Santa Paula Unified School District

School Plan for Student Achievement

Santa Paula High School
56 76828 5635776

Contact Information:
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Revised June 2023

Fiscal Year 2023-2024

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Table of Contents

The School Plan for Student Achievement

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 64001.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

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

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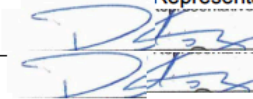
Recommendations and Assurances

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

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

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

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

English Learner Advisory Council

Leadership Team / WASC Committee

Signature of Authorized Representative

Daniel Guzman
Daniel Guzman (May 21, 2023 16:28 PDT)

Daniel Guzman
Daniel Guzman (May 21, 2023 16:28 PDT)

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

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

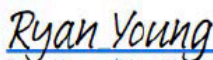6) This SPSA was adopted by the SSC at a public meeting on: _____5/18/23_____

Attested:

_____
Elizabeth Garcia, Principal

Ryan Young
Ryan Young (May 22, 2023 08:45 PDT)
_____
SSC Chairperson

5/19/23
_____
Date

5/22/23
_____
Date

School Site Council Membership

California Education Code Section 64001(i) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The current make-up of the School Site Council is as follows:

Name of Members	Principal	Certificated Staff	Other or Classified Staff	Parent or Community Member	Student
Elizabeth Garcia	X				
Haley Hopkins		X			
Ryan Young		X			
Richard Castaniero		X			
Roberto Ramirez		X			
Dr. Marisela Favila		X			
Michael Streif		X			
Liliana Nuno			X		
Christina Ines-Solis			X		
Lucia Zamora			X		
Genneah Figueroa			X		
Jesus Ramirez				X	
Jesus Palencia				X	
Alice Straetz				X	
Juan Ojeda				X	
Itzel Aguayo					X
Loreno Mondragon					X
Lindsey Ramirez					X
Roselyn Gil					X
Hasley Jimenez					X
Ethan Martinez					X
Enrique Carbajal					X
Number of members in each category	1	6	4	4	7

English Language Advisory Council (ELAC) Membership

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Elizabeth Garcia	X				
Marisela Favila		X			
Daniel Guzman		X			
Lucia Zamora		X			
Christina Ines Solis			X		
Yuvany Luna				X	
Javier Magana				X	
Ulaila Martinez				X	
Juan Ojeda				X	
Clara Ruda				X	
Rosa Sanchez				X	
Number of members in each category	1	3	1	6	

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

☐   The ELAC has voted to give governance to the SSC on this date: _____

☐   The name of the parent ELAC representative to SSC is: _____

District information

District Profile

Santa Paula Unified 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 and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula is situated in the rich agricultural Santa Clara River Valley. The City is surrounded by rolling hills and rugged mountain peaks in addition to orange, lemon and avocado groves. In fact, Santa Paula is referred to as the "Citrus Capital of the World." The community of Santa Paula was founded in 1872. Originally the area that is today Santa Paula was inhabited by the Chumash, a Native American people.

Santa Paula Unified operates an early childhood education program, six elementary schools, one middle school, one comprehensive high school, one continuation high school, one independent study school, and an adult school program. Santa Paula Unified School District has a large Latino and English Learner population that has made tremendous improvements in student achievement in the past few years. We are proud of the accomplishments of our students, teachers, staff, parents and the community that has made that achievement possible.

District Vision

Committed to serving every student every day.

District Mission

The Santa Paula Unified School District, in collaboration with educators, parents, and the community, will prepare all students academically, socially, and emotionally for college, careers, global citizenship, leadership, and lifelong learning. The district will use its resources to provide all students with diverse, equitable, differentiated experiences, and learning opportunities by a highly skilled educational team in a safe and supportive learning environment while remaining fiscally responsible.

District LCAP Goals

Santa Paula Unified School District
LCAP Summary 2022-2023

Vision Statement: Committed to Serving Every Student Every Day

Mission Statement: The Santa Paula Unified School District, in collaboration with educators, parents and the community, will prepare students academically, socially, and emotionally for college, careers, global citizenship, leadership, and lifelong learning. The district will use its resources to provide all students with diverse, equitable, differentiated experiences, and learning opportunities by a highly skilled educational team in a safe and supportive learning environment while remaining fiscally responsible.

Goal 1:
Increase academic achievement at all grade levels in ELA and Math and Implement the California State Standards in all core subjects

a. Provide professional development for all staff
5a Implement English Learner Saturday Academy
b. Retain K-5 Reading Intervention Teachers
5b Create a Districtwide EL Language Appraisal Team (LAT)
c. Staff smaller class size to reduce combination classes in TK-5 grade
5c Create and Communicate an EL Master Plan aligned to the EL Roadmap
d. Increase computer/student ratio, purchase technology
5d Hire an itinerant newcomer teacher
e. Continue upgrades to technology infrastructure
5e Improve Literacy/Writing Skills for EL Students in grades 4-8
f. Retain increased Computer Technician staffing
5f Add additional sections in secondary master schedules to support
   access to a broad based curriculum
5g Work Collaboratively with EL parents to implement parent education courses
j. Extend library/literacy center hours and increase access to materials
l. Retain Data Services Specialist position
m. **Support Expanded Transitional Kindergarten for all 4-yearolds**
n. Retain preparatory period for Isbell Middle School
o. Retain two Common Core Coordinators
p. Retain TK and K Bilingual Instructional Assistants
q. Provide additional site allocations to support educational outcomes

