trips will be coordinated to provide these students—mainly English Learners (ELs), Students with Limited or Interrupted Formal Education (SLIFE), Socioeconomically Disadvantaged (SED) students, and Migrant students—with meaningful connections between instructional content and real-world applications related to college and career goals. These field trips will ensure that all special populations receive equitable access to real-world learning experiences.</p> <p>Funding will be provided for substitute teachers to enable educators to attend and support their students during these excursions. Funding can include, but is not limited to costs for subs, transportation, entry fees, etc.</p>	<p>The primary focus is on significant subgroups: Hispanics, English Learners, Students with Disabilities, Low-Income, and Homeless students; however, all students can be included.</p>	<p>\$8,000</p>	
<p>Strategy/ Activity #6</p>	<p>Design and implement an attendance recognition program to recognize students with improved attendance linked to significantly improved academic and social-emotional data points. The focus on positive attendance will increase student engagement. Minga will also allow the administration to identify trends and work with students to find solutions. Minga can also track the number of times a student leaves class.</p>	<p>All students, including significant subgroups: Hispanic, English Learners, Students with Disabilities, Low Income, and Homeless</p>	<p>No Cost</p>	

Strategy/ Activity #7	<p>1) The SEL team will seek professional development and collaborative opportunities to investigate, discuss, and adopt curriculum and pedagogical practices that address and support student social-emotional needs schoolwide and in the classroom.</p> <p>2) All teachers will ensure that the academic content goals and cognitive content goals are made explicit to ELLs in every lesson, and that appropriate SDAIE and ALD (Academic Language Development) strategies are used to enable ELLs to access the content and special academic vocabulary.</p> <p>3) Books and periodicals will be provided to improve and expand student opportunities for reading, increasing their prior and content knowledge, critical thinking, and research skills.</p> <p>4) Site admin and counselors will create a culture and provide opportunities for all seniors to complete 2-4 year, FAFSA applications.</p>	All students, including significant subgroups: Hispanic, English Learners, Students with Disabilities, Low Income, and Homeless	\$1,000	
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Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Goal 1 Analysis

An analysis of how this goal was carried out in the previous year.

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

All teachers, through structured professional development, job-alikes, and workshops/conferences, will have access to ongoing professional development regarding collecting student profile and assessment data during frequent formative/summative in-class assessments and within Synergy to effectively disaggregate and analyze effectively said data to recognize significant trends, and to use

said analysis to ensure well-informed decisions are made regarding providing a relevant, rigorous, differentiated, and engaging curriculum, pedagogy, and assessment methodologies aligned to the California State Standards.

To improve academic student results, professional development will focus on 1) supporting EQ, WICOR, DOK, PSAT, SAT, CAASPP, CAST testing, SDAIE strategies, scaffolding, differentiation, assessment methodologies, and Solution Tree PLCs and 2) addressing the social-emotional needs of students through updated curriculum and pedagogical practices.

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

During the 2023-2024 school year, expenditures were limited due to shortages of substitute teachers. The ability to cover classes impacted professional development and job-alike opportunities. Administrators worked to create a system to distribute PD and Job-Alike opportunities more efficiently so that staff could take advantage of targeted PD and collaboration efforts for the 2024-2025 school year.

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.

For the 2024-2025 school year, the PHS administration collaborated with District personnel to refine goals and align with a plan to meet the needs of staff and students by implementing the SPSA schoolwide plans.

Goal # 2

Goal # 2	College and Career
	The focus for college and career readiness at PHS is to ensure all students are well-prepared for high-stakes exams and post-secondary opportunities. By maximizing the use of technology, students will engage with various assessment formats and platforms to excel in tests like the CAASPP, ELPAC, AP, SAT, PSAT, and CAST. PHS staff will collaborate through lesson study, common formative assessments (CFAs), and shared lesson planning to increase student engagement and readiness for the academic rigor required for college and career success.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data analysis revealed the need for standards-aligned instructional materials and technology to support updating courses to meet the California Standards and A-G requirements and the design and implementation of new courses. Additionally, PHS must provide instructional materials and technology to support tutoring and academic enrichment activities.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	<p>PHS staff members will work collaboratively, analyze data, and determine the best use of funds to support ALL students in learning and building powerful futures. Materials will be provided to ensure all students are ready for California Standards tests, participate in a rigorous technology-enriched curriculum in all of their classes, graduate a-g certified, and are college and career-ready upon graduation.</p> <p>Pacifica staff will monitor D and F rates, CTE, and College/FinAid data. It will be provided with time and resources to collect, review, and plan targeted academic interventions to increase student awareness of UC A-G expectations and access to post-high school opportunities.</p> <p>Funds will cover the cost of substitute teachers and hourly (non student contact rate) for staff if work is completed after school.</p>	All students, including significant subgroups: Hispanic, English Learners, Students with Disabilities, Low Income, and Homeless	\$2,000	Site Title 1

