

2019-20 School Accountability Report Card

Published January 2021



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

DEIDRE MONARRRES, PRINCIPAL
GRADES 9-12

PRINCIPAL'S MESSAGE

Dear PHS Families,

We look forward to welcoming you back this year at our specially scheduled enrollment and orientation times. Although we are unable to teach in the physical school building to start the school year, we are excited about our new and improved live PHS teacher instruction & distance learning plan, and are eager to share this with you during orientation.

As always, our collective goal is to support your student as they work to earn their high school diploma. This year we will also be working more closely with our students on their post-high school, college and career planning. All of our teachers will be building career exploration and readiness into their individual courses and projects so that learning is more relevant for our students. We aspire to connect all learning to potential college and career paths. Additionally, students will be able to earn work-readiness certificates, which can be presented to future employers, through specially designed Work Keys courses this spring.

In an effort to offer students even more credit earning opportunities during the regular school day, your student will now receive additional English Language Arts instruction during their first period homeroom class. All PHS students will be reading novels and performing literary analysis school-wide, two days per week with their homeroom teacher and peers. This is in addition to the Social-Emotional Learning and Life Skills instruction they also receive in homeroom weekly.

We are happy to report also that our after-school ASSETS Program, Youth Activities, has been re-funded. Mr. Pete Ippel and his staff will be working hard to provide our students with on-line Enrichment opportunities until we can welcome students back to campus. Completion of these activities will earn students elective credits. All students need 60 elective credits to graduate!

Finally, Pacific High School is proud to announce that we were awarded another six year WASC Accreditation this past June. We thank all of our staff and students for their hard work over the last several school years. The State of California not only recognizes PHS as a Model Continuation School but through WASC, certifies that we met our school improvement goals from the previous WASC cycle and has accepted our new action plan and goals for the next six years! This new action plan includes re-visioning Pacific High School. We expect our vision and mission work to begin formally in the Spring of 2021.

Pacific High School values Relationships, Routines, Responsibility, Respect and Results and is looking forward to serving our students, family and community this year. Please read through the enclosed materials so that we can get your student enrolled and scheduled for a successful 2020-2021 school year.

Sincerely,
Deidre Monarres, Principal

District Vision Statement

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

Board of Education

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

District Administration

DR. ROGER RICE
SUPERINTENDENT

DR. GREG BAYLESS
DIRECTOR OF SECONDARY EDUCATION
GINA WOLOWICZ
DIRECTOR OF ELEMENTARY EDUCATION

DR. JEFF DAVIS
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

REBECCA CHANDLER
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

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

VENTURA UNIFIED SCHOOL DISTRICT

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VENTURA, CALIFORNIA 93001
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District Mission Statement

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

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Pacific High School

Pacific High School serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2019-20 school year, 151 students were enrolled, including 4.6% in special education, 30.5% qualifying for English Language Learner support, 11.3% homeless, 4.0% foster youth, and 87.4% qualifying for free or reduced price lunch.

| Student Enrollment by Student Group and Grade Level 2019-20 | | | |
|---|-----------------------|------------------|---------------|
| Student Group | % of Total Enrollment | Grade Level | # of Students |
| Black or African American | 0.7% | Grade 9 | 31 |
| American Indian or Alaskan Native | 0.7% | Grade 10 | 44 |
| Asian | 0.0% | Grade 11 | 51 |
| Filipino | 0.0% | Grade 12 | 25 |
| Hawaiian or Pacific Islander | 1.3% | | |
| Hispanic or Latino | 77.5% | | |
| White | 17.2% | | |
| Two or More Races | 2.6% | | |
| Socioeconomically Disadvantaged | 87.4% | | |
| English Learners | 30.5% | | |
| Students with Disabilities | 4.6% | | |
| Homeless | 11.3% | | |
| Foster Youth | 4.0% | | |
| | | Total Enrollment | 151 |

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

Pacific High School has grown significantly over the last 6 years; this is demonstrated by our many school-wide program improvements and the six-year WASC accreditation we received in June of 2020. As a result of this growth, PHS will be working in the Spring of 2021 to re-vision the school so that our daily work is better aligned with our new goals to prepare all students for college and career readiness in the 21st century.

