Ventura Unified School District

School Plan for Student Achievement



Pacific High School

56 72652 5630272

Contact Information:
Russell Gibbs, Principal
russell.gibbs@venturausd.org
501 College Drive
Ventura, CA 93003
(805) 289-7950

Ventura Unified SCHOOL DISTRICT

Fiscal Year 2026-2027

This page intentionally left blank.

Pacific High School — School Plan for Student Achievement Fiscal Year 2026-2027

The School Plan for Student Achievement 1
School Site Council Membership 2
English Learner Advisory Committee Membership 3
Recommendations and Assurances 5
District information 6
- District Profile 6
- District Promise 6
- District Pillars 6
- District Vision 7
- District Mission 7
- District Governing Principles 7

School Information 8
- School Profile 8
- School Vision 9
- School Mission 9
- Student Enrollment by Ethnicity – 2024-2025 9
- Student Enrollment by Grade – 2024-2025 10
- Student Enrollment by Student Group – 2024-2025 10
- Comprehensive Needs Assessment 11
- Bully Prevention, Violence Prevention, and Substance Abuse Curricula 11

School Plan for Student Achievement 12
Budget Summary Table 24
2025-2026 Centralized Support for Planned Improvements in Student Performance 25
- VUSD - Program Support Goals 25

References 27
- CAASPP – Grade 11 English Language Arts/Literacy & Mathematics – 2024-2025 27
- School-Parent/Home Compact 28
- VUSD - Parent Involvement Policy 29
- Pacific High School - Parent Involvement Policy 31
- Parent Involvement Calendar 32
- Professional Development Plan 33
- School Accountability Report Card 34
- School Site Council Bylaws 50

The School Plan for Student Achievement

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

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

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

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

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

Russell Gibbs, Principal
Pacific High School
501 College Drive
Ventura, CA 93003
(805) 289-7950
russell.gibbs@venturausd.org

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

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2025-2026 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Other or Classified Staff	Parent or Community Member	Student
Russell Gibbs	X				
Monique Cornette		X			
Doug Kidwell		X			
Charles Cornwell		X			
Rosemary Morales			X		
Brian Sargent				X	
Candy Trouw				X	
Abbie Sargent					X
Kacie Sargent					X
Skylar Rydalch					X
Number of members in each category	1	3	1	2	3

English Learner Advisory Committee Membership

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

Name of Members	Administrator	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Russell Gibbs	X				
Kathy Elliott		X			
Elsa Prado				X	
Lilia Miranda				X	
Juan Segura				X	
Perla Whickham				X	
Sandra Lopez				X	
Germina Reyes				X	
Lilly Hernandez				X	
Yuma Ruiz				X	
Xochitl Sotelo				X	
Idalia Flores				X	
Ena De La Cruz				X	
Pedro Esquivel				X	
Antonio Ayala				X	
Elvia Toledano				X	
Florencia Samaguy				X	
Graciela Rios				X	
Nubia Gainer				X	
Christiana Litos				X	
Marisela Gutierrez				X	
Marissa Guerrero				X	
Ma. De Jesus I.O.				X	
Manuel Amaya				X	
Alejandro Orozco S.				X	
Maria Albaran				X	
Francisca S.S.				X	
Teresa Salazar				X	
Lorena Urbano				X	
Imelda Romero				X	
Consuelo Jimenez				X	
Elidia Resendiz				X	
Juan Lopez				X	
Moises Cortez				X	
Luisa Zuniga				X	
Elisa Fuentes				X	
Laura Torres				X	
Luis Solorzano				X	
Frances Castellon				X	

Maribel Flores				X	
Leticia Flores				X	
Lorena Garcia				X	
Kaly Elliott				X	
Sukey Mandujano				X	
Daniela Campos				X	
Nancy Uribe				X	
Imelda Hinojosa				X	
Mima Ixm				X	
Number of members in each category	1	1		46	

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

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

Recommendations and Assurances

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

1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature of Authorized Representative

Leadership Team

English Learner Advisory Council

4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6) This SPSA was adopted by the SSC at a public meeting on: 1/14/2026

Attested:

Charles Cornwell, Interim Principal — Date: Jan. 14, 2026

SSC Chairperson — Date: Jan. 14, 26

District information

District Profile

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Approximately 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, 3 comprehensive high schools, 1 continuation high school, 1 alternative high school, and 1 independent study school.

During the 2024-2025 school year, Ventura Unified School District served 14,379 students in grades TK-12 including 15.2% students with disabilities, 13.4 English learners, 58.8% socioeconomically disadvantaged, 0.1% migrant education, 3.5% homeless, and 0.2% identified as foster youth.

District Promise

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

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

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

District Pillars

We are committed to providing:

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

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

For the future of every student.

District Vision

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

District Mission

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

District Governing Principles

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

School Information

School Profile

Pacific High School served 213 students in grades 9-12 (October 2024) during the 2024-2025 school year. Student enrollment at that time included 11.7% students with disabilities, 25.8% English learners, 88.7% socioeconomically disadvantaged, 23% homeless, 0.5% migrant, and 1.4% foster youth. PHS is designated Schoolwide Title I due to the high poverty rate of its student's families.

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

Due to a variety of factors, the demand for placement has remained consistently high. PHS students get a feeling of community in their homerooms and from the small, friendly, personalized classes and campus. Instructional strategies and the pacing of the curriculum are adjusted to meet student needs. PHS has developed a reputation as a special place for those students looking for a viable alternative to the large traditional high school.