Strategy/ Activity #2	<p>Enhance the classroom learning experience for students by providing classrooms with supplemental materials above and beyond the instructional requirements as per the curriculum and content standards. This may include but is not limited to technology, science, and math lab materials, books or print materials, exceptional event attendance and transportation, software, etc.</p> <p>This strategy aims to provide hands-on materials for science experiments designed explicitly for English Learner (EL) students. The goal is to enhance their engagement, understanding of scientific concepts, and language development through interactive, experiential learning opportunities. This approach supports EL students' academic success by making complex content more accessible and aligned with the school's SPSA goals to improve outcomes for all student groups.</p>	All students, including significant subgroups: Hispanic, English Learners, Students with Disabilities, Low Income, and Homeless	\$10,000	
Strategy/ Activity # 3	<p>Provide time for staff led by the Literacy Instruction and Technology Coach to disaggregate data to create college—and career-focused PD opportunities that meet the needs of PHS students and staff. <i>SEE GOAL 1 STRATEGY 2 & 3</i></p>	All students, including significant subgroups: Hispanic, English Learners, Students with Disabilities, Low Income, and Homeless	<i>SEE GOAL 1 STRATEGY 2 & 3</i>	
Strategy/ Activity #4	<p>Pacifica staff will create a college-going culture and provide opportunities for all seniors to complete 2-4-year college applications with a strong emphasis on FAFSA completion. Funds will support parent workshops staffing for classified and/or certificataed to prepare, lead, translate, and provide support to students and families.</p>	All students, including significant subgroups: Hispanic, English Learners, Students with Disabilities, Low Income, and Homeless	\$1,000	

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Goal 2 Analysis

An analysis of how this goal was carried out in the previous year.

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

Oxnard Online Credit Recovery continues to improve and allows students to make up credits without taking summer school. The program continues to grow and evolve. Rather than contract with an outside company, our district worked to create classes within Canvas that allowed our teachers to teach their content to students who needed to recover credits to graduate. Pacifica had the highest number of completed courses in the district, with over 1400 courses recovered so far.

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

Due to OUHSD LCAP budget revisions to goals and priorities, all site-technology purchases are funded and accounted for within the OUHSD LCAP plan and budget.

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.

ELAC and SSC feedback and in-depth data analysis indicate that all goal two action items remain a funding priority within this 2024-25 SPSA.

Goal # 3

Goal # 3	Multi-tiered Systems of Support and Interventions
	<p>The focus of Multi-Tiered Systems of Support (MTSS) and Intervention at PHS is to implement procedures, programs, and curricula that provide academic enrichment, remediation, and student support. PHS has been committed to fully adopting Positive Behavioral Interventions and Supports (PBIS) for over three years, ensuring the entire staff participates in professional development and positively interacts with students to improve academic outcomes. The goal is to create a safe, positive learning environment where attendance increases and suspensions/expulsions decrease. PHS aims to normalize PBIS in common areas and classrooms while implementing multi-tiered wellness interventions and comprehensive safety programs.</p>

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Student achievement thrives when students have the support of caring, positive adults who set high expectations and provide clear academic guidance. Creating a safe and welcoming campus environment at PHS is crucial for fostering this growth. We recognize the need for additional support systems to enhance student success further. These include after-school tutoring, Saturday School, a committed PBIS cohort with a dedicated PBIS coach, and three counseling support groups (Anger Management, Teen Issues for males and females, and Teen Relationships). Additionally, students benefit from tutorial studies during the school day, with teacher support and opportunities to recover credits through Oxnard Online Credit Recovery. These resources collectively ensure students have the academic and emotional tools necessary to succeed.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	<p>Pacifica would like to provide structured and targeted tutoring after school. This tutoring will offer specific opportunities for academic support and interventions (For example, Math and English support). With the support of the College and Career Center, AVID Program, Department Chairs, and ELD, site teams will recruit staff and college tutors to offer multiple opportunities for tutoring to improve UC A-G completion and graduation rates. Students can also access the library tutoring program through extended library hours before and after school. The district provides online access to PearDeck for feedback and assistance in multiple languages, including math and English. This extra time will allow students to increase awareness and access to various tutoring options at PHS.</p> <p><i>To address the academic needs of special population groups, Pacifica High School will establish extended library hours designed to provide targeted support for students identified by RIC counselors and teachers. These extended hours will create an inclusive and supportive environment where students can access additional resources, receive individualized assistance, and participate in focused study sessions. By prioritizing the needs of these students, we aim to enhance their academic achievement, foster a love for learning, and ensure they have equitable access to the tools and support necessary for their success.</i></p>	All students, including significant subgroups: Hispanic, English Learners, Students with Disabilities, Low Income, and Homeless	\$15,000	Site Title 1
Strategy/ Activity #2	Individual and group-based counseling services provided by outside agencies are designed to address barriers to student attendance and academic success. These counseling groups offer increased access to support in critical areas that impact student well-being and readiness for college and careers. Focus areas include 1) anger management, 2) addressing teen-related issues, 3) grief support, and 4) promoting positive decision-making. These targeted interventions aim to help students overcome challenges and foster a more supportive environment for academic and personal growth.	The primary focus is on significant subgroups: Hispanic, English Learners, Low Income, and Homeless.	\$5,000	

