



# SANTA PAULA HIGH SCHOOL

Accredited by the Western Association of Schools and Colleges

404 North Sixth Street • Santa Paula, CA 93060 • (805) 525-4400 Ext. 22002 • Grades 9-12  
Elizabeth Garcia, Principal

## SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2018-19 ACTIVITY PUBLISHED IN 2019-20

### Principal's Message

Welcome to Santa Paula High School! In accordance with Proposition 98, every school in the state is required to issue a School Accountability Report Card annually. The data contained within this report describes our campus environment, instructional programs, support services, school staff, and students' progress.

For over one hundred years, the Cardinal legacy of tradition and excellence has inspired the students, staff, and community of Santa Paula. Our school continues to be a touchstone for excellence in education. We are proud of our "full" six-year WASC accreditation from 2017-2023. Santa Paula High School is not just one of many, but a unique and important part of our community.

Santa Paula High School is closely tied to our community and the families that it serves. The students and staff are continually involved in numerous community programs, including food drives, theater and musical performances, museum projects, and job shadowing and internships. Through these ties, both our school and the community of Santa Paula have found success.

We here at Santa Paula High School encourage every member of our community to visit our Campus on the Hill, observe our programs, and take part in the amazing activities our students and staff are engaged in.

### School Vision & Mission

#### Vision:

Santa Paula High School, together with the collaborative efforts of parents, professionals, and community members, encourages student learning and uses evidence of student learning to drive instruction, to nourish personal growth, and to ensure qualification for entry into college and career.

#### Mission:

It is the mission of Santa Paula High School to encourage and educate all students to reach their fullest potential, to be global citizens, life-long learners, and to acquire the academic skills to prepare for post-secondary opportunities, through a rigorous curriculum and safe environment.

### District & School Description

#### Santa Paula Unified School District

Santa Paula Unified School District is located in the city of Santa Paula, a small historical community serving approximately 30,000 residents within a 4.6 square-mile radius surrounded by rolling hills, avocado, and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula Unified School District operates six elementary schools, one middle school, one comprehensive high school and one continuation high school all nestled against the city's foothills. During the 2018-19 school

year, the District served 5,270 students in grades TK-12. The demographic composition of the student body included 13.6% students identified with a disability, 35.8% qualifying for English learner support, 88.6% enrolled in the Free or Reduced Price Meal program, 1.4% migrant, 0.1% foster youth, and 9.6% homeless youth.

### District Vision & Mission

#### Vision:

The Santa Paula Unified School District provides exemplary learning environments for all students to be prepared to successfully contribute to a diverse global society.

#### Mission:

The Santa Paula Unified School District, in collaboration with educators, parents, and community, will prepare students academically, emotionally and socially for college, careers, global citizenship, and lifelong learning. At each grade level, all students are provided diverse and differentiated experiences and learning opportunities by a highly skilled educational team in a safe and supportive learning environment.

#### Core Values:

The Santa Paula Unified School District Board of Trustees strongly value and believe that our students need to be prepared for the 21st Century. Consequently, the District's core values reflect a commitment to:

- improving student academic performance
- providing safe and healthy schools
- maintaining a fiscally sound budget
- promoting stakeholder input
- fostering a positive district culture

Educating our students and supporting the school community is our responsibility!

#### Santa Paula High School

During the 2018-19 school year, Santa Paula High served 1,583 students in grades 9-12. Student enrollment included 16.7% qualifying for English learner support, 11.7% students identified with a disability, 84.9% enrolled in the Free or Reduced Price Meal program, 1.1% migrant, and 7.8% homeless youth.

All school staff at Santa Paula High place a strong emphasis on maintaining a positive, safe learning environment through effective discipline. Santa Paula High School uses a positive, behavioral support approach, and provides training to both staff and students to reduce bullying and harassment based on district policy. Students are subject to fair and firm discipline and a zero tolerance policy, according to Education Code, for the possession of weapons and sale of drugs. A school resource officer and campus security officers are visible and stationed in designated areas around the campus daily. Parents know that their students are safe at Santa Paula High and that everyone's focus is on academics.