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

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

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

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

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

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

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

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

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

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

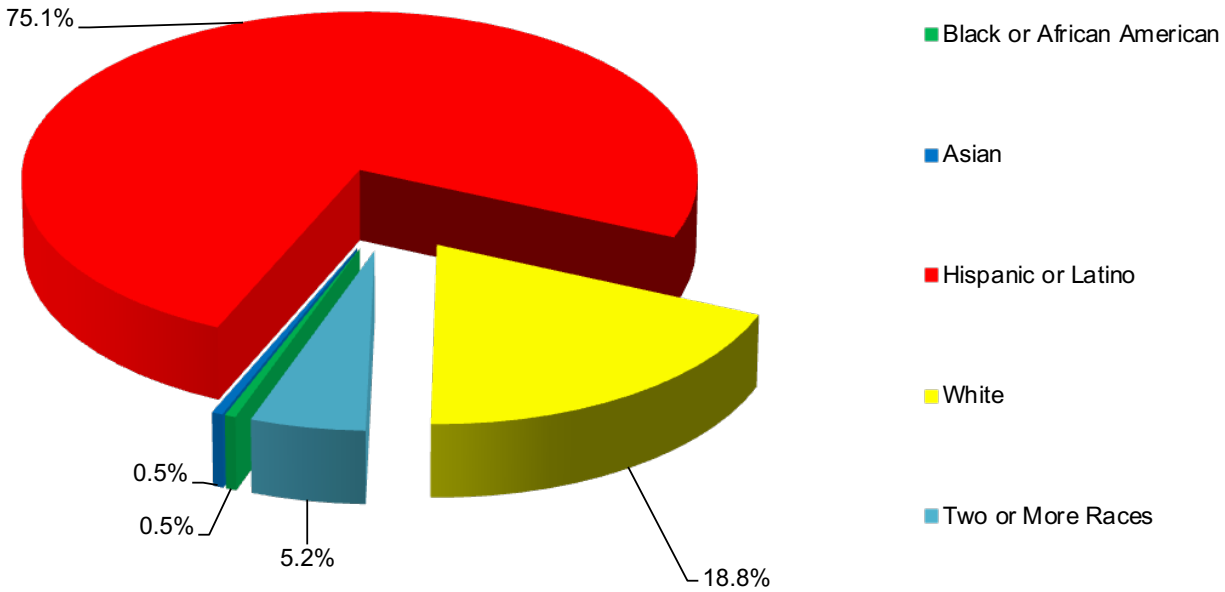
School Vision

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

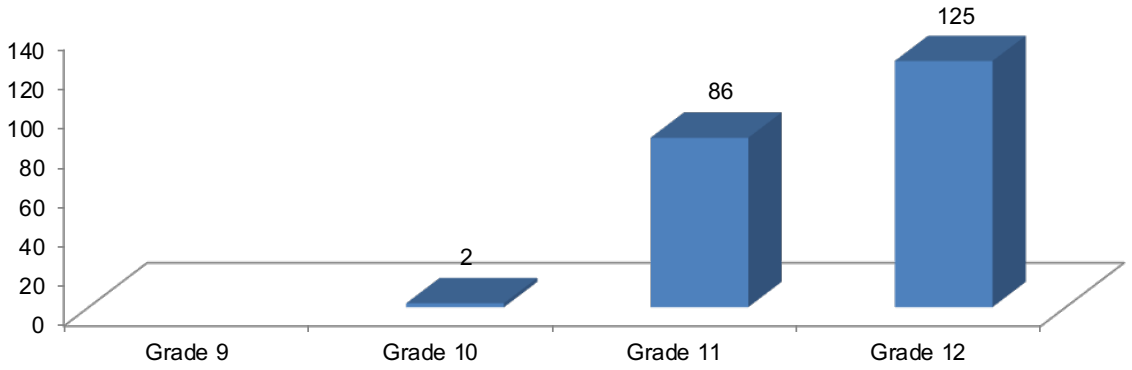
School Mission

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

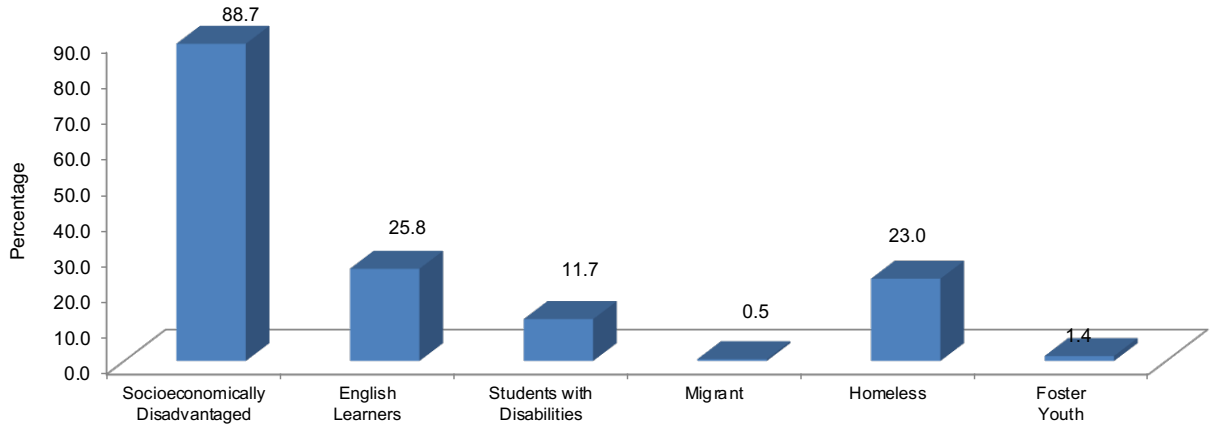
Student Enrollment by Ethnicity – 2024-2025