Strategy/ Activity #3	Provide students who are low-income, McKVento migrant ed, and/or foster youth with the materials necessary to access the daily instruction. This is supplemental to the core requirements. Student needs will be based on a needs assessment or validated by data and approved by the school site council.	Foster Youth and McKinney-Vento	\$1000	Site Title 1
Strategy/ Activity #4	Provide support and time for ELD and ELPAC-specific mentorships, Saturday Academy Programs, and/or after-school workshops. Math, English, and Science Teachers can provide time for targeted academic interventions and ELPAC success strategies.	English Language Learners, LTELs	\$1,000	Site Title 1
Strategy/ Activity #5	The SEL team will seek professional development and collaborative opportunities to investigate, discuss, and adopt curriculum and pedagogical practices that address and support student social-emotional needs schoolwide and in the classroom. <i>SEE GOAL 1 STRATEGY 2 & 3</i>	All students, including significant subgroups: Hispanic, English Learners, Students with Disabilities, Low Income, and Homeless	<i>SEE GOAL 1 STRATEGY 2 & 3</i>	Site Title 1

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Goal 3 Analysis

An analysis of how this goal was carried out in the previous year.

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

Based on our Annual Measurable Outcomes data, we are observing a significant improvement in credit recovery, resulting in a higher percentage of students graduating on time. The availability of Saturday School and tutoring sessions offers students additional support within structured timeframes on campus. We've received more staff participation to provide these opportunities for our students. Our

PBIS team has also collaborated closely with other campus stakeholders to foster a more positive and nurturing school environment, which has helped students feel more encouraged to improve their behavior and academic performance. These combined efforts drive student success and create a stronger, more supportive learning community.

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

Due to staff availability, services provided (Saturday School, Tutoring) fluctuated.

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.

These changes will be reflected in the updated SPSA, particularly in sections detailing student engagement, academic performance, and attendance metrics. There will also be clearer timelines and resource allocation adjustments for each strategy.

Goal # 4

Goal # 4	Parent and Family Engagement
	The focus of this goal is to ensure Pacifica High School (PHS) actively involves all stakeholders, including parents, guardians, business owners, and community members, in decision-making processes to meet the diverse needs of all students. Building solid relationships with the community will enhance student achievement. Additionally, PHS aims to improve communication between faculty, staff, students, and parents to support student success. The School Plan for Student Achievement (SPSA) is updated through a collaborative process involving feedback from the School Site Council (SSC), ELAC, and community meetings. The revised SPSA will be reviewed and approved at the first SSC meeting of the 24-25 school year.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The identified need is to enhance stakeholder engagement at Pacifica High School (PHS) by involving parents, guardians, business owners, and community members in decision-making processes. Strengthening these relationships, along with improving communication between faculty, staff, students, and parents, is crucial to supporting student success. A collaborative approach in updating the School Plan for Student Achievement (SPSA) is necessary to ensure that feedback from the School Site Council (SSC), ELAC, and community meetings is included, fostering a more supportive and inclusive environment for student achievement.

Increase parent involvement and participation at PHS parent classes and ELAC, SSC.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	<p>PHS Site Staff, in collaboration with the District Parent Liaison, will organize parent training that allows parents opportunities to support their children’s academic success in one or more of the following areas:</p> <ul style="list-style-type: none"> • Workshops and ideas on how to support learning at home. • Access to daily/weekly homework assignments. • Viable parent/family information and or resource centers. • Computer training for ParentVue and other District programs. • Continue with Parents Prepared, Parent Project, PIQE, and other related training such as CSU/UC, A-G requirements, how to be an involved parent, and the importance of parental involvement. • Coordinated Special Education Services meetings for parents 	All students, including significant subgroups: Hispanic, English Learners, Students with Disabilities, Low Income, and Homeless	\$1,500	Site Title 1

Annual Review

SPSA Year Reviewed: 2024-2025

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 left blank and completed at the end of the year after the plan has been executed.

Goal 4 Analysis

An analysis of how this goal was carried out in the previous year.

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

PHS held monthly ELAC, Coffee with the Principal, and SSC meetings to ensure parents stayed informed and engaged in the school program and ensured student academic and social-emotional success. With the addition of the parent facilitator in 2022 - 23, we saw an increase in parent involvement at our ELAC meetings.

