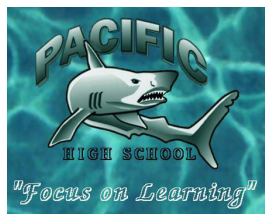


2018-19 School Accountability Report Card

Published January 2020



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

DEIDRE MONARRES, PRINCIPAL
GRADES 9-12

PRINCIPAL'S MESSAGE

Dear PHS Families,

The Pacific High School 2019-2020 school year is sure to be an excellent year for our students. Pacific High School will continue with an academic focus on Project Based learning. Our projects blend a variety of academic subjects as well as provides our students with service learning opportunities and experiential field trips. PHS will also be piloting new Life Skills curriculum in homeroom advisory. This curriculum will support the development and improvement of our students: Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision Making Skills. These skills are critical to life-long college and or career success.

In addition to Project Based Learning, our students will have opportunities to participate in several other credit recovery opportunities by enrolling in Career Technical Education classes on or off campus, Ventura City College classes, concurrent enrollment at Adult Education, work experience, and by earning elective hours in our after school enrichment Program/Youth Activities. As a reminder, all PHS students are expected to participate in credit earning classes and or activities after 12:42pm. Beginning the school year with this habit is critical to your student's success!

In fact, PHS is adding three 6 Period, CORE classes this year to support students with credit recovery. ALL graduating seniors, who are 20 or more credits behind, will be enrolled in a 6th period class from 1:00pm-1:45pm. Seniors behind more than 20 credits will be notified the

first week of school if they will be enrolled in the 6th pe-riod class. If spaces are available, students in 10th and 11th grade may also enroll in a 6th period class to support their credit recovery efforts.

Another addition to PHS this year is our personal phone/device and earbud policy. Our YONDR pilot was a success last spring. Therefore, we will be going school-wide with our YONDR expectations. More information about our 6th period and our phone/device and earbud policy will be provided at our mandatory August orientation sessions.

Thank you for supporting your student as they work towards their 2019-2020 education goals. All of the teachers, counselors, and staff look forward to serving you this 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.

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

Board of Education

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District Administration

DR. ROGER RICE
SUPERINTENDENT

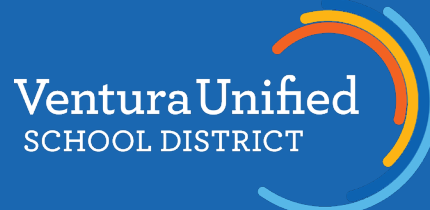
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VENTURA UNIFIED SCHOOL DISTRICT

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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, 157 students were enrolled, including 5.7% in special education, 26.1% qualifying for English Language Learner support, 14.6% homeless, 1.9% foster youth, and 84.7% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	1.3%	Grade 9	0
American Indian or Alaskan Native	0.0%	Grade 10	8
Asian	0.0%	Grade 11	49
Filipino	0.0%	Grade 12	100
Hawaiian or Pacific Islander	0.0%		
Hispanic or Latino	75.8%		
White	19.1%		
Two or More Races	3.8%		
Socioeconomically Disadvantaged	84.7%		
English Learners	26.1%		
Students with Disabilities	5.7%		
Homeless	14.6%		
Foster Youth	1.9%		
		Total Enrollment	157

Pacific High School's continuation program is based upon a philosophy of individual accountability and responsibility, coupled with a commitment to maintain an atmosphere where students can feel secure, accepted, and challenged. Instructional programs are specially-designed for students who are not experiencing success in the traditional high school program. Small class sizes create a sense of community and increased opportunities for personal recognition, academic success, and self-esteem.

Pacific High School was awarded the 21st Century High School ASSETS grant which provides incentives for establishing before and after school enrichment programs that partner

with schools and communities to provide academic support; safe, constructive alternatives for high school students. Programs may operate after school only, or after school and any combination of before school, weekends, summer, intersession, and vacation. Each program must consist of three elements: academic assistance, educational enrichment, and family literacy services.

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 following components of this SARC address some of the priorities identified in the District's LCAP:

State Priority 1: Basic (Conditions of Learning)

The SARC provides the following information relevant to the State priority:

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

- Pupils have access to standards-aligned instructional materials; and school facilities are maintained in good repair.

State Priority 2: State Standards (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 2.

State Priority 3: Parental Involvement (Engagement)

The SARC provides the following information relevant to the State priority:

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

State Priority 4: Pupil Achievement (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- 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 alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

- 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 education sequences or programs of study.

- 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 education sequences or programs of study.

State Priority 5: Pupil Engagement (Engagement)

The SARC provides the following information relevant to the State priority:

- High school dropout rates
- High school graduation rates

State Priority 6: School Climate (Engagement)

The SARC provides the following information relevant to the State priority:

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

State Priority 7: Course Access (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 7.