Student Enrollment by Grade – 2024-2025



Student Enrollment by Student Group – 2024-2025



Comprehensive Needs Assessment

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

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

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

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

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

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

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

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Pacific High School	**56726525630272**	**1/14/26**	

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

Pacific High School's plan was developed collaboratively with input from staff, students, and parents. It aligns with the Ventura Unified School District's Local Control and Accountability Plan (LCAP) and supports the goals of the PHS WASC action plan.

The plan is designed to address student performance issues in our CA Dashboard and to strengthen student achievement by supporting the whole child—addressing academic, behavioral, and social-emotional needs for all students. It also emphasizes collaboration and improved communication within the school and the broader PHS community.

A key focus of the plan is to systematically support our multilingual learners and students with dual identifications.

Through this plan, Pacific High School affirms its commitment to integrity, continuous growth, and our core values: relationships, routines, responsibility, respect, and results.

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

Personnel Involved:	Date:
PHS Leadership Team	11/24, 1/26
PHS Staff	10/24, 12/5
PHS School Site Council	10/15, 11/20, 12/15, 1/7, 1/14
PHS ELAC Committee	12/10

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.

A review of the California Dashboard reveals that further action is needed to sustain growth in our English Language Arts (ELA) and Mathematics assessment scores. While Pacific High School has made notable progress, our performance remains in the **Orange** indicator range, signaling a **low performance level (2 out of 5)** for both subject areas.

- **ELA**:
    - **Performance Level**: Orange

- **Points Below Standard**: 135.3
- **Change from Prior Year**: Increased by 49.8 points
- **Number of Students Assessed**: 81

- **Math**:
  - **Performance Level**: Orange
  - **Points Below Standard**: 241.5
  - **Change from Prior Year**: Increased by 6.9 points
  - **Number of Students Assessed**: 74

In addition, our **College and Career Readiness** indicator is in the **Red** zone, indicating a **very low performance level (1 out of 5)**.

- **Prepared**: 1.7% of students
- **Change from Prior Year**: Declined by 4.8%
- **Number of Students Assessed**: 115

To address these concerns, we have taken the following steps:

- Added additional academic counseling sections, including support from a dedicated college and career counselor.
- Allocated resources to teachers for the development and implementation of a schoolwide ELA curriculum aligned with standards and tailored to the needs of our students.

These targeted efforts are aimed at raising achievement across key indicators while addressing equity and access to academic and post-secondary success.

Resource Inequities

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

N/A

Goals, Strategies/Activities, and Expenditures

Goal 1:

Improve Student Academic Achievement Overall While Decreasing Student Group Performance Gaps

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.

A review of the California Dashboard reveals that further action is needed to sustain growth in our English Language Arts (ELA) and Mathematics assessment scores. While Pacific High School has made notable progress, our performance remains in the **Orange** indicator range, signaling a **low performance level (2 out of 5)** for both subject areas.

ELA:
Performance Level: Orange

- **Points Below Standard**: 135.3
- **Change from Prior Year**: Increased by 49.8 points
- **Number of Students Assessed**: 81

Math:
Performance Level: Orange

- **Points Below Standard**: 241.5
- **Change from Prior Year**: Increased by 6.9 points
- **Number of Students Assessed**: 74

College/Career:
Performance Level: Very Low

- **Prepared:** 1.7%
- **Declined: 4.8%**

Annual Measurable Outcomes

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/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Dashboard	Orange	Continued Increase by 25 points
Math Dashboard	Orange	Continued Increase by 25 points
College and Career Readiness Dashboard	Red	Increase Prepared to 10%
Credits Recovered through Prescriptive and Edgenuity	24 per student/quarter	24+ per student/quarter

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Include Language Objectives in ELA curriculum	All	N/A	N/A
2	Provide teachers with bilingual support for academic instruction and student engagement	ML Learners	$5,000	Title 1 Supplemental Site
3	Expand credit recovery course options in the master schedule.	All	N/A	N/A
4	Provide college & career readiness opportunities for all graduating students via College and Career Counselor.	All	$95,000	Equity Multiplier
5	Supplemental materials to increase access to academic curriculum through adaptive testing (IXL)	All	N/A	N/A
6	Provide ML students with bilingual support via EL Para	ML Learners	$35,000	Equity Multiplier
7	Implementing co-teaching in ELA and Math	SPED	N/A	N/A

ANNUAL REVIEW

SPSA Year Reviewed: 2024-25

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

Goal 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.

ELA goal of 25 points was achieved. Math goals was not achieved but progress was made with a 6.9 point increase. Strategies implemented were effective and increased the amount of students tested.

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

N/A

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

Strategies/Activities have been updated to reflect funding and need.

Goal 2:

Support Positive Student Learning Environments and Student Mental Health

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.