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

Parents were not as involved as they were before the COVID pandemic. This year, we did not have a parent facilitator making individual calls. Our ELAC parents stated that they appreciated the personal calls/reminders, which could have also contributed to low attendance.

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

Parent involvement remains a crucial focus for PHS administration, with ongoing efforts to improve two-way communication between parents and teachers. The role of the Parent Facilitator will be expanded to enhance community outreach, focusing on initiatives such as facilitating SST meetings for at-risk students, implementing parent volunteer opportunities, and researching resources for daycare during parent meetings. Additional efforts include exploring the use of Google Classroom for parents, holding monthly "Coffee and Donuts with the Principal" meetings, identifying barriers to parent involvement, requiring ParentVue registration for early access to student schedules, enhancing the Parent Project to support parents in addressing their children's academic and emotional needs, and creating an incentive program for parents who attend monthly meetings.

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.

Parent engagement increased at recent ELAC meetings due to multiple means of outreach (ParentSquare notifications, phone call reminders, marquee announcements). We will continue to use various efforts, including repeated reminders before the events, to increase parent outreach and involvement.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table (running data)

DESCRIPTION	Estimated	Actuals	Running Total
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA		\$ 55,989.00	\$ 55,989.00
Line item for expenditures (rubric)	projected	actual expense	\$ Keep a running balance

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title 1	[\$[Enter amount here]]
	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

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 LCAP	\${Enter amount here}
	\${Enter amount here}

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$[Enter total funds here]

OXNARD UNION HIGH SCHOOL DISTRICT - PACIFICA HIGH SCHOOL
PARENT—STUDENT-TEACHER-PRINCIPAL COMPACT

The goal of Pacifica High School is to develop each student’s potential for the intellectual, physical and emotional growth that will prepare him or her for success in college, career, and life. To that end, each member of this compact agrees to the following:

PARENT/GUARDIAN AGREEMENT:

- Discuss regularly with my child the value of education and have high expectations (A-G requirements, graduation, college, career)
- Monitor my child’s progress regularly and communicate with the school when I have a concern, about interventions, or when I would like additional information (graduation, A-G, college, career)
- Make sure my child attends school every day, on time, and with homework/projects completed
- Monitor/ limit my child’s television vising, computer gaming, etc., and provide a quiet time/place for completion of work/reading.
- Ensure my child gets adequate sleep, regular medical attention, and nutrition and help my child make healthy choices – for example less TV, social media and video games, more exercise, healthy foods, and an early bed time (suggested 8 hours of sleep.)
- Make every effort to attend school events, such as parent conferences, back to school night, PTSA meetings and share in decision-making with school staff and other families for the benefits of students.
- Respect our school, staff, students and families and hold my child accountable for his/her work and behavior.

Parent/Guardian Signature: _____ Date: ____ / ____ / ____

STUDENT AGREEMENT:

- Believe that I can and will learn.
- Come to every class on time, ready to learn, with appropriate materials, charged Chromebook and with assignments completed.
- Set aside time every day to prioritize academics and complete my projects/homework.
- Know and follow the school rules, classroom rules, and school wide dress code.
- Communicate regularly with my parents and my teachers about my progress in school.
- Make healthy choices (for example, less TV, social media, video games, add more exercise, healthy foods, and an early bed time)
- Ask for help when I need it.
- Respect our school, classmates, staff, and faculty, and hold myself accountable for my work and behavior when working independently and in a group.

Student Signature: _____ Date: ____ / ____ / ____

TEACHER AGREEMENT:

- Provide high quality curriculum/instruction, communicate high expectations for every student and believe all students can learn.
- Promote an environment that recognizes student achievement, character development/endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child’s progress in school through conferences, parent-teacher meetings, progress reports, emails and other available means.
- Analyze data to drive my instruction and share results with parents and students.
- Help students become responsible citizens of our school community and follow all school and classroom expectations.
- Provide necessary assistance to parents so they can help their children with schoolwork based on teacher developed curriculum.
- Respect our school, staff, students, and families, and hold myself accountable for my work and behavior.

Teacher Signature: _____ Date: ____ / ____ / ____

PRINCIPAL AGREEMENT:

- Work to create a safe, clean and kind school so that all students can learn.
- Encourage all students to work hard, do their best, graduate from high school, and be prepared for college, career, and life.
- Promote an environment which recognizes student achievement and character development.
- Help students become responsible citizens of our school community and follow all school and classroom rules.
- Work to build home-school partnerships that improve student achievement.
- Provides opportunities for all stakeholders to be involved in the planning and implementation of the Single School Plan for Student Achievement.
- Collaborate with the necessary personnel to secure services for students with attendance, behavior, and/or academic concerns.
- Communicate regularly with parents/guardians through newsletters, flyers, and parent meetings.
- Work with parents and school leadership team to develop a comprehensive parent education calendar.
- Participate in Professional Development opportunities to improve my practice and stay current with new research.
- Respect our school, students, families, staff and faculty, and hold myself accountable for my work and behavior.