### Santa Paula Unified School District

201 S. Steckel Drive  
Santa Paula, CA 93060  
(805) 933-8800

[www.santapaulaunified.org](http://www.santapaulaunified.org)

### Board of Trustees

Mrs. Pamela Thompson, President  
Mrs. Jeri Mead, Vice President  
Mrs. Michelle Kolbeck, Clerk  
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### District Administration

Dr. Ed Cora  
Superintendent

Ms. Sheri Staszewski  
Assistant Superintendent of  
Business Services

Mrs. Christine Schieferle  
Assistant Superintendent of  
Educational Services

### Contents

Principal's Message  
District & School Description  
Local Control Accountability Plan (LCAP)  
Parent Involvement  
Student Achievement  
School Facilities & Safety  
Classroom Environment  
Curriculum & Instruction  
College Preparation & Career Readiness  
Professional Staff  
SARC Data & Internet Access  
District Expenditures

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section were acquired in December 2019 and information for the facilities section were acquired in November 2019.

### Student Enrollment by Student Group and Grade Level 2018-19

Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	0.1%	Grade 9	513
American Indian or Alaskan Native	0.0%	Grade 10	440
Asian	0.2%	Grade 11	359
Filipino	0.1%	Grade 12	372
Hawaiian or Pacific Islander	0.1%		
Hispanic or Latino	95.5%		
White	3.9%		
Two or More Races	0.2%		
Socioeconomically Disadvantaged	84.9%		
English Learners	16.7%		
Students with Disabilities	11.7%		
Homeless	7.8%		
Foster Youth	0.0%		
Total Enrollment			1,684

## 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; and
- 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; and
- Other local measures on the sense of safety

### State Priority 7: Course Access (Conditions of Learning)

The SARC does not recover 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 Santa Paula High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes parent chaperones for field trips, school dances, workshops through counseling office, athletic events, and student performance groups. Back to School Night, the Annual Senior Awards Banquet, performing arts programs, Freshman Parent Information Night, and parent workshops provide opportunities for parents to interact with school staff while supporting their child's academic efforts. The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and financial planning:

- Academy Advisory Committees
- Academy and Career Technical Education Advisory Committees
- Budget Advisory Committee
- English Learner Advisory Council (ELAC)
- Discipline Committee
- District Advisory Committee (DAC)
- District English Language Advisory Council (DELAC)
- FFA Advisory (Future Farmers of America)
- Migrant Parent Advisory Committee
- Parent Teacher Student Association (PTSA)
- Safety Committee
- School Site Council
- Technology Committee
- Wellness Committee

Parents seeking more information about becoming an active member in the school community may contact the principal's secretary at (805) 525-4400 x22002.

School-to-home communication is provided in both English and Spanish. Important information about school activities, schedules, curriculum, graduation requirements, committee meetings, and announcements are available on the school's website and mailings. Santa Paula High uses Blackboard Connect to forward personalized messages from school staff to each student's home. Progress reports and report cards are mailed to students' homes at scheduled times throughout the year. Q, an on-line student information program, is available throughout the year for parents to access their child's grades on a regular basis. Santa Paula High School's website hosts valuable information about staff, schedules, and activities. The principal's update that highlights current events, important news, and special announcements can be located on the school's website.

## Student Achievement District Benchmark Assessments

Santa Paula Unified School District utilizes districtwide common benchmark assessments that are aligned to the Common Core State Standards. These assessments will be used to evaluate instructional programs and measure student proficiency of all students in math and language arts. Test results will be used to 1) help teachers identify areas where instruction may or may not be effective, 2) analyze and readjust curriculum maps, 3) identify concepts that need to be retaught in the classroom, 4) plan in-class lessons, and 5) identify students who need targeted academic assistance or intervention.

## 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 alternate 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 alternate 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/](http://www.cde.ca.gov/ta/tg/ca/).

## Physical Fitness

In the spring of each year, Santa Paula High is required by the state to administer a physical fitness test to all students in the 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/pfi/](http://www.cde.ca.gov/ta/tg/pfi/). Students scoring 5 of 6 standards or 6 of 6 standards pass the fitnessgram test.

### California Physical Fitness Test Results 2018-19

Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	14.3%	35.7%	36.1%

*Note: Percentages are not calculated and double dashes (--) appear in the table 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 (Grades 3-8 and 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	333	327	98.20%	1.80%	57.80%	333	327	98.20%	1.80%	29.36%
Male	173	169	97.69%	2.31%	53.25%	173	169	97.69%	2.31%	30.77%
Female	160	158	98.75%	1.25%	62.66%	160	158	98.75%	1.25%	27.85%
Asian	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	316	311	98.42%	1.58%	56.59%	316	311	98.42%	1.58%	28.94%
White	13	12	92.31%	7.69%	83.33%	13	12	92.31%	7.69%	33.33%
Two or More Races	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	286	280	97.90%	2.10%	57.14%	286	280	97.90%	2.10%	26.43%
English Learners	65	63	96.92%	3.08%	22.22%	65	63	96.92%	3.08%	3.17%
Students with Disabilities	39	35	89.74%	10.26%	11.43%	39	35	89.74%	10.26%	0.00%
Students Receiving Migrant Education 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.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11						
Percentage of Students Meeting or Exceeding the State Standards						
	SPHS		SPUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	42	58	31	34	50	50
Mathematics	24	29	24	26	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.