A review of local data reveals a continued need to improve student attendance, reduce suspensions, and support student mental health. Pacific High School's suspension rate remains an area of concern, and chronic absenteeism impacts student engagement and achievement. Additionally, student, family, and staff surveys, as well as annual needs assessments, indicate a strong desire for enhanced support systems and clearer communication. To address these needs, PHS utilizes weekly all-staff emails and family bulletins, mandatory student/family orientations, and proactive wellness center services. Regular analysis of wellness center visits and survey feedback helps us respond effectively to the social-emotional and behavioral needs of our students and create a more supportive learning environment.

Annual Measurable Outcomes

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/Indicator	Baseline/Actual Outcome	Expected Outcome
Weekly All Staff Email and Parent Communication with bulletin and calendar reminders	Weekly/Monthly	Continue with Weekly and Monthly
Annual Mandatory Student/Family Orientations & Enrollment	Quarterly	Continue with Quarterly
Staff, Parent, Student Surveys and Annual Needs Assessment	Quarterly	Quarterly
Wellness Center Visits/Data	Quarterly attendance	Quarterly attendance
Suspension Rate	8.3% suspended 1 day	<2%
Attendance Rate	70%	75%
PHS Student, Family, Staff Surveys	Annual/Bi-Annual	Annual/Bi-Annual

1. Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Provide monthly Mental Health Awareness Activities	All	N/A	Wellness
2	Provide academic enrichment opportunities for students on and off campus.	All with additional targeted interventions including ML and dual identified learners	$6,000	Title 1 Supplemental Site
3	Distribute, collect, and analyze quarterly/annual surveys for students	All	N/A	N/A

4	Maintain school-wide SEL instruction/interventions and restorative practices.	All	$15,000	Equity Multiplier
5	Schoolwide Day of Joy	All	N/A	N/A
6	Schoolwide Mental Health Fair	All	N/A	Wellness Funds
7	SEL Monthly Check Ins Form and following up with Counselors and Administration	All identified students	N/A	N/A
8	Shark Senate-teaching, counseling, admin all meet together once a month to go over concerns about students and award those doing well.	All	$500	Site

ANNUAL REVIEW:

SPSA Year Reviewed: 2024-25
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Goal 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.

The goal was implemented as planned during the previous year. Identified strategies and activities were carried out consistently and aligned with the intended outcomes. Ongoing monitoring and reflection supported effective implementation, and available evidence indicates that the goal was achieved as articulated.

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

N/A

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

Strategies/Activities have been updated to reflect funding and need.

Goal 3:

Engage Families as Partners in Education

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.

Pacific High School continues to seek meaningful ways to engage families as active partners in student success. Local data highlight the need to increase consistent communication and parent involvement, particularly among multilingual and historically underserved student groups. In response, PHS prioritizes expanding access and engagement through bi-lingual ParentSquare messages, orientations, weekly bulletins, and family education sessions. We provide transparent academic and attendance updates, maintain a Shark Clothing Closet to meet basic needs, and hold regular ELAC meetings to address community concerns. Through strategic partnerships, including with Rotary, and by offering translation support and surveys to gather family and student input, PHS is committed to building inclusive and responsive school-family relationships.

Annual Measurable Outcomes

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/Indicator	Baseline/Actual Outcome	Expected Outcome
Weekly All Staff Email with bulletin and calendar reminders	Weekly	Weekly
ELAC Meeting Attendance	50+ Families	55+ Families
SSC Meeting Attendance	Quorum	Quorum
PHS Parent Square Participation	97% contactable	100% contactable

2. Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Consistent Bi-lingualParentSquare Messages and Reminders	All	N/A	N/A
2	New and Returning Parent/Student Bi-lingual Orientations	All	N/A	N/A
3	Communicate weekly bulletins and updates to students, staff and families via Parent Square, Email, Website, and Social Media	All	N/A	N/A
4	Provide communication and opportunities on family education/collaboration sessions	All	N/A	N/A
5	Provide families with accurate academic and attendance data and on-going communication	All	N/A	N/A
6	Shark Clothing Closet	All	N/A	N/A
7	Consistent ELAC meetings with parents, counselors, and other staff to keep parents and guardians updated on school information, and meet community needs.	All	$750	Site
8	Partnership with Rotary	All	N/A	N/A
9	Provide translation support for non-Spanish speaking teachers to communicate with families for positive feedback	All	N/A	N/A
10	Surveying community to get input (students, families and teachers)	All	N/A	N/A

11	Funding Family Liaison Position	All	$32,000	Title 1

ANNUAL REVIEW:

SPSA Year Reviewed: 2024-25
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Goal 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.

The goal was implemented as planned during the previous year. Identified strategies and activities were carried out consistently and aligned with the intended outcomes. Ongoing monitoring and reflection supported effective implementation, and available evidence indicates that the goal was achieved as articulated.

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

N/A

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

N/A

Goal 4:

Increase Graduation Rate for all students, and specifically for Pacific High School

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 CA Dashboard shows that PHS's lowest graduation rates are with Students with Disabilities and Students who are homeless. All other groups either meet or exceed the school's graduation rate.