Principal Signature: _____ *Date:* ____ / ____ / ____

OXNARD UNION HIGH SCHOOL DISTRICT - PACIFICA HIGH SCHOOL
PARENT—STUDENT-TEACHER-PRINCIPAL COMPACT (*Padres – Alumnos – Maestros – Directora Compacto*)

El objetivo de la escuela preparatoria de Pacifica es desarrollar el potencial de cada estudiante para el crecimiento intelectual, físico y crecimiento emocional que le preparará para el éxito en la universidad, la carrera y la vida. A tal fin, cada miembro de este compacto se compromete a lo siguiente:

ACUERDO DE PADRE/GUARDIAN:

- Discutir regularmente con mi hijo el valor de la educación y tener altas expectativas (de los requisitos A-G, graduación, universidad, y su carrera)
- Monitorear el progreso de mi hijo con regularidad y comunicarse con la escuela cuando tenga una preocupación, acerca de las intervenciones, o cuando me gustaría información adicional (de graduación, A-G, universidad, y su carrera)
- Asegúrese de que mi hijo/a asista a la escuela todos los días, a tiempo, y con la tarea / proyectos completos.
- Supervisar a su hijo/a y a limitar el uso de la televisión, juegos en la computadora, etc., y también proporcionar un lugar adecuado/ lugar para la completar el trabajo asignado y la lectura.
- Asegúrese de que mi hijo duerma lo suficiente, atención médica regularmente, la nutrición y ayudar a mi hijo a hacer opciones saludables - por ejemplo menos televisión, los medios sociales y los juegos, más ejercicio, alimentos saludables, y de dormir más temprano (Se recomienda dormir 8 horas).
- Hacer todo lo posible para asistir a eventos de la escuela, tales como las conferencias de padres, Noche de Regreso a la escuela, reuniones del PTSA y participación en la toma de decisiones con el personal escolar y otras familias de los beneficios de los estudiantes.
- Respetar la escuela, el personal, los estudiantes y las familias y mantener a mi hijo/a la responsabilidad de su trabajo y comportamiento.

Firma de Padre/Madre o Tutor: _____ Fecha: ____ / ____ / ____

ACUERDO DE ESTUDIANTE:

- Hacer creer que puedo y voy a aprender
- Venir a cada clase a tiempo, listo para aprender, con los materiales adecuados, un Chromebook cargado y con las tareas completadas.
- Dedicar un tiempo todos los días para completar mis proyectos y tareas.
- Conocer y seguir las reglas de la escuela, las reglas del salón y las reglas de vestuario escolar.
- Comunicarme regularmente con mis padres y mis maestros sobre mi progreso en la escuela.
- Hacer elecciones saludables (por ejemplo, menos televisión, medios de comunicación social, juegos, agregar más ejercicio, alimentos saludables, y de dormir más temprano (sugerido 10:30 p.m.)
- Pedir ayuda cuando lo necesito.
- Respetar mi escuela, compañeros de clase, el personal y la administración de la escuela, y mantenerme responsable de mi trabajo y comportamiento.

Firma de Estudiante: _____ Fecha: ____ / ____ / ____

ACUERDO DE MAESTRO/A:

- Proporcionar un currículo de alta calidad / instrucción, comunicar altas expectativas para todos los estudiantes y creer que todos los estudiantes pueden aprender.
- Proporcionar un currículo de alta calidad / instrucción, comunicar altas expectativas para todos los estudiantes y creer que todos los estudiantes pueden aprender.
- Promover un ambiente que reconoce los logros de los estudiantes, el desarrollo del carácter / esfuerzo para motivar el aprendizaje de mis estudiantes.
- Enseñar e involucrar a los estudiantes en clases que son interesantes y desafiantes.
- Participar en las oportunidades de desarrollo profesional que mejoran la enseñanza y el aprendizaje y apoyar la formación de asociaciones con las familias y la comunidad.
- Hacer cumplir las reglas de manera equitativa e involucrar a los estudiantes en la creación de un ambiente de aprendizaje cálido y atento en la clase.
- Comunicarse regularmente con las familias sobre el progreso de su hijo/a en la escuela a través de conferencias, reuniones de padres y maestros, reportes de progreso, correos electrónicos y otros medios disponibles.
- Analizar los datos para conducir mi instrucción y compartir los resultados con los padres y estudiantes.
- Ayudar a los estudiantes a convertirse en ciudadanos responsables de nuestra comunidad escolar y seguir todas las expectativas de la escuela y el aula.
- Proporcionar la asistencia necesaria a los padres para que puedan ayudar a sus hijos con las tareas escolares basándose en el plan de estudios desarrollado por los maestros.
- Respetar la escuela, el personal, los estudiantes y las familias y mantenerme responsable de mi trabajo y comportamiento.