Goal 2:
Increase parent involvement and enhance student engagement through a variety of enrichment opportunities

a. Provide parent involvement opportunities districtwide
b. Retain Administrative Support at Secondary Schools
d. Support Advanced Placement Program and exam fees Support
e. Career Technical Education opportunities in grades 6-12
f. Retain Athletic Trainer
g. Fund field trips to universities for grades 5, 7, 9 and provide supplemental funding for standards-aligned field trips for all elementary schools
h. Retain and expand Band/Chorus instruction/transportation and materials K-12
i. Support youth leadership activities at IMS, RHS, and SPHS
j. Support AVID program at districtwide
k. Provide a districtwide mentoring program
l. Fund Transportation services for District approved athletic events
m. Retain SPHS Athletic Director position
n. Continue to implement "Summer Matters" program
o. Implement GATE program
q. Maintain office assistant support at all sites
r. Fund additional elective classes at IMS and SPHS
s. Provide after-school and summer enrichment opportunities
t. Increase communication and marketing of district programs
u. Provide childcare and interpreters at school events

Goal 3:
Increase graduation rates and reduce suspensions and expulsions

a. Provide opportunities for credit recovery for students in grades 9-12
b. Continue Restorative Justice practices; expand to elementary sites
c. Continue to implement Positive Behavior Intervention Supports (PBIS) Framework
f. Retain additional counseling positions
g. Increase A-G completion rate for all students; retain services at Isbell MS
h. Retain school psychologist at full-time
i. Fund daycare program and related services for teen parents
K. Retain District Safety Coordinator; maintain district safety staff at sties

Goal 4:
Create a welcoming and efficient school climate for students, parents, and staff

a. Implement safety measures across school sites
b. Support and retain additional custodial support
c. Transfer 0.5% of expenditures to Deferred Maintenance
e. Retain Health Services Specialists positions

Revised 7/26/22

School Information

School Profile

Santa Paula High School is located in the city of Santa Paula and serves students grades nine through twelve, and is the only comprehensive high school in the district. In the 2022-23 school year, 1,708 students were enrolled, including 22.2% qualifying for English Language Learner support, 71.7% qualifying for free or reduced price lunch, 17.4% students with disabilities, 0.5% migrant, and 5.4% homeless youth.

School Mission

It is the mission of Santa Paula High School to significantly raise student achievement and ensure all students pass the California High School Exit Exam, earn a high school diploma, and complete the requirements to attend college through a rigorous curriculum and safe environment.

School Vision

Santa Paula High is to become a community of professionals working collaboratively and using evidence of student learning to drive instruction.

Student Enrollment by Grade

Source: Data Quest 2022-23
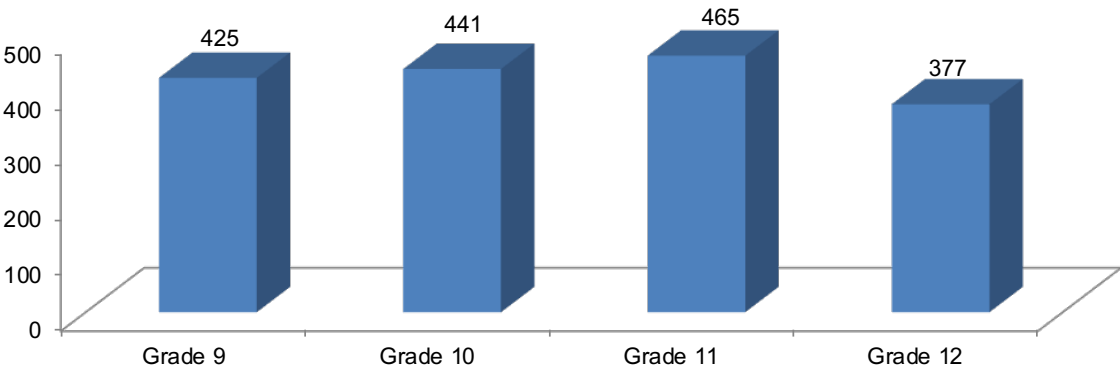
Student Enrollment by Ethnicity

Source: Data Quest 2022-23

96.4%

- ■ Black or African American
- ■ Asian
- ■ Filipino
- ■ Hispanic or Latino
- ■ White
- ■ Two or More Races