Annual Measurable Outcomes

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/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	87.3%	90%
Grad Rate Students w/Disabilities	68.4%	75%
Grad Rate Homeless	83.1%	86%
FAFSA Completion Rate	100%	100%

3. Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Maintain effective administrative and counseling to student ratios through additional funding of counselor FTE	All	$92,000	Title 1, Equity Multiplier
2	Expand credit recovery course options in the master schedule.	All	N/A	N/A
3	Provide on-going attendance interventions via MTSS Meetings outcomes	Students with attendance issues	N/A	N/A
4	Maintain school-wide SEL instruction/interventions and restorative practices.	All	Repeated Expenditure – Goal #2, Activity #4	Equity Multiplier
5	Provide college & career readiness opportunities for all graduating students.	All	Repeated Expenditure – Goal #1, Activity #4	Equity Multiplier
6	Advisory period time for student 1v1 Graduation requirement progress discussions	All	N/A	N/A
7	Continue funding Learning Director position	All	$192,000	Equity Multiplier
8	Shark Senate-teaching, counseling, admin all meet together once a month to go over concerns about students and award those doing well.	All	$500	Site

ANNUAL REVIEW:

SPSA Year Reviewed: 2024-25
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Goal 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.

The goal was implemented as planned during the previous year. Identified strategies and activities were carried out consistently and aligned with the intended outcomes. Ongoing monitoring and reflection supported effective implementation, and available evidence indicates that the goal was achieved as articulated.

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

N/A

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

N/A

Budget Summary Table

Description	Amount ($)
Total Funds Provided to the School Through the ConApp	$119,313.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$338,750.00

Overall total of funds included for this school: **$458,063.00**

Other Federal, State and Local Funds

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

Federal Programs	Allocation ($)
Title I 2025-2026 Carryover	$0.00
Title I 2026-2027 Allocation	$119,313.00

Subtotal of additional federal funds included for this school: **$119,313.00**

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

State or Local Programs	Allocation ($)
Site-Based Funds 2026-2027 Allocation	$9,024.00
Supplemental Funds 2026-2027 Allocation	$16,800.00
Equity Multiplier Funds 2026-2027 Allocation	$280,777.00

Subtotal of state or local funds included for this school: **$306,601.00**
Total of federal, state, and/or local funds for this school: **$425,914.00**

2025-2026 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents.

Multilingual/Multicultural Education

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

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

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

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

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

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

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

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

Curriculum & Instruction

The Curriculum & Instruction Department, serving TK-12 students, under the direction of Educational Services, provides leadership and support for VUSD staff by coordinating the development, alignment, and implementation of standards, assessments, curriculum, instruction, staff development, and support services to ensure each student meets or exceeds grade level content standards. The education of the whole child, academically, as well as socially and emotionally, is our goal.

Gifted and Talented Education

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

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

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

Elementary grade students (K-5) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

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

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

References

CAASPP – Grade 11 English Language Arts/Literacy & Mathematics – 2024-2025

	English Language Arts/Literacy 2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 11						
All Students Tested	99	81	79	5.06%	20.25%	26.58%	48.10%
Male	46	39	38	5.26%	15.79%	23.68%	55.26%
Female	52	41	40	5.00%	22.50%	30.00%	42.50%
African American	*	0	0	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	70	61	60	0.00%	16.67%	30.00%	53.33%
Hawaiian or Pacific Islander							
White (not Hispanic)	23	15	14	21.43%	35.71%	0.00%	42.86%
Two or More Races	5	5	5	*	*	*	*
Socioeconomically Disadvantaged	82	69	67	4.48%	19.40%	28.36%	47.76%
English Learners	17	16	16	0.00%	6.25%	25.00%	68.75%
Students with Disabilities	7	4	4	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless	19	18	17	0.00%	11.76%	29.41%	58.82%

	Mathematics 2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 11						
All Students Tested	99	74	71	0.00%	0.00%	8.45%	91.55%
Male	46	37	36	0.00%	0.00%	8.33%	91.67%
Female	52	36	34	0.00%	0.00%	8.82%	91.18%
African American	*	0	0	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	70	56	54	0.00%	0.00%	5.56%	94.44%
Hawaiian or Pacific Islander							
White (not Hispanic)	23	13	12	0.00%	0.00%	16.67%	83.33%
Two or More Races	5	5	5	*	*	*	*
Socioeconomically Disadvantaged	82	63	60	0.00%	0.00%	8.33%	91.67%
English Learners	17	15	14	0.00%	0.00%	7.14%	92.86%
Students with Disabilities	7	*	*	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless	19	16	14	0.00%	0.00%	7.14%	92.86%

School-Parent/Home Compact

2026-2027 Learning Agreements &
Title I, Part A School-Parent Compact

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

Students

1. Students will read their ventura.edu emails daily.
2. Students will be on time and attend school daily.
3. Students will engage in classroom learning and all school activities provided.
4. Students will treat all students, staff, and guests with dignity and respect.
5. Students will engage Credit Recovery in Edgenuity, Youth Activities and or in Work Experience after school for at least 30 minutes per day.
6. Students will follow appropriate digital citizenship guidelines and classroom norms during class instruction.
7. Students will participate in school enrichment and field trips when offered.

Parents/Guardians

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

PHS Teachers & Staff

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

Student Signature_____Parent/Guardian Signature_____

Staff Signatures_____

Approved SSC March 2024

VUSD - Parent Involvement Policy

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

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

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

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

Title I Schools

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

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

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

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

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

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

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

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

VUSD Board Policy 6020, USC Title 20

Pacific High School - Parent Involvement Policy

2025-2026 Parental Involvement Policy
Pacific High School

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

Involvement of Parents in the Title I Program

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

- Pacific High School convenes an annual orientation and enrollment meeting every August to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

- Pacific High School offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

- Pacific High School involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the Title I parental involvement policy.