California Assessment of Student Performance and Progress Test Results in Science All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	SPHS		SPUSD		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.

## School Facilities & Safety

### Facilities Profile

Santa Paula High provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1933; ongoing maintenance ensures school facilities are kept safe and in good working condition, and continue to provide adequate space for students and staff.

2018-19 through 2019-20 Campus Repair or Improvement Projects:

- Continuation with the painting projects to the administration offices
- Projects to the Palm Court parking lot
- Portico repair project
- Roofing replacement project

### Supervision & Safety

As students arrive on campus each morning, campus security officers and administrators are strategically placed on campus to monitor student behavior. Campus security officers conduct restroom checks after each passing period and during

Campus Description	
Year Built	1933
Acreage	18.36
Bldg. Square Footage	180904
Quantity	
# of Permanent Classrooms	53
# of Portable Classrooms	0
# of Restrooms (student use)	3 sets
Auditorium	1
Snack Bar	1
Band Room	1
Cafeteria	1
Career Center	1
Computer Lab(s)	2
Gym with Weight Room, Team Rooms, Cardio	1
Room & Athletic Trainer Room	1
Library	1
Sports Stadium	1
Swimming Pool	1
Engineering Lab	1
Student Store	1
Satellite Kitchen	1

instructional time periods, events, and breaks. During lunch, campus security officers and administrators are stationed in the cafeteria, entrance areas, and common gathering areas to monitor student activities. When students are dismissed at the end of the day, campus security officers and administrators ensure students either travel to after-school activities or leave campus in a safe and orderly manner.

All students are expected to wear their ID badges to ensure safety across campus. Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Santa Paula High 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 current safety plan was reviewed, updated and shared with school staff in fall 2019.

All classrooms are equipped with an emergency medical kit, a portable disaster backpack, and water and snacks. Emergency and disaster drills are conducted regularly throughout the school year as required by the state mandates.

### Deferred Maintenance

Santa Paula Unified School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/ exterior painting and flooring systems.

During the 2018-19 school year, Santa Paula Unified School District allocated \$34,558 of deferred maintenance funds for the following projects at Santa Paula High School:

- Maintenance of synthetic turf
- Roofing project



## School Inspections

Santa Paula High coordinates with M&O for completion of larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Santa Paula High took place on August 12, 2019. Schools are required by state law to report the condition of their facilities. The "School Facility Good Repair Status" table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2018-19 school year, 100% of restrooms were fully operational and available to students at all times.

## Facilities Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs a work order system to facilitate the communication of unscheduled maintenance needs, urgent repairs, or special projects. Most of Santa Paula High's repairs and maintenance projects are performed by the school's day custodians. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

Three day and four evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and Director of M&O meet each semester to discuss campus cleaning needs and safety concerns. Every morning before school begins, the maintenance worker or custodian inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds.

School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrator on proper cleaning methods, use of chemicals, and use of equipment. The day custodians are responsible for general cleaning of classrooms, cafeteria, office areas, and special events preparations. Day custodians inspect restrooms throughout the day as a proactive measure in keeping facilities well stocked, safe, and sanitary. Evening custodians are responsible for thorough cleaning of classrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, sports fields, and other routine grounds maintenance.

## Classroom Environment

### Discipline & Climate for Learning

Santa Paula High takes a proactive approach to minimizing classroom disruptions and maintaining a safe learning environment. There is a school wide effort to use positive behavioral approaches including the CHAMPS program in all classrooms and on campus. School rules, dress code policies, academic expectations, and consequences for poor conduct are clearly explained at the beginning of the school year in classroom discussions presented by the site administration and chief of security. Discipline policies and practices are posted in each classroom. Each student is provided with a student handbook which outlines discipline policies and expected conduct.