0.2%
0.2% 0.1% 0.3%
2.6%
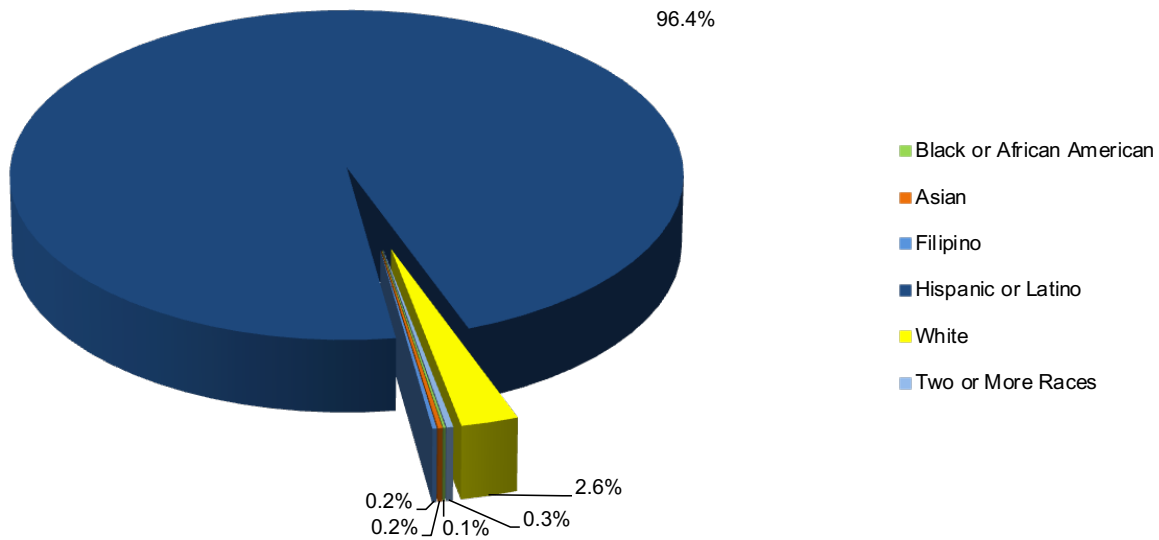
Student Enrollment by Subgroup

Data Source: Data Quest 2022-23

Percentage

- Socioeconomically Disadvantaged: 71.7
- English Learners: 22.2
- Students with Disabilities: 17.4
- Migrant: 0.5
- Homeless Youth: 5.4
- Foster Youth: 0.0
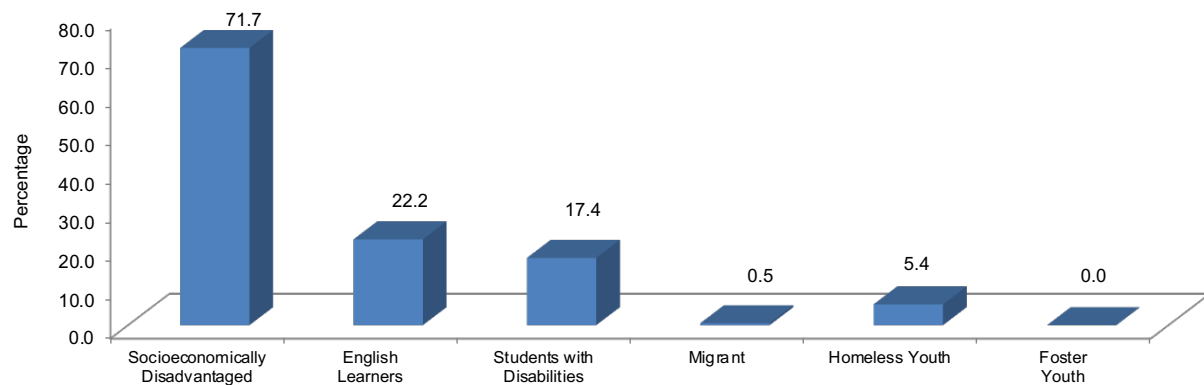
Comprehensive Needs Assessment

Santa Paula High School completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards.

During staff development activities and staff meetings, school administrators and the leadership team considered the results of the following to identify areas of strength and weakness:

- ✓ Analysis of Student Performance Data:
  - o CAASPP Reports
  - o District Assessments (io Assessment Reports)
  - o Teacher & Staff Feedback
  - o Student Feedback
  - o QSIS Reports
  - o ELPAC Reports

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

Violence Prevention, Bully Prevention, and Student Safety

Santa Paula High School supports efforts to maintain a safe and healthy environment by accessing professional resources through local law enforcement and public health agencies. The District works with school administrators to provide resources and support for both students and parents. During the 2023-24 school year, Santa Paula High School plans to provide the following programs for its students (and will provide to parents as applicable):

- Intervention Counselor
- Positive Prevention Plus Curriculum (9th Grade)
- Challenge Day (9th Grade – Peer Mentor Day)
- Link Crew (Mentors for the 9th Grade Class)
- Restorative Justice

Santa Paula High School supplements district-sponsored programs with site-based curriculum aimed at developing positive behaviors through character education, substance abuse prevention education, and healthy life styles education. These programs include:

- Positive behavior programs
- Anti-bullying prevention programs

Nutrition Programs & Fitness Programs

The Santa Paula Unified School District Nutrition Services department is made up of a team of food and nutrition professionals that are dedicated to students' health, wellbeing and their ability to learn. We support learning by promoting healthy habits for lifelong nutrition and fitness practices.

Meals, foods and beverages sold or served at schools meet state and federal requirements which are based on the USDA Dietary Guidelines. We provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students.