- Pacific High School provides parents of Title I students with timely information about programs – Weekly Bulletins and Parent Square communications, Back To School Night, School Annual Report Card, School Site Council and ELAC

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. *Parents/guardians are always invited to contact the school regarding concerns or suggestions for the education of their children.*

- Pacific High School shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

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

Parent Involvement Calendar

2026-2027 Parent Involvement Calendar

July • Summer School Enrollment • Summer School Conferences • Bilingual Orientation & Registration mailers • Bilingual Parent Square Updates	**January** • Bilingual Parent Square Weekly Bulletins and Information • Bilingual Orientations and Registrations • Counselor Meetings (by apt.) • Attendance conferences • School Site Council • Counselor Meetings (by apt.) • Administrator Conference (by apt) • Attendance conferences • Second Quarter report cards
August • Bilingual Parent Square Weekly Bulletins and Information • Bilingual Orientations and Registrations	**February** • Bilingual Parent Square Weekly Bulletins and Information • Bilingual Orientations and Registrations • Counselor Meetings (by apt.) • Administrator Conference (by apt) • Attendance conferences • First Quarter report cards • ELAC
September • Bilingual Parent Square Weekly Bulletins and Information • Bilingual Orientations and Registrations • Counselor Meetings (by apt.) • Administrator Conference (by apt) • Attendance conferences • Back to School Night • School Site Council • ELAC	**March** • Bilingual Parent Square Weekly Bulletins and Information • Bilingual Orientations and Registrations • Counselor Meetings (by apt.) • Administrator Conference (by apt) • Attendance conferences • School Site Council • Counselor Meetings (by apt.) • Attendance conferences • Third Quarter report cards
October • Bilingual Parent Square Weekly Bulletins and Information • Bilingual Orientations and Registrations • Counselor Meetings (by apt.) • Administrator Conference (by apt) • Attendance conferences • First Quarter report cards • ELAC • School Site Council	**April** • Bilingual Parent Square Weekly Bulletins and Information • Bilingual Orientations and Registrations • Counselor Meetings (by apt.) • Attendance conferences • Administrator Conference (by apt) • Attendance conferences
November • Bilingual Parent Square Weekly Bulletins and Information • Bilingual Orientations and Registrations • Counselor Meetings (by apt.) • Administrator Conference (by apt) • Attendance conferences • School Site Council • Counselor Meetings (by apt.) • Attendance conferences • Renaissance Assembly	**May** • Bilingual Parent Square Weekly Bulletins and Information • Bilingual Orientations and Registrations • Counselor Meetings (by apt.) • Administrator Conference (by apt) • Attendance conferences • First Quarter report cards • ELAC • School Site Council
December • Bilingual Parent Square Weekly Bulletins and Information • Bilingual Orientations and Registrations • Counselor Meetings (by apt.) • Administrator Conference (by apt) • Attendance conferences • ELAC	**June** • Bilingual Parent Square Weekly Bulletins and Information • Graduation • Fourth Quarter report cards

Professional Development Plan

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

During the 2026-2027 school year, teachers at Pacific High School may focus on the following trainings dependent on the new principal's focus for professional development:

- WASC Continuous Improvement and SPSA/LCAP Alignment
- Implementation of the 5 R's and Culture of Belonging
- Trauma-Informed and Restorative Practices
- Multi-Tiered System of Supports (MTSS) and Attendance Interventions
- Data Analysis (CA Dashboard, Local Metrics, Credit Completion)
- Formative Assessment and Progress Monitoring
- Increasing Academic Rigor in Credit Recovery (Edgenuity Integration)
- English Learner Supports and Differentiated Instruction
- Standards-Aligned Instruction and Common Assessments
- Student Engagement and Project-Based Learning
- College and Career Readiness Supports

School Accountability Report Card

2024-25 School Accountability

Report Card

Published January 2026

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

Ventura Unified SCHOOL DISTRICT

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 appropriated 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 damged 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	

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.

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				
	2022-23			
	Avg. Class Size	Number of Classes		
Subject		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:
- Sonday (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: *StudySync*	N - Local	0%
2017	Houghton Mifflin Harcourt: *The Real Book*	N - Local	0%
History-Social Science			
2019	McGraw Hill: *World History, Culture and Geography*	N - Local	0%
2019	Houghton Mifflin Harcourt: *American History: Reconstruction to the Present*	N - Local	0%
2019	Houghton Mifflin Harcourt: *Economics*	N - Local	0%
2021	Cengage: *The American Pageant, AP Edition*	N - Local	0%
2015	Academic Innovations: *Get Focused, Stay Focused*	N - Local	0%
2019	McGraw Hill: *Principals of American Democracy*	N - Local	0%
2019	BFW/Worth: *Krugman's Economics for AP*	N - Local	0%
2015	Academic Innovations: *Career Choices and Changes*	N - Local	0%
2018	Various Sources: *Ethnic & Social Justice Studies*	N - Local	0%
Mathematics			
2021	Bedford, Freeman & Worth: *Calculus for the AP Course*	N - Local	0%
2018	Mathematics Vision Project (MVP): *Secondary Math 1, 2 & 3 (Honors)*	N - Local	0%
2018	Mathematics Vision Project (MVP): *Secondary Math 1, 2 & 3*	N - Local	0%
2018	McGraw-Hill: *Integrated Math 1*	N - Local	0%
Science			
2021	Discovery Education: *Earth & Space Science Discovery*	N - Local	0%
2021	Discovery Research: *Model Based Biology*	N - Local	0%
2021	CPO Science: *Foundations of Physical Science*	N - Local	0%
2021	Houghton Mifflin Harcourt: *California Science Dimensions - Physics in the Universe*	N - Local	0%
	Science Laboratory Equipment	N/A	0%
Foreign Language			
2020	Manzana Learning: *Manzana Learning World Language Curriculum*	N - Local	0%
2020	American Eagle Co., Inc: *VOCES World Language Curriculum*	N - Local	0%
Health			
2011	Holt, Rinehart & Winston: *Lifetime Health Sexuality & Responsibility*	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%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