Responsible juniors and seniors are encouraged to enroll in Link Crew as one of their elective courses. Students are trained to serve as positive role models, motivators and peer mentors, to provide academic support in the classroom, and are trained in restorative justice practices to provide support to freshman. Ninth grade students receive support and guidance from juniors and seniors (in Link Crew) who have been through the challenges that high school poses, and understand that the transition to a larger school can sometimes be overwhelming. Santa Paula High sponsors special activities throughout the year for Link Crew members and freshman to promote social skills development and school spirit.

### Enrichment Activities

Students are encouraged to participate in school clubs, student leadership, performing arts groups, and athletic programs. Competitive sports teams promote physical fitness, teamwork, and good sportsmanship. During-school enrichment and extracurricular activities including, but not limited to the following:

Anime Club  
Applied Math  
ASB Leadership  
AVID  
Art Club  
Ballet Folklorico  
Band  
California Scholastic Federation  
Cancer Crushers  
Color Guard  
E-Sports

Equality Club  
Expressions Club  
Fashion Club  
Fellowship of Christian Athletes  
FIRST Robotics Team  
FFA  
Friday Night Live  
Human Services  
HOSA  
Interact Club  
Junior State of America  
K-Pop  
Key Club  
Knowledge/Geo Bowl  
Leo Club  
Link Crew  
MeCha  
MESA  
Mock Trial  
Music Creation Club  
National Honor Society  
Octagon Club  
Poetry Club  
PTSA (Parent Student Teacher Association)  
Readiness for Life  
SESPEA (Students Encouraging Social Political & Environmental Action)  
Spanish Honor Society  
SPARC's Cardinals  
Travel Club  
Theater Team  
Yearbook

## Student Recognition Programs

Santa Paula High School celebrates student success at the end of each semester and at the end of the year for academic accomplishments. Luncheons are held for those students who earn Honor Roll placement, receive the Improved Student award, maintain perfect attendance, and pass Advanced Placement exams (with scores meeting designated award criteria). At the end of the semester, students meeting specific grade point criteria are eligible for special privileges; students are invited to attend a student recognition assembly and receive a card which identifies their earned privileges. Through the SOAR (Show Outstanding Academic Results) program, students are recognized and rewarded for their academic efforts and achievements. Santa Paula High's athletes are recognized at the end of the year at a banquet to honor their outstanding efforts and sportsmanship. Each of the high school's student clubs honor student participation and involvement.

## Dropouts & Graduation Rates

Santa Paula High School's teachers and administrative staff practice early identification and intervention of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Academic and behavioral interventions are in place to support those students struggling with the high school curriculum. Santa Paula High School had three dropouts recorded for the 2017-18 school year. Close monitoring of course grades, behavior, and student credit completion help identify those students most at risk of not earning their high school diploma. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, strategic math intervention (before and after school), clinical mental health services, on-line credit recovery program (CyberHigh), Big Brothers/Big Sisters, LINK Crew mentoring, Ventura College dual enrollment program course in English, RtI Committee, before and after school tutoring, concurrent enrollment in community college, and referral to the continuation school or independent study.

Santa Paula High School's administrators and counselors, in collaboration with academic department representatives, review report cards for those students earning a "D" or "F" in one or more classes, and monitor daily attendance to identify students having difficulties staying in school. When a student's absences have become excessive, counselors contact the student's parents/guardians to discuss barriers interfering with the learning process and regular attendance. Counselors schedule conferences

	Suspensions and Expulsions								
	SPHS			SPUSD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions	4.60%	3.10%	5.10%	5.10%	4.30%	5.40%	3.60%	3.50%	3.60%
Expulsions	0.31%	0.36%	0.06%	0.14%	0.16%	0.11%	0.09%	0.08%	0.09%

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date:	Repair Needed and Action Taken or Planned			
August 12, 2019	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			Pool - Pool needs to be replastered; 100 Wing - Partial roof replacement of room 107-113 (bond project), room 116 wall in the northeast corner needs repair WO# 12091961
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			Pool - Leaking roof around skylights (potential bond project in the future); 300 Wing - Roof tiles need to be replaced (future bond project)
External	✓			
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.

with students and their parents/guardians to conduct a more in-depth discussion to remedy student performance and attendance concerns. In some cases, counselors refer students to the SART (School Attendance Review Team) or contact/collaborate with the District Attorney's office to help reduce truantries. When necessary, students may be requested to attend detention or Saturday School to make up for excessive absences and missed assignments. The District Attorney's Office collects fines for truancy and a portion of the money collected is returned to the school to provide attendance incentives.