The district offers a variety of free and reduce-meal programs through the National School Lunch Program (NSLP), Especially Needy Breakfast Program (SNBP), School Breakfast Program (SBP), Meal Supplement Program (Snacks), Child Care Program (CCAFP), and the Seamless Summer Feeding Option Program (SSFOP). Santa Paula High School follows the nutritional guidelines component of the policy and incorporates the physical activity and health/nutrition education components into daily curricula. Nutritional programs sponsored at the school include:

- **National School Lunch Program** - a federally assisted meal program which provides nutritionally balanced, low-cost or free lunches to children each school day.
- **School Breakfast Program** - a federally funded program which provides nutritious breakfasts to children.
- **At-Risk After-School Meals Program** - students participating in after school programs receive nutritious snacks and dinner meal as a regular part of their afterschool activities. Meals are provided in accordance with the Childcare Food Program guidelines and reimbursement rates.
- **Seamless Summer Feeding Option Program** - students participating in summer school receive nutritious snacks and meals through the National School Lunch and School Breakfast programs.
- **Physical Education –** Physical Education teachers provide physical education instruction for our students for a minimum of 400 minutes each 10 school days.

Extended Learning Programs

Santa Paula High offers the following extended learning programs:

- Tutoring
- College & Career Center
- Link Crew
- Summer School
    - o   Summer Math Academy
    - o   ELD Academy
- Cyberhigh Credit Recovery

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Santa Paula High School	**567682860555586**	**May 18, 2023**	

Purpose and Description

Briefly describe the purpose of this plan (State whether Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement or Additional Targeted Support and Improvement

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the goal of increasing student achievement.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 64001.

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

LCFF provides schools and LEA's flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
School Site Council	5/18/23
ELAC Members	5/18/23
Leadership Team	5/18/23

Resource Inequities

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

Not applicable.

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

Increase the percentage of LTELs, socio-economically disadvantaged, homeless, and foster students scoring standards met or standards exceeded on the ELA and math state assessment by 10% over the next five years.

Identified Need:

Academic achievement by Long Term English Learners, SED, Homeless and Foster youth has not grown at the rate needed to meet current annual targets.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LTEL Redesignation rates	87 (30.9%) vs state (13.8%)	Increase by 5%
State ELA Assessment	57.8% met or exceeded	Increase by 5%
State Math Assessment	29.36% met or exceeded	Increase by 5%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Long-term English Learners and newcomers.

Strategy/Activity

Throughout the year, teachers receive professional development and receive curriculum development support to apply newly learned standards from the English Language Development framework and align it with standards- based curriculum and research. Certificated and classified staff will be supported to attend professional development for all content areas aligned with ELD framework and state standards to improve student achievement. This will be incorporated into lessons/units that support and meet the needs of long-term English Learners using research-based engagement strategies that are culturally relevant & responsive with an emphasis on ways to engage males in the curriculum (i.e. Zwiers, Echevarria, Olson, AVID etc.). These strategies focus on promoting academic discourse through reading, writing, listening, and speaking.

Clerical/classified staff will assist with support for parents needing translation and interpretation for any part of the Single Plan for Student Achievement (SPSA).

Provide parents, certificated and classified staff with CABE memberships, conferences and workshops to support their growth and ability to help English Learner students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$29,498.77 (Curriculum Development, Object 1103 - $41,190.73 and Object 3000 - $11,691.96)	Site Title I
$21,665.14 (Professional Development teachers, admin and counselors)	Site Title I
$4,067 (Parent Involvement $2,067 Travel/Conferences & $2,000 in Materials)	Site Title I
$2,000 Translation & Interpretation (Object 2403 - $1,386.40 Object 3000 - $613.60)	Site Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Long-term English Learners, socioeconomically disadvantaged, foster and homeless youth.

Strategy/Activity

Support for mobile technology and desktops, support & peripheral technologies and online services including but not limited to on-demand tutoring that supports engagement in the all content area classrooms and at home that includes personal computing devices and technologies, needed support software. Support for technology to include supplemental instruction and assessment materials/equipment. Educational technology applications to support instructional and school engagement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$1,000 Technology (Object 4425)	Site Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners (newcomers and long-term), socioeconomically disadvantaged, foster, and homeless youth, males.

Strategy/Activity

Students will engage in supplemental counseling support meetings and assemblies (i.e. EL/Reclassification Assembly) to monitor academic achievement, social-emotional well-being and mental health. As applicable, counselors and counseling/college & career technicians will supplement academic support for the purpose of promoting and monitoring reclassification with ELPAC assessment results, create and review college/career plans to support college access and high school graduation rates, career technical education pathway completion, review and provide guidance on current academic achievement and access to necessary.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$1,590 (Object 2403 - $1,102.19; Object 3000 - $613.60) College & Career Technicians	Site Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Long-term and Newcomers (English Learners).

