

2024-25 School Accountability Report Card

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

RUSSELL GIBBS, PRINCIPAL
GRADES 10-12

PRINCIPAL'S MESSAGE

Dear Pacific High School Families,

Welcome to Pacific High School, home of the Sharks! I am Russell Gibbs, and I am honored to serve as the Principal at Pacific High School within the Ventura Unified School District. Thank you for your continued support for our at-promise students and families. We take immense pride in our students' individual growth and resilience, as well as our collective mission to create success for every student.

Our dedicated teachers and staff are fully committed to our students' success and overall well-being. We look forward to supporting them as they strive for high school graduation and pursue their college and career goals.

Pacific High School is WASC accredited and a California Model Continuation High School, committed to providing engaging and relevant learning opportunities daily. We leverage our students' strengths, focus on culturally significant 21st-century content and skills, and collaborate with numerous community partners. We frequently employ project-based learning (PBL) and offer concurrent enrollment with Ventura College. Additionally, we provide various Career Technical Education (CTE) classes in our Art, Media, Entertainment, and Agricultural pathways. With the help of Prop 28 funding, we have expanded our arts instruction options and continue to offer outstanding elective enrichment in our grant-funded Before/After School ASSETS program.

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

We will continue to offer unique supports to all of our students through our Wellness Center, Learning Director, and additional College and Career Counselor. Our Wellness Center is staffed with a dedicated counselor and a family liaison who support students and families with access to on-campus and off-campus services. Our Learning Director strengthens our multi-tiered systems of support (MTSS) through extensive professional development for our staff, creating one-of-a-kind academic, behavioral, and social-emotional interventions and support for our students. Our College and Career Counselor provides our seniors with guidance and support for their post-graduation plans. PHS has four counselors available to support our students' academic, professional, and social-emotional needs daily.

We are inspired by our vision, mission, and core values here at Pacific High School. We are passionate about our work and proud of our accomplishments. We invite you to visit our school to learn more about our outstanding programs and how we support our students' success. We welcome all opportunities to serve our students, families, and community.

Sincerely,
Russell Gibbs, Principal

Board of Education

JAMES FORSYTHE
SHANNON TRANI FREDERICKS
SABRENA RODRIGUEZ
DR. JERRY DANNENBERG
CALVIN PETERSON

District Administration

DR. ANTONIO CASTRO
SUPERINTENDENT

DR. GREG BAYLESS
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

DR. 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



DISTRICT & SCHOOL DESCRIPTION

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.

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. Over 14,000 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 2024-25 school year, 213 students were enrolled, including 11.7% in special education, 25.8% qualifying for English Language Learner support, 23% homeless, 1.4% foster youth, 0.5% migrant education, and 88.7% socioeconomically disadvantaged.

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.

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	45.5%
Male	53.1%
Non-Binary	1.4%
American Indian or Alaska Native	0%
Asian	0.5%
Black or African-American	0.5%
Filipino	0%
Hispanic or Latino	75.1%
Native Hawaiian or Pacific Islander	0%
Two or More Races	5.2%
White	18.8%
English Learners	25.8%
Foster Youth	1.4%
Homeless	23.0%
Migrant Services	0.5%
Socioeconomically Disadvantaged	88.7%
Students with Disabilities	11.7%

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
Grade 9	0
Grade 10	2
Grade 11	86
Grade 12	125
Total Enrollment	213

Pacific High School opened the 2025-26 school year with 220 students and will reach capacity at 230 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 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.

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

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/.

Physical Fitness Test

% of Students Participating in each of the Five Fitness Components

2024-25

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	N/A	N/A	N/A	N/A	N/A

Note: The administration of the PFT requires only participation results for these five fitness areas.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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/.