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. Graduation rates include only graduates that earned their diplomas within a specific four-year period of time; graduation rates do not include students who, for a variety of reasons, took longer than four years to graduate. 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)			
SPHS			
	14-15	15-16	16-17
Dropout Rate (%)	3.5	6.5	1.3
Graduation Rate (%)	93.91	80.7	97.8
SPUSD			
	14-15	15-16	16-17
Dropout Rate (%)	3.9	3.6	1.9
Graduation Rate (%)	92.2	92.8	94.4
CA			
	14-15	15-16	16-17
Dropout Rate (%)	10.7	9.7	9.1
Graduation Rate (%)	82.3	83.8	82.7

Note: For the formula to calculate the 2016-17 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/>.

## Class Sizes & Teaching Loads

The Teaching Load 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.

Average Class Size and Class Size Distribution				
2016-17				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	28.0	15	18	24
Math	29.0	12	18	21
Science	29.0	6	24	15
Social Science	28.0	10	23	16
2017-18				
English	27.0	15	25	22
Math	28.0	15	17	23
Science	31.0	3	15	27
Social Science	28.0	10	24	16
2018-19				
English	28.0	12	28	22
Math	31.0	7	11	33
Science	30.0	8	20	23
Social Science	29.0	8	23	20

\*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.

## Curriculum & Instruction

### School Leadership

Leadership at Santa Paula High is shared among the administrative team, teaching staff, and parents. The administrative team is comprised of the principal, three assistant principals, the Director of Activities and the Athletic Director. Principal Elizabeth Garcia is responsible for the day-to-day operations, working closely with the administrative team to align curriculum to state content standards and to provide curriculum recommendations and revisions related to student needs and 9-12 course requirements.

Each assistant principal is responsible for discipline, supervision of athletic activities and curriculum and instruction support for assigned students. Mr. George Williams oversees attendance and graduation requirements; Mrs. Melissa Guerra oversees student activities, master schedule, summer school and enrollment, UC a-g, and is the SAT/PSAT/ACT testing coordinator; Mr. Robert DeCandia oversees the Special Education program, the Career Technical Education (CTE) pathways through Ventura County Innovates, dual enrollment, and GFSF (College & Career Program); and Mrs. Kelley Payne is the Director of Activities and is responsible for student leadership programs, clubs, rallies, graduation ceremonies, and assemblies. Mr. Daniel Guzman is the high school's Athletic Director and is responsible for managing the high school's sports programs.

Santa Paula High School's Area Chairs meet monthly to collaborate on the school's progress in meeting the goals and objectives of the district. Student learning is the primary focus of discussions. Representatives provide input on school decisions, staff development activities, curriculum implementation, and campus operations.

The School Site Council (SSC), consisting of school staff, parents, and students, is a major governing body responsible for monitoring school programs and compliance with Santa Paula High School's single plan for student achievement, approving the school safety plan, and overseeing the school budget. Council members meet monthly and serve as a liaison between the school and community.

### Staff Development

All professional development opportunities at Santa Paula Unified School District are being aligned to the California State Standards. Staff development concentrations are selected and identified based upon district initiatives, student assessment results, teacher input, state content standards, and professional development surveys.

During the 2018-19 school year, Santa Paula High held sponsored staff development days with weekly collaboration after school on early release Wednesdays. Teaching staff follow the Professional Learning Community model to collaborate and explore new and ongoing programs to ensure all students can learn. All staff development activities are focused on increasing student learning and proficiency. Training topics addressed are:

- Supporting Academic Conversations
- CHAMPS
- Common Core State Standards
- Curriculum Unit Development
- English Language Development
- Professional Learning Communities
- Implementation of New Common Core State Standards Curriculum

Teachers new to the profession and/or new to the high school receive support and guidance from school administration and experienced teaching staff. Once a month, new teachers attend a meeting to discuss classroom management strategies, curriculum mapping, grading practices, and parent communication practices. All new teachers are invited to a full-day orientation with the principal, assistant principals, and Induction Program District Coordinator to address Santa Paula High's policies, procedures, and effective teaching practices.