Firma de Maestro/a: _____ Fecha: ____ / ____ / ____

ACUERDO DE DIRECTOR/A:

- Trabajar para crear una escuela segura, limpia y amable para que todos los estudiantes pueden aprender.
- Animar a los estudiantes a trabajar duro, hacer lo mejor posible, graduarse de la escuela secundaria, y estar preparados para la universidad, la carrera y la vida.

- Promover un ambiente que reconoce los logros de los estudiantes y el desarrollo del carácter.
- Ayudar a los estudiantes a convertirse en ciudadanos responsables de nuestra comunidad y seguir todas las reglas de la escuela y del salón.
- Trabajar para construir alianzas de hogar y la escuela que mejoran el rendimiento estudiantil.
- Proporciona oportunidades para que todos los interesados a participar en la planificación y ejecución de la Pan Escolar Único para logros Estudiantil.
- Colaborar con el personal necesario para asegurar los servicios para los estudiantes con asistencia, el comportamiento y preocupaciones académicas.
- Comunicarse regularmente con los padres / tutores a través de boletines, volantes y reuniones de padres.
- Trabajar con los padres y el equipo de liderazgo de la escuela para desarrollar un calendario de educación de los padres integral.
- Participar en las oportunidades de desarrollo profesional para mejorar mi práctica y mantenerse al día con una nueva investigación.
- Respetar mi escuela, los estudiantes, las familias, el personal y la facultad, y mantenerme responsable de mi trabajo y comportamiento.

Firma de Director/a: _____ *Fecha:* ____ / ____ / ____

Title 1 School-Level Parental Involvement Policy

Pacifica High School

Pacifica High School has developed a written parent involvement policy with input from parents. Our School Site Council has worked collaboratively with parents, faculty and students to create the parental involvement policy this school year. This policy will then be distributed to the parents of all students through the 2023-2024 Summer Mailer. Pacifica High School's policy describes the means for carrying out the following Title 1 parental involvement requirements. *{Title 1 Parental Involvement, 20 USC 6318(a)-(f)}*

Involvement of Parents in the Title 1 Program

Pacifica High School, a school wide Title 1 program school, does the following:

1. Convenes an annual meeting to inform parents that PHS is a Title 1 School and that all students are involved in the Title 1 program. This annual meeting takes place at Back to School Night, where School Site Council elections also take place.
2. PHS offers a number of meetings. These meetings are generally scheduled with parents' understanding of the dates a year in advance. This applies to PTSA meetings, School Site Council Meetings, ELAC meetings, Migrant meetings, and all booster meetings.
3. PHS involves parents of students through School Site Council in an organized, ongoing, and timely way, in the planning, review, and improvement of its school programs. As PHS is a Title 1 School, this information is disseminated at all School Site Council meetings, all PTSA meetings, all Migrant meetings, and all ELAC meetings - thereby providing information to numerous parent involvement groups.
4. PHS provides parents with timely information about school programs at all School Site Council, PTSA and ELAC meetings, as well as through summer mailers, ParentVue and Parent Square and occasional other mailings.
5. PHS provides parents with an explanation of the curriculum, assessments and proficiency levels students are expected to meet at various times throughout the year at School Site Council, PTSA Migrant and ELAC meetings, as well as Back to School Night and Parent Conference Open House.
6. PHS provides parents with opportunities for regular meetings to participate in decision making relating to the education of their children through various opportunities such as School Site Council, PTSA, ELAC meetings, Migrant meetings, athletic booster meetings and band booster meetings. Additionally, PHS advises all parents of its open door – open email policy providing instant communication to address concerns, ideas, and suggestions. Parents are invited to the annual review of the Single School Plan for Student Achievement in the Spring of each year. Further, LCAP meetings are scheduled for increased parental involvement in the decision making process with regards to the local control funding formula and our local control accountability program.

School-Parent Compact

The SSC jointly developed a School-Parent-Student Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school, parents and students will develop a partnership to help children reach academic proficiency. The school-parent-student compact describes the following items in addition to items added by parents

1. The school's responsibility to provide high-quality curriculum and instruction.
2. The parents' responsibility to support their children's learning.

3. The student's responsibility to be more proactive in their learning.
4. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.
5. Emphasize the importance of good attendance for academic proficiency and life readiness skills.