CAASPP Test Results in ELA and Mathematics for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	10.0	25.0	47.0	49.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	0.0	0.0	37.0	37.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	99	81	81.82	18.18	25.32
Female	52	41	78.85	21.15	27.50
Male	46	39	84.78	15.22	21.05
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	70	61	87.14	12.86	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	15	65.22	34.78	57.14
English Learners	17	16	94.12	5.88	6.25
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	81	68	83.95	16.05	24.24
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Mathematics by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	99	74	74.75	25.25	0.00
Female	52	36	69.23	30.77	0.00
Male	46	37	80.43	19.57	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	70	56	80.00	20.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	13	56.52	43.48	0.00
English Learners	17	15	88.24	11.76	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	81	62	76.54	23.46	0.00
Students with Disabilities	--	--	--	--	--

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	8.26	8.97	33.34	31.52	30.73	32.33

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	210	159	75.71	24.29	8.97
Female	99	71	71.72	28.28	10.14
Male	108	85	78.70	21.30	4.76
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	157	125	79.62	20.38	5.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	9	75.00	25.00	--
White	38	23	60.53	39.47	28.57
English Learners	44	38	86.36	13.64	2.63
Foster Youth	--	--	--	--	--
Homeless	26	17	65.38	34.62	5.88
Military	--	--	--	--	--
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	183	140	76.50	23.50	7.30
Students with Disabilities	21	10	47.62	52.38	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Pacific High School's original facilities were built in 1956; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. VUSD also houses an Early Intervention Center, and Jump Start program on Pacific High School's campus.

Facilities Maintenance

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

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

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

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

- Restrooms
- Classrooms
- Routine Maintenance

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

Campus Description	
Year Built	1959
Acreage	5.8
Square Footage	69,305
	Quantity
Permanent Classrooms	34
Portable Classrooms	0
Restrooms (Sets)	4
Cafeteria	1
Library	1
Wellness Center	1
Staff Lunch Room	1
Computer Lab	1
Teacher Workroom	1
Technology & Science Labs	8
Theatre	1
Multipurpose Room	1

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, assistant principal, and three campus supervisors monitor the campus, entrance areas, and designated common areas. 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 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 January 2026.

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 September 4, 2025. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: September 4, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			Classroom 16 - HVAC thermostat is cracked
Interior Surfaces			X	Classroom 2 - Carpet seams are fraying; Classroom 5 - Lower sink cabinet doors are peeling and missing handle/knobs; Room 8 Records & Attendance - Ceiling tiles are falling at the center of the room; Room 10 - Water damaged ceiling tiles in two locations; Classroom 11 - Damaged and lifting VCT tiles at the entrance door; Classroom 12 - Broken ceramic tile at the sink countertop, cove base missing at the south wall; Classroom 13 - Water damaged ceiling tiles; Classroom 16 - VCT tiles are missing/damaged under the sink; Classroom 18 - VCT is lifting and loose under sink cabinet, excessive peeling paint on the north windows; Classroom 20 - Floor base missing at the south wall
Cleanliness	X			Classroom 3, Classroom 4, Classroom 5, Classroom 17 - Ants present by the sink at time of inspection
Electrical	X			Classroom 2, Classroom 5 - The GFCI outlet by the sink did not function when tested; Building B Office - Fire extinguisher is missing from the room; Classroom 11 - Wire mold end cap is missing on the east wall; Classroom 18 - Power cord is running across the doorway; Classroom 20 - Sink GFCI does not function
Restrooms/Fountains	X			
Safety	X			Classroom 11, Classroom 12, Classroom 19 - Excessive peeling paint at the window mullions; Classroom 13 - Excessive peeling paint at the south windows; Classroom 17 - Excessive peeling paint at the north window mullions
Structural			X	Relo C Exterior - Excessive rust at the north roof beams, the ADA ramp surface is rusted and warped, possible trip hazard; Building 21 Exterior - Excessive rust at the roof gutter with weeds growing, ADA ramp surface is deteriorated and rusty
External	X			Independent Study B - West exterior door is deteriorated; Classroom 3 - Broken ceramic tile at the window sill on the far right window; Sa'aliyas Ranch - Staff restroom door closer is leaking oil

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary			X	
<i>Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</i>				