Strategy/Activity

There will be additional support provided to English Learners by providing bilingual instructional aides in the classroom, in after school interventions and to assist with parent outreach & engagement, to provide support to parents for the purpose of strengthening their ability to help their children. Bilingual aides will provide this additional supplemental support through phone calls, email communications, at Title I meeting(s) and other support workshops.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$24,794 ($19,836 in Object 2100 and $4,958 in Object 3000) for Bilingual Aides	Site Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, socioeconomically disadvantaged, foster and homeless youth and males.

Strategy/Activity

Provide personal mentors and tutors, with a low mentor/tutor to student ratio, throughout the year to help motivate and provide supplemental intensive instruction, activities and field trips based on the needs of the learner and address English language skills, academic content, socioemotional skills and strategies.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$10,000 (Object 5800)	Site Title I

Annual Review:

SPSA Year Reviewed: 2022-2023
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall, the implementation of Goal 1, Strategies 1-5 was effective. There is no CAASPP data for 2022-23. Local diagnostic assessment data shows students are not at grade level in math and ELA. Teachers make adjustments to curriculum, use retesting and reteaching strategies. There are still a high number of students who are credit deficient and have D's & F's. Strategy 1 on professional development was successful this year with many faculty and staff able to engage in professional development. EL Shadowing was implemented with the English Department. All new teachers received feedback from the Principal on creating language objectives and using academic conversations, use of Kagan Cooperative Learning Strategies and the ELD framework to support English Learners. Resources were also provided. Substitute shortages affected implementation of more on site professional development opportunities but two years out of COVID, things are getting back to normal. Throughout the summer and school year, there was support given to certificated staff in the form of curriculum development hours. There was professional development given on 6 Mondays that focused on project based learning & curriculum development.

Strategy 2 involved support for technology and online services that was provided for all students through 1:1 access to a Chromebook device and obtaining technical assistance at the school site. Applications that are regularly used include Pear Deck along with Google Classrooms, Delta Math & Get More Math is also used. All teachers, except one, in the Math Department use Delta Math. This affects about 90% of the student body & allows students to skill-build and fill in the gaps. Math Type is also an application that is used to write formulas (this is used more by the teachers as a tool to write formulas, create exams, handouts, notes, etc.) This app will be purchased & GMM will not be purchased in the upcoming year. Discovery Learning is an online program that is used minimally and should not be purchased. Teachers use educational technology applications, like Pear Deck, to enhance instruction. A recommendation for the future is to have training done by teachers to share educational tech applications.

To support students, in Strategy 3, there were multiple types of support meetings and assemblies for students in the groups identified (special populations) - ELPAC, Student Support Meetings w/ students, Outreach team assemblies. Students reported improving D and F's. Overall there were more students passing courses. Approximately 1000+ students visited Wellness Center. Counselors provided intensive individual, group and school wide supports for academics and behavior for all students with multiple D's & F's. Students were referred to interventions. General Tutoring has a low attendance rate and there is minimal data for its effectiveness. All of the freshmen students had a Link Crew Leader who supported them during advisory periods, provided them with academic and social emotional supports. English Learners were closely monitored and screened for redesignation. We are on track to improve redesignation rates (this is being currently reviewed). All EL and EL/SPED scores are being reviewed for "4's" on the ELPAC. This is TBD at this time. Counselors each focused on a CTE pathway to increase completion and focus on increasing the number of students enrolled in CTE pathways. The Ca Dashboard does not have this information at this time.

Parents from SSC have requested that there be interventions sent out to parents & students notified, prior to progress reports and report cards. A more proactive approach needs to be taken, a better tracking system. There is a delay in the accuracy of the grades and there needs to be improved communication and sharing of information regarding interventions. Using ParentSquare, give parents timely communications about grades with

administration working together with faculty. Every two weeks is a good metric for sending out communications to parents. Parent workshops can also be given regarding QSIS.

For Strategy 4, instructional aides were provided with additional hours, according to plan. However, there was one bilingual instructional aide vacancy that was never filled. There was a mentoring-leadership program provided to students as well as a mentoring program to help students understand the community college with approximately 25 students served. There were teacher tutors who provided students with subject matter tutoring across the core subject areas with availability before, after school and in the evening. Students surveyed found their tutoring visits to be beneficial overall. There was active support and learning during intervention, provision of outreach supports for students who are highly at risk and struggling. Data needs to be collect on the number of tutoring interventions across the school year; approximately 1200 visits to Saturday School. There were also opportunities for students to obtain credit recovery (250) as needed.

Prior to COVID there was a steady increase in achievement in math and ELA (refer to the WASC Mid-Term Review 2020). Prior to COVID, there was a steady increase in average GPA. For the 22-23 school year, the average pass rates in general are between 70-95% across departments. ELA and Math scores for state testing are unknown at this time.

For Strategy 5, AVID college tutors continued to provide tutorial support and were placed in Math courses and in courses where students struggled. We are a highly certified AVID school & have AVID college tutors across all of our AVID classes.

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

There was a transfer of funds to support mentoring. Due to a bilingual aide vacancy, funds were transferred to be used for mentoring.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Metric baselines will need to change when CAASPP scores are sent to the school district. No major changes were made to this goal.

Goal 2:

Within 3 years, increase standardized ELA and Math test scores and graduation rates with an emphasis on narrowing the achievement gap between males and females to within 3-4%.