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Pupil outcomes in the subject area of physical education

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through Edulink, the school website, and direct communication with parents. Contact your child's homeroom teacher, the principal, office manager, or assistant principal at (805) 289-7950 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Chaperone Field Trips
- Model School Focus Group
- WASC Focus Group

Committees

- School Site Council
- English Learner Advisory Council

School Activities

- Back to School Night
- Open House & Spring Art Showcase
- Renaissance Assemblies
- Youth Activities Afterschool (ASSETS)

STUDENT ACHIEVEMENT

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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

Physical Fitness

In the spring of each year, Pacific High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test 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/. In 2018-19 there were no ninth grade students tested; therefore there are no scores to report.

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 for 2018-19 and 2019-20 include the following:

2018-19 Completed Projects:

- Installation of fencing on college drive
- Installation of new underground plumbing
- Exterior painting projects

2019-20 Planned/in Progress Projects:

- Campus beautification and gardening projects

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	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	6	4	54	55	50	50
Mathematics	0	0	42	44	38	39

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.

CAASPP Test Results in ELA & Mathematics by Student Group (Grade 11) 2018-19										
	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	71	57	80.28%	19.72%	3.51%	71	59	83.10%	16.90%	0.00%
Male	46	38	82.61%	17.39%	0.00%	46	38	82.61%	17.39%	0.00%
Female	25	19	76.00%	24.00%	10.53%	25	21	84.00%	16.00%	0.00%
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	55	45	81.82%	18.18%	4.44%	55	47	85.45%	14.55%	0.00%
Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
White	13	10	76.92%	23.08%	0.00%	13	10	76.92%	23.08%	0.00%
Two or More Races	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	63	49	77.78%	22.22%	4.08%	63	52	82.54%	17.46%	0.00%
English Learners	25	22	88.00%	12.00%	0.00%	25	22	88.00%	12.00%	0.00%
Students with Disabilities	63	36	--	--	--	--	--	--	--	--
Students Receiving Migrant Services	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--

Note: ELA & Mathematics test results include the Smarter Balanced 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.

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

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

Campus Description	
Year Built	1956
Acreage	9.2
Bldg. Square Footage	35329
	Quantity
# of Permanent Classrooms	15
# Portable Buildings	0
# of Restrooms (student use)	3
Cafeteria/Multipurpose Room	1
Computer Lab	2
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, a school resource officer, and three campus supervisors monitor the campus, entrance areas, and designated common areas. Support staff, three campus supervisors, a school resource officer, 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, a school resource officer, 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 2019.

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 12, 2019. During fiscal year 2018-19, 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

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.

Item Inspected	School Facility Good Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: September 12, 2019				
Systems	✓			Classroom 4 - Ant infestation present at sink at time of inspection
Interior Surfaces		✓		Building A Conference Room - Ceiling tile falling out of ceiling by the door; Youth Activities - Excessive peeling paint above door; Classroom 12 - Damaged VCT tile under sink and the north wall; Classroom 16 - VCT missing under sink cabinet; Classroom 17 - Missing cove base at the south wall, broken VCT tile by the teacher's desk; Classroom 18 - VCT is lifting and loose under sink cabinet; Classroom 20 - Floor base missing at the south wall
Cleanliness	✓			
Electrical	✓			Classroom 4 - Three light bulbs not working; Room 8 Computer Lab - Ant infestation present at sink at time of inspection
Restrooms/Fountains		✓		Building A Boy's RR - Urinal out of order; Building C Girl's RR - Toilet out of order/stall door locked
Safety	✓			Building A Conference Room - Fire extinguisher is out of service date (7/15/17); Room 9 Computer Lab - The fire extinguisher service tag is missing; Room 21 Science Lab - Fire extinguisher is out of service date (11/29/15)
Structural	✓			
External	✓			Lower Admin Exterior - Excessive peeling paint at the motor room B exterior door
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	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

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 October 8, 2019, 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 #19-24 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 2019-20 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.

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, 2017-18 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		
	15-16	16-17	17-18
Dropout Rate (%)	25.4	25	19.4
Graduation Rate (%)	40.9	39.3	41.7
	VUSD		
Dropout Rate (%)	4.9	6.2	4.4
Graduation Rate (%)	92.4	89.9	--
	CA		
Dropout Rate (%)	9.7	9.1	9.6
Graduation Rate (%)	83.8	82.7	--

Note: For the formula to calculate the 2016-17 & 2017-18 adjusted cohort graduation rate, see the 2017-18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Average Class Size and Class Size Distribution			
2016-17			
Subject	Average Class Size	Number of Classes*	
		1-22	23-32 33+
English	7	32	
Math	11	6	1
Science	6	10	1
Social Science	8	19	1
2017-18			
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

*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.

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.

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.