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%

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

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.

School Site Council Bylaws

Pacific High School
School Site Council (SSC) Bylaws

Article I - Preamble

VUSD elects to establish the below School Site Council (SSC) bylaws for all VUSD high school sites to govern SSC functions and provide clarity of process, roles and duties. While these bylaws conform to the State of California Department of Education (CDE) SSC Operation Guide and other CDE guidance on SSCs, other than the bylaws that are *italicized & underlined*, they are not statutorily required by California Education Code, Federal Law or VUSD Board Policy. The district may alter these SSC bylaws at any time for the effective functioning of SSCs, for compliance with CDE and Federal guidance/requirements and to conform to the VUEA/VESPA collective bargaining agreements. SSCs may not change these bylaws or operate under other bylaws. On an annual basis and prior to the start of SPSA development for the upcoming year, VUSD will solicit recommendations from all VUSD SSCs for bylaw revisions.

Article II - Role of the School Site Council

The primary role of the SSC is to develop the Single Plan for Student Achievement (SPSA). At Title I school sites, the California Department of Education (CDE) requires SSCs to conduct a comprehensive needs assessment, including an analysis of verifiable state and local data, provide recommendations related to the school's Title I program, and participate in the development of the SPSA for recommendation to the board of education for final approval. VUSD's practice is that all schools, regardless of Title I status, develop SPSAs and establish SSCs. The SPSA must align with the district's LCAP content and process. The SSC also serves as the site's designated Safety Planning Committee and approves the annual Comprehensive School Safety Plan (CSSP) and votes on VUEA/District Article 27 and VESPA/District Article 42 Site-Based Decision Making proposals.

Article III - Membership

The composition of the SSC must have an equal number of members between the school Staff members and Parent/Community/Student members with a minimum of 10 members; five school members and five Parent/Community/Student members.

The discretion to establish a SSC larger than the minimum 10 members resides with the school site principal on a yearly basis. If in the pursuit of an SSC larger than 10 members, an equal number of staff vs. parents/community/student cannot be ensured or teachers remaining the numerical majority of staff cannot be maintained, the SSC must remain at the minimum size of 10.

A secondary school's SSC must include at least one parent/community member and one student in an SSC of minimum size (see table below). The school site Principal may decide to shift the membership of the SSC from one required student to more than one student: A) at a time when a Parent/Community member's two-year term is completed or B) by increasing the size of the SSC to above 10 while maintaining the required ratios.

Composition of VUSD High School SSCs with the required minimum of 10 members:

Role	Amount
School Staff Members: Principal or their designee	**1**
School Staff Members: Classroom teachers	**3**
School Staff Members:Classified Unit Member* **Note*: Per VESPA/District Contract Article 42	**1**
Parents/Community/Student* members **Note*: MUST include at least 1 student in High School	**5**
Total minimum membership	**10**

The SSC in a High School school must be composed of both of the following two groups; school staff and parent/community/student members (EC Section 65000[c][1]):

School Group Members (High Schools):

- *The principal of the school or their designee;*
- *School personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers; and*
- *Classroom teachers employed at the school, selected by classroom teachers employed at the school; The classroom teachers selected shall constitute a majority of the school members selected (EC Section 65000[c][1][A]); and*

Parent and/or Community Group Members (High Schools):

- *Parents of students attending the school, or other members of the school community, selected by parents of students attending the school. The number of parent/community/student members selected must equal the number of the school staff members selected (EC Section 65000[c][1][B]).*
- *Student members are selected by the students*

Annual SSC elections shall be held in August-September whenever practicable. A simple majority shall determine the outcome of the election. Only eligible members of each membership group shall vote for the group's SSC member(s) (e.g., teachers elect teacher members, students elect student members, etc.).

A term for elected SSC parent/community/student members and staff members is two years. There are no limits to the number of terms an eligible member can be elected to. Members' terms should, whenever possible, be staggered such that as closest to one-half of membership group's (e.g., Parent/Community/Student member and Staff Member groups) seats are up for election any given year.

Elected SSC parent/community members shall reside within the VUSD attendance boundary. If a member no longer resides within VUSD's boundaries or if their eligibility status changes to ineligible (e.g., an elected member teacher enrolls their child at that school), their membership on SSC shall be automatically terminated. A site principal may terminate the membership of any member from any category who does not attend three consecutive SSC meetings. Membership or the completion of a member's term on the SSC is not transferable by that member under any circumstances.