Identified Need:

This goal was developed during the WASC Self-Study process during the mid-term review in Spring 2020. In particular, this goal was created after analysis of proficiency measures for CAASPP for the 2018-19 school years. Measurable differences exist in the achievement of males and females at SPHS.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP (2019 data due to COVID)	49.01%	Increase by 5%
Math CAASPP (2019 data due to COVID)	33.76% met or exceeded	Increase by 5%
GPAs	Male GPA 2.48 Female GPA 2.86	Close the gap by 10%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on males.

Strategy/Activity

Professional Learning Communities will receive professional development and be provided with curriculum development time to focus on using the Plan-Do-Study-Act inquiry cycle, develop common formative assessments, analyze student work that demonstrates the application of research-based engagement strategies (AVID, Zwiers academic conversations, SIOP, etc.) across all subject areas, that are culturally relevant and responsive and enhance achievement for male students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$5,000 (Prof Dev Object 5200)	Site Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on males.

Strategy/Activity

Provide at risk students with appropriate interventions, access to AVID signature teaching practices/WICOR strategies and enhance support for instruction through the application of Response to Intervention Approaches (RtI2) and access to resources:

- Have Intervention & Outreach Teams made of classified and certificated staff that will provide direct support to students to increase engagement in learning and utilizing technology to access the curriculum. Hire mentoring organizations to support students.
- Site Academic/Social Emotional Counselor will continue to reach out to provide behavior interventions and restorative justice approaches and support to special populations to increase equity and access (PDAP, VCBH, Counseling, Peer Mentoring, Adult Mentor Program etc.)
- Work with ELA and Math Departments to continue using universal screening and diagnostic tools (i.e. STAR Diagnostic, MDTP) and utilizing the Accelerated Reader program to support school wide literacy program and monitoring of student progress.
- Provide library resources that include high-interest materials and books for book groups and to supplement standards-based curriculum school wide.

Institute the Gamebreakers (Beyond the Game) Mentoring & Programa Descubrir College Mentoring program in an effort to support males at Santa Paula High School.

Creating Connections Mentoring will provide lessons and workshops for students, staff and parents to support student well-being and social-emotional health.

Provide instructional materials, professional development to support increasing academic interventions to improve engagement through attendance at conferences, workshops, content coaches, and independent contractors to improve achievement in core content areas during tier 1, 2, 3 instruction and interventions.

Provide social emotional interventions, including programs and mentorship for at-risk students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$18,000 (Accelerated Reader)	LCAP Site Funds
$55,313.58 (Mentors, Mentoring organizations, Outreach Teams Obj. 1103 $11,014, Obj 3000 $3,986, Obj 5800 $82,313.58	Site Title I
$2509.7 Library resources (Obj 4300,Fxn 2420)	Site Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on males.

Strategy/Activity

Saturday School and before & after-school RtI Tier 2 Interventions to provide direct services to students with an alternative way to achieve proficiency on the standards and increase their grades
● Strategic re-teaching will be offered
● Credit recovery and
● Make up opportunities for all subjects & programs
● College/Career

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$18,000	LCAP Site Funding

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on males.

Strategy/Activity

Increase math achievement by focusing on application of guided, structured teaching approaches that develop student abilities to problem solve in small groups. To enhance teacher skills, Math CPM and expert coaches will work together and train math teachers in PLCs/collaborative teams through professional development and classroom visits, to expand their math teaching expertise and collaborative, group strategies. Teachers will team up to visit classrooms and engage in professional discourse about their teaching practices and what they've learned and applied in their classrooms. There will be funding for extra-duty hours for teachers to provide strategic re-teaching and re-testing opportunities. Peer tutors will be trained using AVID tutorial strategies in order to help teachers in classrooms with explaining and tutoring students in math.

Provide workshops for students, parents and staff to increase student engagement

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$15,000 (Curriculum development, strategic RtI)	LCAP Site Budget & District Title I

Annual Review:

SPSA Year Reviewed: 2022-2023
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This goal was somewhat effective. PLC teams regularly met and department members utilized curriculum development. Approximately 75 students were served this year through "Beyond the Game" program by Gamebreakers and for the Community College Programa Descubrir (25).

Strategy 1: PLC teams met on 6 days across the school year. There were less collaboration days for departments. Curriculum development time is important and highly utilized by department members and is the opportunity for teams to work on examination of data and student work. Collaboration teams met throughout the school year however some collaboration days were lost due to heat days & other events. In faculty meetings, the staff has begun to work on the academic needs of the school outlined in the SPSA (action plan for SPHS). Overall PLC teams were somewhat effective in accomplishing goal 2.

Strategy 2 & 3 (Interventions and RtI) - There were 9 outreach teams of certificated support teachers who were assigned and followed up with our at-risk, 9-12, students to provide them with academic and social emotional supports, check-ins, parent conferences, phone calls. We continue to offer credit recovery opportunities, Saturday School, remote and face to face tutoring before, during, after school and evening. There is a district-wide late work policy to support students. Over 250 students need credit recovery.