During the 2017-18, 2018-19 and 2019-20 school years, Santa Paula Unified School District provided the following staff development training:

### Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

2017-18	0 days
<ul style="list-style-type: none"> <li>• Pearson My Perspectives Curriculum Implementation Pilot</li> <li>• Get Focused, Stay Focused</li> <li>• ERWC ELA 12</li> <li>• AP Consultation</li> <li>• Pearson iLit</li> <li>• CPM Curriculum Implementation Year 1</li> <li>• EMC Pilot</li> <li>• Achieve 3000</li> <li>• CALLI - Academic Conversations</li> <li>• Instructional Rounds</li> <li>• AVID - Summer Institute 2017</li> <li>• PBIS/CHAMPS</li> </ul>	
2018-19	0 days
<ul style="list-style-type: none"> <li>• Pearson My Perspectives Curriculum Year 1</li> <li>• Get Focused, Stay Focused</li> <li>• ERWC ELA 12</li> <li>• AP Consultation</li> <li>• Pearson iLit</li> <li>• CPM Curriculum Implementation Year 2</li> <li>• EMC Pilot</li> <li>• World Language: Standards Intergration</li> <li>• Achieve 3000</li> <li>• CALLI: Academic Conversations - ELA/HSS Cohort</li> <li>• Instructional Rounds</li> <li>• AVID - Summer Institute 2018</li> <li>• AVID Focus Note Taking</li> </ul>	
2019-20	0 days
<ul style="list-style-type: none"> <li>• AP College Board Support</li> <li>• ERWC Training</li> <li>• CALLI Academic Conversations</li> <li>• CPM Training</li> <li>• iLit Training</li> <li>• myPerspectives ELA/ELD</li> <li>• National Geographic Implementation</li> <li>• Secondary ELA Curriculum Training</li> </ul>	

Santa Paula Unified School District supports new teachers in developing their teaching skills and earning a Professional Clear Teaching Credential. The district's New Teacher Induction Consortium, formerly known as the Beginning Teacher Support and Assessment (BTSA) program, is designed for first- and second-year teachers to receive structured guidance and support from experienced teachers over a two-year period.

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 Office of Education. AVID teachers (Advancement via Individual Determination) attend professional conferences to gain insight into innovative classroom strategies and instructional resources. Special education staff participate in local and county sponsored professional training activities throughout the school year. Classified support staff may receive additional job-related training from the county office of education. All classified staff participate in county- and district-sponsored training sessions addressing sexual harassment, child abuse and mandated reporting, and ergonomics.

### Instructional Materials

All textbooks used in the core curriculum throughout Santa Paula Unified School District are currently being aligned to the California State Standards. Instructional materials are standards-based and approved by the district's Board of Trustees. The district follows the State Board of Education's adoption cycle for core content materials and for textbook adoptions in foreign language, visual and performing arts, and health.

On September 11, 2019, the Santa Paula Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution 2019 - 20:01 Sufficiency of Textbooks or Instructional Materials which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each student has a textbook or instructional materials, or both, 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) 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, and 4) sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and 5) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to the core subject areas, districts are required to disclose in this annual report the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2019-20 school year, Santa Paula Unified School District provided all students enrolled in a visual/performing arts class with their own instructional materials or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

The Santa Paula Unified School District plans to pilot and adopt new Science textbooks during the 2021-22 school year.

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			
2018	*	Pearson: My Perspectives (ELA) ELD Companion (ELD)	0%
Math			
2016	*	College Preparatory Math: Integrated Math 1, 2 & 3	0%
2011	*	Bedford, Freeman, Worth Publishing Group: Statistics AP	0%
2013	*	W.H. Freeman and Co: Calculus	0%
2008	*	McGraw Hill: Financial Math	0%
2008	*	John Wiley & Sons: Statistics AP	0%
Science			
2014	*	It's About Time: Global Science	0%
2008	*	McGraw-Hill Glencoe: Biology CP	0%
2013	*	McGraw Hill: Biology AP	0%
2015	*	It's About Time: Chemistry	0%
2014	*	It's About Time: Physics	0%
Social Science			
2019	*	McGraw Hill: World History, Culture & Geography: Modern World	0%
2019	*	McGraw Hill: Principles of Economics & American Democracy	0%
2019	*	National Geographic: US History: America through the Lens 1877 to Present	0%
Foreign Language			
2018	*	EMC: ¡Que Chevere! (Level 3-4) Heritage Language Speakers	0%
2018	*	Vista Higher Learning: Temas (Spanish AP)	0%
Health			
2008	*	Glencoe	0%

## Specialized Instruction

All curriculum and instruction are being aligned to the California State Standards approved by the State Board of Education. Every student receives a rigorous, well-balanced standards-aligned curriculum. Santa Paula High School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

## Special Education

Special education services include general education with accommodations, a Resource Specialist Program (both a push in and pull out model), special day classes, and various designated instructional services. Students with disabilities are educated in the least restrictive environment based on their needs and Individual Education Plan.