A member may resign anytime by submitting a written resignation to the SSC Chairperson. If membership on the SSC is terminated at any time for any reason prior to the finish of the two-year term, the school site Principal will appoint an interim member who is eligible and from the same required membership category (e.g., Classroom Teachers, Other School Personnel, Parents/Community Members) of the resigning member. That school site Principal-appointed member will serve as an interim SSC member for the duration of the vacating member's term, at which point the interim SSC member must be elected to a two-year term through the required election process.

For any SSC action/matter that requires a vote, each member shall be entitled to one vote.

SSC members must be present at the SSC meeting in which the vote is taking place for the vote to be counted. Absentee ballots or proxies shall not be permitted.

Training of all SSC members by the school site Principal, both new and returning, shall take place annually using the latest district-provided SSC training materials. The training shall be agendized annually at the first meeting where the discussion of the following year's SPSA is discussed. If a member resigns or is removed prior to serving the duration of their term and an interim member is installed, the interim member must be trained by the school site Principal using the latest district-provided SSC training materials.

Article IV - Officers

SSC offices are held by SSC members and shall be established by SSC member election annually. Any officer may be removed from office by a 2/3rds majority vote of all SSC members for failing to fulfill the duties of the office. The SSC offices and duties are as follows:

Chairperson Duties:
Presides over SSC meetings and is responsible for the council's effective completion of SSC meeting agendas including the provision of open and inclusive discussion of agenda items, ensuring members have sufficient data/materials required for each agenda item, and prepares the agenda with the school site Principal.

Vice-Chairperson Duties:
Supports the chairperson in the fulfillment of their duties and serves as Chair at a meeting when Chairperson is absent

Secretary Duties:
Maintains meeting minutes, distributes meeting minutes from prior meetings to all SSC members present at the beginning of a meeting, records actions and/or votes when applicable, collaborates with the school site Principal on communications about SSC business to staff and parents. Ensures all SSC meeting minutes are publicly available to all and upon specific request (see Greene Act requirements below)

Article V - Meetings

To the extent practicable, SSCs will meet at least five times each school year. Additional meetings may be called by the site Principal. Prospective meeting dates for the year will be established at the beginning of the school year and publicized in advance to all staff and parents. Any changes to established meeting dates, both cancellations/postponements and additional meetings, shall be communicated broadly and with as much advance notice as possible (see Greene Act requirements below).

SSC meetings shall be held at the school site campus whenever practicable.

Any meeting held by the SSC must follow the Greene Act requirements:

- *Posting the notice of meeting at the school site, or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting. The notice must specify the date, time, and location of*

the meeting and contain an agenda describing each item of business to be discussed or acted upon (EC Section 35147[c][1]).

- ***Note**: Required notification of a VUSD SSC meeting shall occur both in a formal paper posting in the most visible location possible on campus for parent/community and electronic notification via school communication system (e.g., ParentSquare).*

- *Shall be open to the public and allow for any member of the public to address the SSC during the meeting on any item within the subject matter jurisdiction of the SSC. The SSC may not take any action on any item of business unless that item appeared on the posted agenda or unless the SSC members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the SSC subsequent to the posting of the agenda (EC Section 35147[c][1]).*
  - ***Note**: the time on the SSC meeting agenda and the allowable duration of public comments at SSC meetings shall be determined by SSC consensus or SSC vote if necessary.*
- *Allowing for questions or brief statements made at a meeting by members of the SSC or public that do not have a significant effect on students or employees in the school or school district, or that can be resolved solely by the provision of information, need not be described on an agenda as items of business. If the SSC violates the procedural meeting requirements of this section, upon demand of any person, the SSC must reconsider the item at its next meeting, after allowing for public input on the item (EC Section 35147[c][2]).*
- *Provide upon request any meeting materials to any member of the public pursuant to the California Public Records Act (EC Section 35147[d]).*

SSC meetings shall be conducted in accordance with rules of order established by CA Ed. Code 35147(c).

SSCs may employ Robert's Rules of Order by consensus or vote (see #10 below in Article VI).

Article VI - Formal SSC Votes

The presence of a numerical majority of SSC members (i.e., 6 members in a minimum 10 person SSC, etc.) is required in order to constitute a quorum necessary for any official SSC vote.

High School SSC aye/nay votes shall be voice votes made publicly by each SSC member except for required votes on proposals related to VUEA/District Contract Article 27, which are by private/anonymous paper ballot and counted by the SSC chairperson.

School site Principals may seek SSC input on a range of school issues and administrative decisions. Formal votes by SSCs must/may occur only on the following items:

1. Required Vote: Approval* of the school's SPSA as recommended to the Board of Education
   a. *Note: SPSA must also be approved by site ELAC prior to being recommended to the board
2. Required Vote: Approval of the CSSP as recommended to the Board of Education
3. Required Vote: District-approved VUEA/District Article 27 and VESPA/District Article 42 collective bargaining agreement Site-Based Decision Making proposals
4. Required Vote: Election of SSC officers
5. Required Vote: Removal of SSC officers
6. Required Vote: Approval of the Parent-School Compact
7. Allowable Vote: Approval of agenda items for SSC meetings
8. Allowable Vote: Approval of the timing of when/at what SSC meetings a vote will occur so long as district-established timelines are observed
9. Allowable Vote: The length and manner of permissible public comments at SSC meetings (see Greene Act requirements above)
10. Allowable Vote: Annual recommendation to the district of SSC bylaw revisions
11. Allowable Vote: Establishing Robert's Rules of Order for SSC m