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

2024-25

Student Groups	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	115	100	87.0
Female	52	46	88.5
Male	61	53	86.9
American Indian or Alaska Native	--	--	--
Asian	0	0	0
Black or African American	--	--	--
Filipino	0	0	0
Hispanic or Latino	89	78	87.6
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	--	--	--
White	19	18	94.7
English Learners	33	29	87.9
Foster Youth	--	--	--
Homeless	58	49	84.5
Migrant Services	--	--	--
Socioeconomically Disadvantaged	109	94	86.2
Students with Disabilities	16	15	93.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

CLASSROOM ENVIRONMENT

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/>.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Pacific High School for the 2024-25 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."

Dropout and Graduation Rates			
	School		
	22-23	23-24	24-25
Dropout Rate (%)	17.0	9.8	13.0
Graduation Rate (%)	68.9	85.4	87.0
	District		
Dropout Rate (%)	1.9	4.3	3.8
Graduation Rate (%)	87.1	93.5	95.6
	State		
Dropout Rate (%)	8.2	8.9	8.0
Graduation Rate (%)	86.2	86.4	87.5

Chronic Absenteeism by Student Group

2024-25

Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	277	268	197	73.5
Female	132	127	100	78.7
Male	142	138	96	69.6
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	212	206	151	73.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	11	9	81.8
White	50	48	35	72.9
English Learners	63	61	46	75.4
Foster Youth	--	--	--	--
Homeless	76	74	63	85.1
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	244	236	178	75.4
Students with Disabilities	32	32	28	87.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

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 our 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.

Average Class Size and Class Size Distribution				
Subject	2022-23			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	6	131		1
Math	7	47	1	
Science	6	35		
Social Science	6	67	1	
2023-24				
English	4	94		1
Math	8	23		
Science	5	18		
Social Science	7	46		
2024-25				
English	4	124		
Math	6	41	1	
Science	3	34		
Social Science	6	68		

**Number of classes indicates how many classes fall into each size category (a range of total students per class).
***"Other" category, if applicable, is for multi-grade level classes.*

Suspensions & Expulsions			
	22-23	23-24	24-25
	School		
% Students Suspended	4.26	6.69	8.3
% Students Expelled	0.35	0.00	0.00
	District		
% Students Suspended	3.22	2.81	2.10
% Students Expelled	0.01	0.00	0.01
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group		
2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	8.30	0.00
Female	5.30	0.00
Male	11.27	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	7.55	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.33	0.00
White	10.00	0.00
English Learners	3.17	0.00
Foster Youth	0.00	0.00
Homeless	7.89	0.00
Migrant Services	0.00	0.00
Socioeconomically Disadvantaged	8.61	0.00
Students with Disabilities	6.25	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24, 2024-25, and 2025-26 school years, the teachers at Pacific High School had the opportunity to participate in districtwide staff development training focused on:

2023-24 Trainings:

- Trauma Informed Practices
- Dual Language Education

- MAP Reports
- ELPAC Task Types
- Multilingual Learner Liaisons Collaboration

2024-25 Trainings:

- District Assessments
- Trauma Informed Practices
- Multi-Tiered System of Supports (MTSS)
- Department Level Collaboration
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Multilingual Learner Liaisons Collaboration

2025-26 Trainings:

- Souday (Structured Literacy Supplemental Curriculum)
- IXL (Online Platform - Various Subjects)
- Professional Learning Communities (PLCs)
- ESGI (Online Platform for Assessing/Progress Monitoring Early Literacy)
- AMIRA (At Risk for Reading Difficulty Screener Training and Structured Literacy)
- California Reading and Literacy Project (CRLP)
- Co-Teaching
- Healthy Campus (Online Platform for Conducting Wellness Services)

During the 2025-26 school year, teachers also have the opportunity to attend supplemental training offered by the District Office focused on:

- Lexia - ELD Strategies, Best Practices
- Dually Identified Training for SAI/ML Liaisons - Best Practice for Teaching/Progress Monitoring English Learners with Disabilities
- Ed Tech Trainings (Canvas, etc.)
- Designated ELD Strategies
- Interim CAASPP Trainings
- Interim ELPAC Trainings
- US History Ethnic Studies Integration
- PLC Coaching
- Anti-Bias and Anti-Racist (ABAR) Resources, Responses and protocols
- Aeries Student Information System Navigation

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 2024-25 school year, Pacific High School's staff development activities concentrated on:

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

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

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

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

Instructional Materials

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

On September 23, 2025, 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 #25-22 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 enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2025-26 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.