Strategy 4 – there was an investment in programs such as Pear Deck, UC Scout, math technology applications including Get More Math which embedded formative assessments and allowed teachers to give immediate feedback. This year a teacher tried piloting a new curriculum for College and Career which is a required course for Freshman. Students had the opportunity to attend several field trips and participate in hands-on career opportunities. Strategies in the SPSA can be used to provide "CTE" industry opportunities in areas not offered as pathways but in after school programs like auto mechanics, woodshop, construction.

In-person mentoring programs for students have impacted approximately about 400 students. Creating Connections & Gamebreakers have done group workshops over several weeks across the school year. Creating Connections provided SEL & mental health supports. The second mentoring program helped students to consider their strengths, soft skills and career plans for students interested in athletics and needing motivation. There was an emphasis on male recruitment. A relatively new program in Strategy 2 added outreach teams where certificated support members reach out to 20-30 students per team. This was intended as a Tier 3 level of support. There were approximately 8 teams that reached out to support students that needed help to re-connect and with academics.

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

The council voted to transfer funds to provide greater supports for mentor groups Creating Connections and Gamebreakers.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There was an increase in funding to provide mentoring and direct supports to students with mental and emotional supports, career planning and soft skills.

Goal 3:

During the 2021-22 school year, SPHS will maintain and evaluate the existing interventions for 9th graders and at-risk students, as well as develop and implement an RtI program with a focus on males, LTELs and students with disabilities.

Identified Need:

9th grade students have the highest discipline rate of the student body. As a school, 9th grade suspensions and referrals remains steady as compared to previous years. 9th grade students have a higher rate of fighting, defiance and drug-use.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Discipline incidents	86 suspensions as of March 2020	Decrease by 10%
GPAs of Students in Interventions (males & special populations)	Males make up 86% of students with GPAs between 1.0-1.5 (46 total students) and 72% of students (20 students total) with GPAs less than 1.0	Decrease by 20%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

9th grade students with a focus on males and students with disabilities.

Strategy/Activity

Provide outreach and future freshmen services to incoming 9th grade students & parents at feeder schools with an effective communication strategy. Provide Freshman Parent Night and Link Crew Freshman Orientation and Registration, provide a campus tour for all incoming 9th grade students, including those interested in CTE Academy Programs. Link Crew continue to develop mechanisms to support academic success of freshman. The Link Crew needs instructional material for this supplemental program that adds value to all freshmen. A Link Crew Advisor coordinates and oversees the program. Link Crew will support all 9th grade students by providing peer mentoring and other support programs (i.e. Cookie Cram, Challenge Day Tail Gate Party, Anti-Bullying training, Peer Academic Support/Tutoring, Restorative Justice etc.).

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$10,000 (Link Crew Advisor & Team, Obj 1103 $4003.50 and Obj. 3000 $996.50, Obj 4300 - Materials $5,000)	Site Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-risk students, English Learners and students with disabilities.

Strategy/Activity

Provide clinical and/or academic counselor & instruction & intervention coordinator for at-risk and other students needing support. Counselor(s) will also provide workshops and support trainings for parents, students and staff. Counselor will survey students from special populations who are getting D's and Fs (English Learners, Homeless, Foster Youth, Students with Disabilities) to see what they need. There will be materials and curriculum to support at-risk students, English Learners and students with disabilities.

Instruction/Intervention Coordinator will work with site leadership to develop a robust set of RtI Behavior & Academic System of Interventions that include grade level assemblies for students getting Ds and Fs, developing a Freshmen First Mentoring and Tutoring program for students falling behind in credits and coordinate with Link Crew student tutors and before & after school certificated tutors.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$31,912.50 (Object 1203, $25,552.34 and Object 3000 $6,360)	Site Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 9th graders.

Strategy/Activity

Re-vamp the Choices: College and Career (CCC) 9th grade introductory courses and sequence to make it more exciting and accessible to students by incorporating more industry presentations, college/industry trips (2 per semester) and visiting speakers. Regular visits from CTE lead teachers, peers in CTE pathways and counselor meetings need to occur for the CCC course to focus on reviewing their online 10-year plan. Find a way to increase students' access to CTE pathways and college/university experiences. Provide students with an agenda planner and have counselors give presentations on graduation requirements, requirements for admission to college and universities and support services.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$30,000 (College/Industry field trips) $6,500 (Student Agendas)	District or Site LCAP, Principal's Budget

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at SPHS.

Strategy/Activity

Form a subcommittee in SSC to work on incorporating a study hall period. This will entail surveying students and staff to determine their needs and examining LCAP student, parent, staff and administration feedback.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
None	N/A

Annual Review:

SPSA Year Reviewed: 2022-2023

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

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall, for Goal 3, the goal was fully implemented for all strategies. For Strategy 1, services were all offered to freshmen through Link Crew.

Through Goal 3, Strategy 2, a counselor is devoted to addressing social emotional needs of students and directing them to the required supports such as connecting students to community supports and therapists, SPHS wellness room, and district mental health counselors. This intervention counselor has provided intensive follow up and supports for over 200 students. There is a school wide RtI Behavior and Academic System of Interventions.