Building Capacity for Involvement

Pacifica High School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children through resources such as Parent Vue, Student Vue, regular meetings with counselors (as well as through appointments), annual Parent Conference Open House, annual Back to School night, regular automated phone calls, email access between staff, students and parents, as well as through PTSA meetings, Parent Education/Workshop opportunities, Migrant meetings, and ELAC meetings. Additionally, during the summer, the Admin Team offers in-services to all freshmen parents with regards to learning how to navigate high school and communicate with staff in support of their children.
2. Provides materials and training to help parents work with their children to improve their children's achievement through Back to School Night, Summer Packet, tutoring packets in the counseling office, Career Center materials, parent meetings, and through various parental education courses such as Parent Project, and Padres Promotores.
3. Educates staff with the assistance of parents in the value of parent contributions and how to work with parents as equal partners. This is done through our PTSA, as well as during emails and any staff meeting. Triton Talk and collaboration Thursdays also educate staff on parent involvement opportunities and importance of working with parents.
4. Coordinates and integrates parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourages and supports parents in more fully participating in the education of their children. Our PTSA, SSC, Migrant, and ELAC meetings, combined with parenting classes, coordinate and increase parental involvement.
5. Distributes to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. All materials are provided in Spanish and in English as the two dominant languages. Translators are provided at most meetings when necessary.
6. Provides support for parental involvement activities as requested by parents. Parents who show a desire to be involved are welcomed emphatically.

Accessibility

Pacifica High School provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. This is

encouraged and done through our parenting classes, our PTSA, Migrant and ELAC meetings, as well as SSC. When warranted, translations are made available.

Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRC1, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.

<http://www.nationalpirc.org/directory/CA-7.html>

Signature of Authorizing Official

Date

Póliza del Programa Título 1 tocante al involucramiento y participación de los padres

Escuela Secundaria Pacifica

Pacifica High School ha desarrollado una póliza de participación de los padres por escrito para recibir la opinión de los padres. El Consejo Escolar de nuestra Escuela Secundaria de Pacifica trabajó en colaboración con los padres, profesores y estudiantes para crear la póliza de participación de los padres. Esta póliza será entonces distribuida a los padres de todos los estudiantes en el anuncio publicitario de verano 2023-2024 . La póliza de Pacifica describe los medios para llevar a cabo los siguientes requisitos de participación de los padres del Programa Título 1. *{Participación de los Padres del Programa Título 1, 20 USC 6318 (a) - (f)}*

Participación de Padres en el Programa de Título 1

Pacifica High School, una escuela del programa Título 1, que hace lo siguiente:

1. Convoca una reunión anual para informar a todos los padres que PHS es una escuela de Título 1 y que todos los estudiantes están participando en el programa Título 1. Esta reunión anual es nuestra Noche de Regreso a la Escuela, donde las elecciones del Consejo Escolar también se llevan a cabo.
2. PHS ofrece una serie de reuniones. Estas reuniones se programan generalmente con la comprensión de los padres de las fechas con un año de anticipación. Esto aplica a las reuniones de la PTSA, reuniones del Consejo Escolar, reuniones ELAC, reuniones Migrante, y todas las reuniones de refuerzo conocidas como booster.
3. PHS involucrará a los padres de estudiantes por medio del Consejo Escolar en una manera organizada, continua y de manera oportuna, en la planeación, repaso, y mejoría de los programas de la escuela. Ya que PHS es una escuela Título 1, esta información es diseminada en todas las juntas del Consejo Escolar, todas las juntas de PTSA, todas las juntas del Programa Migrante, y todas las juntas de ELAC-de esta manera proveyendo información a los numerosos grupos de padres.
4. PHS proporciona a los padres información oportuna sobre los programas escolares en todas las reuniones del Consejo Escolar, PTSA y ELAC, así como a través de correos postales de verano, ParentVue y Parent Square y otros correos ocasionales.
5. PHS le da una explicación de los planes de estudios a los padres del currículo, evaluaciones y niveles de dominio que se esperan que los estudiantes alcancen a lo largo del año en las juntas del Consejo Escolar, PTSA, Migrante y ELAC, al igual que en la Junta de Regreso a Clases y en la de Puertas Abiertas.
6. PHS ofrece oportunidades a los padres para juntas regulares para participar en la toma de decisiones relacionadas con la educación de sus hijos a través de varias oportunidades, como el Consejo Escolar, PTSA, juntas de ELAC, reuniones del programa Migrante, reuniones atléticas de refuerzo y reuniones de refuerzo de la banda. Además, PHS aconseja a todos los padres de la póliza de puertas abiertas – y póliza abierta de correo electrónico que proporciona comunicación instantánea para abordar las preocupaciones, ideas y sugerencias. Los padres están invitados a la revisión anual del Plan Escolar Único para el Rendimiento Académico en la primavera de cada año, así como en noviembre de cada año. Además, las reuniones de LCAP están programadas para el aumento de la participación de los padres en el proceso de la toma de decisiones con respecto a la fórmula de financiación de control local y nuestro programa de rendición de cuentas de control local.