Suspensions and Expulsions									
	Pacific			VUSD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions (%)	57.00%	15.40%	15.60%	5.00%	3.00%	2.70%	3.60%	3.50%	3.60%
Expulsions (%)	0.78%	1.54%	0.00%	0.02%	0.15%	0.05%	0.09%	0.08%	0.09%

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 2017-18, 2018-19 and 2019-20 school years, Pacific High School had the opportunity to participate in districtwide staff development training focused on:

- History-Social Science Adoption Implementation Training
- Multi-Tiered Systems of Support (MTSS)
- MVP Math 3 Training
- Next Generation Science Standards Pilot/Adoption Training
- School Safety
- Social Emotional Learning (SEL)
- Special Education
- SSAE Secondary Math Grant – Cohort 1
- SSAE Secondary Math Grant – Cohort 2
- Strategies for Formative Assessments
- Technology Training

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 2018-19 school year, Pacific High School's staff development activities concentrated on:

- Cultural Proficiency
- Project Based Learning
- Restorative Justice & Social Emotional Learning
- Study Sync English Language Arts
- Trauma Informed Practices

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

Professional Development Days Three-Year Trend		
2016-17	2017-18	2018-19
2	2	2

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%

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).

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/>.

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2017-18 Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	82.69
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	1.72

* Data not available at the time of this report.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Upon enrollment, students meet with the counselor to discuss their four-year academic plan and are introduced to available technical and career education programs; the counselor meets regularly with each student to follow up on their progress in meeting graduation requirements and career objectives. Counselors provide career-based counseling for those students who want to enter job prep programs and have knowledge about the Ventura Adult & Continuation Education (VACE) program. Student may enroll in a career exploration course as an elective.

On-campus Career Technical Education Courses:

- Work Study (15 1/2 years of age)
- Graphic Design (CTE)

Students are encouraged to concurrently enroll in the adult education program and/or Ventura Community College to participate in work-related coursework. Students may participate in the Work Experience Program for opportunities which promote leadership, develop job-related skills, and provide on-the-job experience.

Work experience students are partnered with local community organizations and local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

Career Education Center (CEC) programs are offered in partnership with the Ventura County Office of Education. A variety of career technical education courses are available off-campus to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. CEC courses are held at the county's Camarillo Airport campus; free transportation is available to participating students.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

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

Teacher Assignment

During the 2018-19 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		
	17-18	18-19	19-20
	Total Teachers	13	12
Teachers with Full Credential	13	12	12
Teachers without Full Credential	0	0	0
Teaching Outside Subject Area (with full credential)	0	0	1
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	0	0
	VUSD		
	17-18	18-19	19-20
	Total Teachers	753	721
Teachers with Full Credential	753	690	678
Teachers without Full Credential	0	31	0
Teaching Outside Subject Area (with full credential)	111	105	89
Misassignments of Teachers of English Learners	1	0	1
Total Teacher Misassignments*	1	1	2
Teacher Vacancies	4	3	4

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.

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		
2018-19		
	No. of Staff	FTE*
Academic Counselor	3	3.0
Health Technician	1	0.6
Psychologist	1	0.3
School Nurse	1	0.2
Average Number of Students per Academic Counselor		
		52.33

*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.

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: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2017-18 school year, Ventura Unified School District spent an average of \$10,967 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2017-18		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	46,841	51,374
Mid-Range Teacher Salary	67,452	80,151
Highest Teacher Salary	93,427	100,143
Average Principal Salaries:		
Elementary School	114,918	126,896
Middle School	120,595	133,668
High School	136,796	143,746
Superintendent Salary	222,000	245,810
Percentage of Budget For:		
Teacher Salaries	33	35
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/>.

Expenditures Per Pupil and School Site Teachers Salaries 2017-18					
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	18,097	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,823	N/A	N/A	N/A	N/A
Unrestricted (Basic)	16,274	6,253	260.2%	7,507	216.8%
Average Teacher Salary	74,389	76,589	97.1%	82,031	90.7%

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 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III, IV
- Tobacco-Use Prevention Education

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 2019 and the school facilities section was acquired in December 2019.

SARC DATA & INTERNET ACCESS

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Pacific High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access Pacific High School's SARC and access the internet at Pacific High School's library or computer lab, at Ventura College, or at any of the county's public libraries, the high school's library, and the school's computer lab. The closest public library to Pacific High School is the E. P. Foster Library, a branch of Ventura County Library.

E. P. Foster Library

Address: 651 East Main Street, Ventura
Phone Number: (805) 648-2715
Website: www.vencolibrary.org
Number of Computers Available: 26

Pacific High School Library

Hours: call to schedule an appointment
Number of Computers Available: 20
Printers Available: Yes

Pacific High School Computer Lab

Hours: call to schedule an appointment
Number of Computers Available: 60
Printers Available: Yes

Ventura College Library

Phone: 805-654-6382
Hours: Mon.-Thu.: 7:30 a.m. - 8:00 p.m.
Fri.: 7:30 a.m. - 3:30 p.m.
Sat.: 9:00 a.m. - 12 noon
Sun.: Closed

Computers Available: Yes
Printers Available: Yes

Career & College Planning Center (on college campus)

Hours: 9:00-5:00 p.m.
Computers Available: Yes
Printers Available: Yes