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

COLLEGE PREPARATION & WORK READINESS

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. 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	
	%
2024-25 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	96.7%
2023-24 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

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

2024-25

Total Number of Students Participating in CTE Programs	134
Percentage of Students Completing a CTE Program and Earning a High School Diploma	0%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	10%

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 & Other Support Staff (Nonteaching Professional Staff)

2024-25

	No. of Staff	FTE
Academic Counselors	2	2.0
School Nurse	1	0.2
Health Technician	1	0.6
Paraeducators	2	1.5
Psychologist	1	0.5
College & Career Counselor	1	0.8
Family Liaison	1	0.4
Wellness Counselor	1	1.0

Note: One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

Teacher Assignment

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.

Teachers Without Credentials and Misassignments (Considered “Ineffective” under ESSA)

Authorization / Assignment

	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	0.0
Misassignments	0.3	0.5	0.6
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.3	0.5	0.6

Credentialed Teachers Assigned Out-of-Field (Considered “out-of-field” under ESSA) / Indicator

	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	7.8	10.1	8.5
Total Out-of-Field Teachers	7.8	10.1	8.5

Class Assignments / Indicator

	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.5	0.7	0.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	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>.

Teacher Preparation and Placement Authorization

	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	5.8	0.0	0.6	8.5	0.5	15.7
School %	37.3	0.0	4.2	54.55	3.76	100
District #	476.8	4.6	32.6	51.8	34.2	600.2
District %	79.43	0.78	5.44	8.64	5.7	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	3.3	0.0	0.5	10.1	1.1	15.0
School %	22.14	0.0	3.32	67.22	7.31	100
District #	495.7	6.9	37.3	61.4	32.7	634.2
District %	78.16	1.09	5.9	9.68	5.17	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	3.0	0.0	0.3	7.8	0.9	12.1
School %	24.98	0.0	2.47	64.67	7.72	100
District #	515.8	6.2	23.3	66.0	43.2	654.7
District %	78.78	0.96	3.56	10.09	6.6	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0

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

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: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$57,712	\$62,783
Mid-Range Teacher Salary	\$83,105	\$97,783
Highest Teacher Salary	\$115,107	\$128,020
Superintendent Salary	\$283,083	\$313,465
Average Principal Salaries:		
Elementary School	\$144,454	\$160,224
Middle School	\$158,093	\$166,992
High School	\$164,183	\$180,971
Percentage of Budget:		
Teacher Salaries	24.46%	30.05%
Administrative Salaries	5.39%	5.00%
<i>For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i>		

Expenditures Per Student

For the 2023-24 school year, Ventura Unified School District spent an average of \$19,098 of total general funds to educate each student (based on 2023-24 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.)

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan – Homeless Children and Youth
- Antibias Education Grant
- Arts and Music in Schools (Prop 28)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Department of Rehabilitation
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- LCFF Equity Multiplier
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Supplementary Programs
- Title I, II, III, IV
- Tobacco-Use Prevention Education

Expenditures Per Pupil and School Site Teacher Salaries 2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$34,217	N/A	N/A	N/A	N/A
Restricted	\$12,714	N/A	N/A	N/A	N/A
Unrestricted	\$21,503	\$6,125	351.1%	\$11,146	192.9%
Avg Teacher Salary	\$98,870	\$92,704	106.7%	\$103,743	89.4%
<i>Note: Cells with N/A values do not require data.</i>					

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 November 2025.