Convenio entre la Escuela y los Padres

Durante la reunión del Consejo Escolar, el Consejo Escolar desarrolló un convenio conjuntamente entre la Escuela-Padres-Estudiantes que describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad para mejorar el rendimiento académico del

estudiante. También describe cómo la escuela, los padres y los estudiantes desarrollarán una asociación para ayudar a los niños a alcanzar el dominio académico. La escuela, los padres y estudiantes describen las cuestiones siguientes, además de los elementos agregados por los padres:

1. La responsabilidad de la escuela para proporcionar un curriculum de alta calidad e instrucción.
2. La responsabilidad de los padres es de apoyar el aprendizaje de sus hijos.
3. La responsabilidad del estudiante de ser más proactivo en su aprendizaje.
4. La importancia de la comunicación continúa entre padres y profesores a través de, al menos, conferencias anuales, boletas de calificaciones sobre el progreso del estudiante, acceso al personal, y oportunidades para darse de voluntarios y participar en y observar el programa educativo.
5. Enfatizar la importancia de la buena asistencia para la aptitud académica y para las habilidades de preparación para la vida.

Construyendo la Capacidad para la Participación

Pacifica High School involucra a los padres en la interacción significativa con la escuela. Apoya una asociación entre el personal, padres, y la comunidad para mejorar el logro académico del estudiante. Para ayudar a alcanzar estas metas, la escuela hace lo siguiente:

1. Ayuda a los padres a comprender los estándares de contenido académico, las evaluaciones y cómo monitorear y mejorar los logros de sus hijos a través de recursos como Parent Vue, Student Vue, reuniones periódicas con consejeros (así como mediante citas), jornada de puertas abiertas de la conferencia anual para padres, reuniones anuales Noche de regreso a clases, llamadas telefónicas automatizadas regulares, acceso a correo electrónico entre el personal, los estudiantes y los padres, así como a través de reuniones de PTSA, oportunidades de talleres/educación para padres, reuniones de migrantes y reuniones de ELAC. Además, durante el verano, el equipo administrativo ofrece servicios a todos los padres de estudiantes de primer año con respecto a cómo aprender a navegar la escuela secundaria y comunicarse con el personal para apoyar a sus hijos.
2. Proporciona materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento de sus hijos a través de la Noche de Regreso a la Escuela, el Paquete de Verano, paquetes de tutoría en la oficina de consejería, materiales del Centro de Carreras, reuniones de padres y a través de varios cursos de educación para padres como Parent Proyecto, y Padres Promotores.
3. Educan al personal con la ayuda de los padres en el valor de las contribuciones de los padres y cómo trabajar con los padres como socios iguales. Esto se hace a través de nuestro PTSA, al igual que por los correos electrónicos y cualquier reunión de personal. Triton Talk y juntas los jueves también educa al personal sobre las oportunidades de participación de los padres y la importancia de trabajar con los padres. Vamos a investigar a partir de un Boletín de Participación de Padres que será compartido con el personal y los padres.
4. Coordina e integra el programa de participación de los padres con otros programas y lleva a cabo otras actividades, como centros de recursos para padres, que alientan y apoyan a los padres para que participen más plenamente en la educación de sus hijos. Nuestras reuniones de PTSA, SSC, Migrantes y ELAC, combinadas con clases para padres, coordinan y aumentan la participación de los padres.
5. Distribuyera a los padres la información relacionada a programas de la escuela y de padres, juntas y otras actividades en una forma y lenguaje que los padres entiendan. Todos los materiales se proporcionan en español y en inglés como los dos lenguajes dominantes. Traductores se proporcionan en la mayoría de las reuniones cuando sea necesario.
6. Proporcionan apoyo a las actividades de participación de padres conforme a lo solicitado por los padres. Los padres que demuestran el deseo de participar son bienvenidos enfáticamente.

Accesibilidad

La Escuela Secundaria Pacifica ofrece oportunidades para que todos los padres participen, incluyendo a los padres con inglés limitado, padres con discapacidades, y padres de alumnos migrantes. Esto incluye brindar información y reportes escolares en una forma y lenguaje para que los padres entiendan. Esto se recomienda y se hace a través de nuestras clases para padres, nuestro PTSA, nuestros Padres del programa Migrante, juntas de ELAC, y también así como SSC. Cuando sea necesario, traducciones se hacen disponibles.

Información para Padres y Centros de Recursos (conocido como PIRCs)

PIRCs son financiados por el Departamento de Educación de los Estados Unidos. Ellos proporcionan ambos servicios locales y estatales. California tiene dos PIRCs: PIRC1, Proyecto Inspire en la Asociación de Educación Bilingüe de California, Covina, CA y PIRC2, Cal-PIRC en Cambridge Academics, Modesto, CA. (<http://www.nationalpirc.org/directory/CA-7.html>)

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