## English Language Learners

Students identified as English Learners (EL) through the ELPAC (English Language Proficiency Assessment for California) exam are placed with a teacher who has been certified to teach English Learners. Santa Paula High School's English Language Development is integrated into content specific courses such as math, science, etc. All teachers are trained to use strategies that address the needs of English Learners. Newcomers receive ELD and, depending on their performance level descriptors, they are placed in ELD1 (Beginners) or ELD2 (Intermediate). ELD instruction focuses on developing listening, speaking, reading, and writing skills as quickly as possible, enabling students to successfully participate in the regular education program. As students increase fluency, progress is measured through classroom performance and ELPAC results; instruction is adjusted to meet the current learning needs of each student.

## At Risk Interventions

Santa Paula High School supports intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. Student study teams comprised of school administrators, counselors, teachers, and parents work together to identify individualized intervention strategies to monitor progress of students having difficulty with academic or social development. Detailed information about the following support programs may be obtained from the school's Course Guide or by contacting the counseling office:

- AVID Program with Peer Tutors
- After School Intervention
- After School Strategic Intervention
- Before and After School Tutoring
- Behavior Management (Student/Parent Workshops)
- CyberHigh (online credit recovery)
- ELD Summer Academy
- Group Counseling
- Long Term English Support Class
- Link Crew
- Math Reasoning Course
- Math Reteaching (Saturday School)
- Migrant Education
- Peer Mentoring
- Reading Intervention Course
- Restorative Justice Facilitator and Interns
- SART
- Saturday School
- Social Emotional Counselor
- SST Process
- Summer Advancement Academy
- Summer School

## Professional Staff

### Support Services Staff

Santa Paula High School's non-teaching support services staff is a specialized team of experts who, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns. Counselors are assigned students by alphabet or special programs and provide academic and career counseling, assistance with class registration, advice on how to be successful in the classroom, and social development assistance. The school psychologist assists with academic, social, and emotional issues, provides assessments to determine eligibility for Special Education services, and participates in the IEP process. Speech and occupational therapist services are provided on an individual basis as determined by student needs and IEPs.

### Teacher Assignment

During the 2018-19 school year, Santa Paula High School had 70 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. Those teachers without a full credential include



## Academic Counselors and Other Support Staff

2018-19

	No. of Staff	FTE*
Academic Counselors	5	5.0
Campus Security Officers	6	6.0
Health Technician	1	1.0
Psychologist	1	1.0
Speech & Language Specialist	1	1.0
Nurse	As needed	
Library Clerk	1	1.0
Library Clerk Assistant	1	1.0
Intervention Counselor	1	1.0
College and Career Technician	1	1.0
Director of Campus Security	1	1.0
School Resource Officer	1	1.0
Athletic Trainer	1	1.0
Mental Health Counselors	As needed	
Library Textbook Tech	2	2.0
Librarian	As needed	

Average Number of Students per Academic Counselor 336.8

\*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 Credentials and Assignments

	SPHS		
	17-18	18-19	19-20
Total Teachers	68	70	72
Teachers with Full Credential	64	70	72
Teachers without Full Credential	4	0	0
Teaching Outside Subject Area (with full credential)	0	0	0
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	0	0
	SPUSD		
	17-18	18-19	19-20
Total Teachers	263	269	259
Teachers with Full Credential	256	269	259
Teachers without Full Credential	7	0	0
Teaching Outside Subject Area (with full credential)	0	0	0
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	0	0

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.

LEA and university internships, pre-internships, emergency or other permits, and waivers. 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.

## College Preparation & Career Readiness

All freshman are required to enroll in one of three classes: Choices - College and Career, Introduction to Human Services, or AVID (Advancement via Individual Determination). Each of these courses includes introductions to effective study skills, note-taking, test-taking, reading, and time management strategies as well as activities aimed at career exploration, college preparedness, and Santa Paula High's other college prep coursework and work readiness opportunities creating a 10-year plan. Guidance counselors closely monitor student progress in meeting four-year plan goals and credit completion requirements for graduation. All students have access to opportunities to participate in career fairs, college field trips, career interest surveys, and college entrance exams. More information about UC A-G completion rates can be found at <https://www.ppic.org/publication/college-readiness-in-california-a-look-at-rigorous-high-school-course-taking/>.