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

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

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

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

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

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

Parents/Guardians are welcome to also volunteer on:

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

STUDENT ACHIEVEMENT

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive

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

| California Physical Fitness Test Results 2019-20 | | | |
|---|---------------------|--------|--------|
| Grade Level | % of Standards Met: | | |
| | 4 of 6 | 5 of 6 | 6 of 6 |
| Ninth | N/A | N/A | N/A |

Note: Cells with N/A values do not require data as the 2019-2020 data are not available.

Note: Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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

Physical Fitness

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

| California Assessment of Student Performance and Progress Test Results in Science All Students Percentage of Students Meeting or Exceeding the State Standards | | | | | | |
|--|---------|-------|-------|-------|-------|-------|
| | Pacific | | VUSD | | CA | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| Science (Grades 5, 8, & 10) | 0 | N/A | 39 | N/A | 30 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Pacific High School's original facilities were built in 1956; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. The District's Early Childhood Center, First Step Jump Start, and First Five Centers are located on Pacific High's campus. Campus repair and/or improvement projects the 2020-21 school year include the following:

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

| California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grade Eleven Percentage of Students Meeting or Exceeding the State Standards | | | | | | |
|--|---------|-------|-------|-------|-------|-------|
| | Pacific | | VUSD | | CA | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| English-Language Arts/Literacy | 4 | N/A | 55 | N/A | 48 | N/A |
| Mathematics | 0 | N/A | 44 | N/A | 37 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

| CAASPP Test Results in ELA & Mathematics by Student Group (Grade 11) 2019-20 | | | | | | | | | | |
|---|--------------------------------|---------------|----------------|--------------------|-------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| | English Language Arts/Literacy | | | | | Mathematics | | | | |
| | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
| All Students Tested | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaskan Native | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Services | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Campus Supervision

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

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Pacific High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2020.

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 23, 2020. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

Facilities Maintenance

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

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

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

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

- Restrooms
- Classrooms
- Routine Maintenance

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

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

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

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

| School Facility Good Repair Status | | | |
|--|---------------|------|------|
| Item Inspected | Repair Status | | |
| Inspection Date: | Good | Fair | Poor |
| September 23, 2020 | | | |
| Systems | ✓ | | |
| Interior Surfaces | | ✓ | |
| Cleanliness | ✓ | | |
| Electrical | ✓ | | |
| Restrooms/Fountains | ✓ | | |
| Safety | ✓ | | |
| Structural | ✓ | | |
| External | ✓ | | |
| Classroom 12 - Broken ceramic tile at the sink countertop; Classroom 17 - Missing cove base at the south wall, broken VCT tile by the teachers desk; Classroom 18 - VCT is lifting and loose under sink cabinet; Classroom 20 - Floor base missing at the south wall Building A Conference Room - Fire extinguisher is out of service date (7/15/17); Youth Activities - Fire extinguisher is out of service date (7/10/19); Room 21 Science Lab - Fire extinguisher by the northwest door is out of service date (7/10/19) | | | |
| Overall Summary of School Facility Good Repair Status | | | |
| | Exemplary | Good | Poor |
| Overall Summary | | ✓ | |

Percentage Description Rating:

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

CURRICULUM & INSTRUCTION

| Suspensions and Expulsions | | | | | | | | | |
|----------------------------|---------|--------|--------|-------|-------|-------|-------|-------|-------|
| | Pacific | | | VUSD | | | CA | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| Suspensions (%) | 15.40% | 15.60% | 26.49% | 3.00% | 2.70% | 2.53% | 3.50% | 3.60% | |
| Expulsions (%) | 1.54% | 0.00% | 2.65% | 0.15% | 0.05% | 0.10% | 0.08% | 0.09% | |

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

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

Teaching Load

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

| Average Class Size and Class Size Distribution | | | | |
|--|--------------------|--------------------|-------|-----|
| 2017-18 | | | | |
| Subject | Average Class Size | Number of Classes* | | |
| | | 1-22 | 23-32 | 33+ |
| English | 6 | 35 | 1 | |
| Math | 10 | 8 | | 1 |
| Science | 5 | 11 | | |
| Social Science | 8 | 25 | 1 | 1 |
| 2018-19 | | | | |
| English | 6 | 41 | 2 | |
| Math | 9 | 11 | | 1 |
| Science | 7 | 8 | | |
| Social Science | 9 | 20 | 2 | |
| 2019-20 | | | | |
| English | 7 | 33 | 1 | 1 |
| Math | 11 | 11 | 1 | 1 |
| Science | 7 | 9 | | |
| Social Science | 9 | 22 | 1 | 2 |

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

Dropouts & Graduation Rates

Pacific High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring academic progress every five weeks, parent conferences, counseling, independent study, home visits, SART process, Restorative Justice process, Student Success Team process, Shark Senate, online credit recovery, after school tutoring, concurrent enrollment in adult education, and concurrent enrollment in community college. Teachers extract strategies and techniques from the RTI² model to encourage student success in both behavior and academics. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

Students must accumulate 230 course credits to receive a high school diploma from Pacific High School. Alternative methods of acquiring a diploma are available through the community college, Ventura Adult and Continuation Education (VACE), and CHSPE (California High School Proficiency Exam) for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Pacific High School.

In the following Dropout & Graduation Rates table, 2018-19, data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

| Dropout and Graduation Rates (Four-Year Cohort Rate) | | | |
|--|---------|-------|-------|
| | Pacific | | |
| | 16-17 | 17-18 | 18-19 |
| Dropout Rate (%) | 25 | 19.4 | 41.6 |
| Graduation Rate (%) | 39.3 | 41.7 | 32.6 |
| VUSD | | | |
| Dropout Rate (%) | 6.2 | 4.4 | 6.8 |
| Graduation Rate (%) | 89.9 | 91.1 | 89.1 |
| CA | | | |
| Dropout Rate (%) | 9.1 | 9.6 | 9 |
| Graduation Rate (%) | 82.7 | 83.0 | 84.5 |

Note: For the formula to calculate the 2017-18 & 2018-19 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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.

Ventura Unified School District is currently piloting new Science textbooks and anticipates adopting new curriculum by the 2020-21 school year. In order to meet State requirements, the current textbooks are being supplemented with NGSS-aligned bridge supplemental materials.

On September 22, 2020, 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 #20-24 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 2020-21 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.

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 2018-19, 2019-20, and 2020-21 school years, the teachers at Pacific High School had the opportunity to participate in districtwide staff development training focused on:

2018-19 and 2019-20 Trainings:

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

2020-21 Trainings:

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

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training

| Professional Development Days | | |
|-------------------------------|---------|---------|
| Three-Year Trend | | |
| 2018-19 | 2019-20 | 2020-21 |
| 2 | 2 | 3 |

| Textbooks | | | |
|-----------------------|----------------------------------|---|--|
| Year Adopted | From Most Recent State Adoption? | Publisher and Series | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials |
| Reading/Language Arts | | | |
| 2015 | * | McGraw Hill: <i>StudySync</i> | 0% |
| 2016 | * | Houghton Mifflin Harcourt: <i>Read 180/System 44</i> | 0% |
| Math | | | |
| 2014 | * | Triumph Learning: <i>Common Core Coach Mathematics 8</i> | 0% |
| 2016 | * | Mathematics Vision Project (MVP) | 0% |
| Science | | | |
| 2006 | * | Pearson Prentice Hall: <i>Earth Science</i> | 0% |
| 2008 | * | Glencoe: <i>Science Biology - CA Edition</i> | 0% |
| Social Science | | | |
| 2001 | * | Glencoe: <i>World Geography</i> | 0% |
| 2019 | * | McGraw-Hill: <i>World History, Culture and Geography</i> | 0% |
| 2019 | * | Houghton Mifflin Harcourt: <i>American History: Reconstruction to the Present</i> | 0% |
| 2018 | * | Houghton Mifflin Harcourt: <i>Economics</i> | 0% |
| 2019 | * | McGraw-Hill: <i>Principles of American Democracy</i> | 0% |
| 2013 | * | Academic Innovations: <i>Career Choices and Changes</i> | 0% |
| Health | | | |
| 2009 | * | Holt, Rinehart & Winston: <i>Lifetime Health</i> | 0% |

needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2019-20 school year, Pacific High School's staff development activities concentrated on:

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

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

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

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

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

| | % |
|---|-------|
| 2019-20 Students Enrolled in UC/CSU Courses Required for UC/CSU Admission | 71.8 |
| 2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission | 57.78 |

* Data not available at the time of this report.

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/>.