## College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The table below 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 2017-18	
	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	36.3

## University of California Admission Requirements:

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 admissions requirements please visit the University of California website at <http://www.universityofcalifornia.edu/admissions/general.html>.

## California State University Admission Requirements:

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/>.

## College Scholarship, Summer, and Outreach

Santa Paula High's students have access to a wide range of resources and programs that provide valuable experiences and preparations for college. Partnerships through the UC Office of the President afford students the means to attend college campus summer programs designed to enhance skills in core content areas as well as explore college life. Santa Paula High School also offers an early academic program outreach coordinator to work with students on UC/CSU enrollment. Detailed program information and applications are available in the school's Career Center.

## Advanced Placement

In 2018-19, Santa Paula High School offered Advanced Placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Santa Paula High School was selected to be on the College Board 9th Annual Honor Roll. The honor roll consists of the 373 school districts in the U.S. and Canada that simultaneously achieved increases in access to Advanced Placement® courses for a broader number of students and also maintained or improved the rate at which their AP® students earned scores of 3 or higher on an AP Exam. More information can be found on the College Board website <https://apcentral.collegeboard.org/pdf/ap-district-honor-roll-9th-annual.pdf>.

Advanced Placement (AP) Courses 2018-19		
	No. of AP Courses Offered*	% of Students in AP Courses
English	5	N/A
Math	2	N/A
Science	2	N/A
Social Science	7	N/A
Totals	16	18.6%

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

\* Where there are student course enrollments of at least one student.

## Career Readiness

Career Technical Education (CTE) training at Santa Paula High School is available through California Partnership Academy programs, CTE educational coursework, Career Education Center (CEC), and Workability. California Partnership Academies integrate academic studies with real work applications and work-based learning experiences through a partnership between teachers, parents, students, and local businesses. Career education courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as core curriculum and elective courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type.

On-Campus Career Technical Education Courses

- Agribusiness
- Agri science
- Child Development
- Digital Visual and Media Arts
- Engineering Design & Robotics
- Game Design
- Health Patient Care
- Human Services
- Performing Arts
- Production & Managerial Arts (Stagecraft)
- Public Safety

Santa Paula High School's California Partnership Academies organize core classes and career related coursework in an individualized plan that prepares students for entry into career field of their choice. Course content is relevant to students' interests and reinforces high academic standards for reading, writing, and math regardless of the pathway selected.

2018-19 California Partnership Academies

- Agriculture
- Health Careers/Public and Human Services

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.

Career Education Center (CEC) programs are offered in partnership with the Ventura County Office of Education.

A variety of CEC courses are available 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. Most CEC courses are held at the Camarillo Airport Campus; free bus transportation is available.

For more information on career technical programs and ROP, contact the high school's career center or visit the state's career technical website at [www.cde.ca.gov/ci/ct/](http://www.cde.ca.gov/ci/ct/).

## 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.

### Expenditures Per Student

For the 2017-18 school year, Santa Paula Unified School District spent an average of \$12,956 of total general funds to educate each student (based on 2017-18 audited financial statements). 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 website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below 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		
	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	50,637	49,084
Mid-Range Teacher Salary	74,983	76,091
Highest Teacher Salary	95,345	95,728
Average Principal Salaries:		
Elementary School	115,918	118,990
Middle School	118,526	125,674
High School	131,268	137,589
Superintendent Salary	196,069	230,096
Percentage of Budget For:		
Teacher Salaries	33	35
Administrative Salaries	6	6

For detailed information on salaries, see the CDE Certified 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	SPHS	SPUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	10,080	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,396	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,684	10,474	73.4%	7,507	139.5%
Average Teacher Salary	74,666	77,740	N/A	78,059	N/A

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

In addition to general fund state funding, Santa Paula Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

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

## SARC Data & Internet Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Santa Paula 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 Santa Paula High School's SARC and access the Internet in the high school's Career Center, or at any of the county's public libraries. The closest public library to Santa Paula High School is the Blanchard Community/Santa Paula Public Library located at 119 North 8th Street, Santa Paula.

Blanchard Community/Santa Paula Public Library

Phone: (805) 525-3615

Hours: Mon., Tues. & Thurs. 12-8

Wed. 10-6

Sat. 10-2;

Fri. & Sun: Closed

Number of Computers Available: 7

Printers Available: Yes

Santa Paula High Career Center

Hours: call the office to check availability

Number of Computers Available: 15

Printers Available: Yes