Workforce Preparation

Upon enrollment, students meet with their school-based counselor to create their high school academic plan for graduation and are introduced to all available: on-site and off-site Career Technical Education courses, college courses, and Adult Education courses. All students at Pacific High School receive quarterly academic and college/career counseling from their school-based counselors.

Counselors provide career-based counseling for those students who want to enter career preparation programs directly out of high school and are provided information about post-high school certificate programs at Ventura County Community Colleges and Ventura Adult and Continuing Education.

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, students should contact their counselor.

Beginning in the Spring of 2021, students will be able to participate in the National ACT Work Keys National Career Readiness program. Students who finish these Career Readiness modules and pass the national assessments will receive a National Career Readiness Certificate. A National Career Readiness Certificate is earned by completing the three Work Keys Assessments: Applied Math, Workplace Documents and Graphic Literacy.

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/>.

PROFESSIONAL STAFF

Counseling & Support Staff

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

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

| Academic Counselors and Other Support Staff | | |
|---|--------------|-------|
| 2019-20 | | |
| | No. of Staff | FTE* |
| Academic Counselor | 2 | 2.0 |
| Health Technician | 1 | 0.6 |
| Psychologist | 1 | 0.3 |
| School Nurse | 1 | 0.2 |
| Average Number of Students per Academic Counselor | | 75.50 |

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

Teacher Assignment

During the 2019-20 school year, Pacific High School had 12 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

| | Pacific | | |
|--|---------|-------|-------|
| | 18-19 | 19-20 | 20-21 |
| Total Teachers | 12 | 12 | 12 |
| Teachers with Full Credential | 12 | 12 | 12 |
| Teachers without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area (with full credential) | 0 | 1 | 0 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Teacher Vacancies | 0 | 0 | 0 |
| | VUSD | | |
| | 18-19 | 19-20 | 20-21 |
| Total Teachers | 721 | 713 | 694 |
| Teachers with Full Credential | 690 | 678 | 664 |
| Teachers without Full Credential | 31 | 35 | 0 |
| Teaching Outside Subject Area (with full credential) | 105 | 89 | 89 |
| Misassignments of Teachers of English Learners | 0 | 1 | 0 |
| Total Teacher Misassignments* | 1 | 2 | 0 |
| Teacher Vacancies | 3 | 4 | 3 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

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: 2018-19 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2018-19 school year, Ventura Unified School District spent an average of \$11,502 of total general funds to educate each student (based on 2018-19 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.)

| Expenditures Per Pupil and School Site Teachers Salaries 2018-19 | | | | | |
|---|---------|--------|--|---|------------------------------------|
| Dollars Spent Per Student | | | | | |
| Expenditures Per Pupil | Pacific | VUSD | % Difference - School and District | State Average for Districts of Same Size and Type | % Difference - School and State |
| Total Restricted and Unrestricted | 19,110 | N/A | N/A | N/A | N/A |
| Restricted (Supplemental) | 2,096 | N/A | N/A | N/A | N/A |
| Unrestricted (Basic) | 17,014 | 6,501 | 261.7% | 13,080 | 130.1% |
| Average Teacher Salary | 77,189 | 77,464 | 99.6% | 81,939 | 94.2% |

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- California Career Pathways Trust
- Classified School Employee Professional Development Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Immediate Aid to Restart School Operations
- Indian Education
- Lottery: Instructional Materials
- Low-Performing Students Block Grant
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State Lottery
- Title I, II, III, IV
- Tobacco-Use Prevention Education

| Teacher and Administrative Salaries 2018-19 | | |
|--|---------|---|
| | VUSD | State Average of Districts in Same Category |
| Beginning Teacher Salary | 47,778 | 52,484 |
| Mid-Range Teacher Salary | 68,801 | 81,939 |
| Highest Teacher Salary | 95,296 | 102,383 |
| Average Principal Salaries: | | |
| Elementary School | 117,542 | 129,392 |
| Middle School | 120,713 | 136,831 |
| High School | 135,503 | 147,493 |
| Superintendent Salary | 227,500 | 254,706 |
| Percentage of Budget For: | | |
| Teacher Salaries | 32 | 34 |
| Administrative Salaries | 5 | 5 |

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

SARC DATA & INTERNET ACCESS

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.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in November 2020 and the school facilities section was acquired in December 2020.