In Strategy 3, the SSC discussed revamping the Choices, College and Career Course and a committee is being formed to conduct a pilot program for the 22-23 school year that will allow for college articulation, field trips to industries and colleges/universities, special speakers. Teachers are focused on engagement strategies. This will incorporate more industry presentations and alignment to our new CTE pathways etc. The process will start this month to discuss plans for moving forward next year.

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

There were no major differences. The implementation went as intended.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal.

Goal 4:

Create a welcoming, safe, and efficient school climate for students, parents, and staff.

Identified Need:

A large percentage of 9th and 11th students have reported that they do not strongly agree that they have an adult that they feel connected to at Santa Paula High School. Approximately 40-45% of students feel safe and connected to an adult on campus.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	40-45% of students feel safe and connected to an adult	We want 100% of students to feel safe and connected

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

School wide strategies A school wide strategy for positive behavior intervention support will be adopted and support teachers' use of a positive classroom management system and use of standardized progressive discipline system in all classrooms that will be included in course description and syllabi (i.e. CHAMPs, Restorative Justice, respect agreements). Professional development, including facilitator training will be provided to faculty and staff on an ongoing basis.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$2,500	Principal's Budget

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

A comprehensive behavior and counseling program will be developed to address safety
concerns (i.e. bullying, harassment, anger management, suicide, etc.) that includes student and parent
workshops, activities, assemblies, counseling services and referrals. Anti-bullying and cyberbullying
workshops, assemblies, activities and resources will support this effort:

- Anti-bullying booklet handed out at Freshman Orientation, or in 9th Grade Choices College and Career classes
- Enhance Library resources to provide education materials on bullying and safety
- Develop resource library for teachers
- Continue to provide Peer Mediation Program
- Group Counseling intervention (Anger Management, PDAP.)
- VCOE, Restorative Justice training for Peer Counseling
- LINK/ASB Challenge Day
- Parent outreach

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$3,000	LCAP Site Budget

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Teachers will provide regular electronic updates to parents and document when they have reached out to a
parent. Increase opportunities for positive feedback to students utilizing this approach. Administration and
Teachers will utilize a daily system of communication (Mass Callout System & Q SIS) to track attendance,
truancy, provide updates on academic progress and communicate with parents about workshops and special
events.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0.00	N/A

Annual Review:

SPSA Year Reviewed: 2022-2023
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

There was successful implementation of the strategies/activities in this goal. In strategy 1, there were no RJ circles this year. We are waiting on classified HR. There are interviews being conducted right now for RJ facilitator for SPHS.

Work on increasing parent involvement.

For strategy 2, there were some positive behaviors supports and anti-bullying activities that include the following:

Class assemblies for anti-bullying, anti-vaping; anti-bullying messages and activities: CARDnival, mental health awareness month, PSA's for resources, counseling drop-in, Wellness Center and wellness peers are available to help students. There is reduced availability and this needs to be worked on. Student gmails & Parent Square platforms are used to communicate resources.

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

Restorative Justice personnel were not funded at the district level so no RJ circles were able to take place. This had a strong negative impact on the school site and culture across the school.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There were no major changes to this goal.

Goal 5:

Santa Paula High School will increase the number of students completing career technical education pathways and meeting UC a-g programs thereby qualifying to attend post-secondary college and career programs.

Identified Need:

Approximately 20% of students are accepted to the University of California and California State Universities.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College going rate	73.8% ● Number going to UCs: 23 ● Number going to CSUs: 37 ● Number going to private schools: 8 ● Number going to out-of-state public schools: 3 ● Number going to VC: 114 ● Number going to other community colleges: 13 Number who submitted a FAFSA: 271	Increase by 5%
CTE Participation & Completion rate	High participation rates in CTE & Completion rates 8%, 10%, 11% (2020 baseline data)	Increase by 5%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who are first in their families to go to college.

Strategy/Activity

Increase students' exposure to AVID strategies school wide as the school works toward becoming an AVID Schoolwide Site of Distinction and National Demonstration School. In order to do this, teachers and AVID college tutors are needed to support AVID elective courses and teachers across all content areas need to be trained to use WICOR. In AVID courses, tutorial model is used within the AVID program. Peer tutors are trained to use tutorials and scheduled into high needs courses like Math. After School Academic tutoring uses trained peer tutors, AVID college tutors and classified staff with a math background to provide additional tutoring to complement certificated tutoring. Support students with workshops about college-going and college and university field trips in the 9-12th grades. AVID Coordinators oversee the AVID program and work with departments to embed AVID strategies and schedule AVID training for department members.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$30,000	LCAP Site Budget

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on students who will be the first in their families to attend college.

Strategy/Activity

Provide workshops intended for parent/student engagement around going to college and completing a career technical education pathway. Personnel will assist with recruitment into the Early Academic Outreach Program and DCAC to help students stay on the UC/CSU a-g track, support the application and financial aid process.

Support college going culture by providing students with test preparation services, participation in university programs such as MESA, STEM and other college/career programs. Provide access to UC Scout courses for students interested in taking UC AP courses and electives that might not be offered at Santa Paula High School. Support college going culture by providing students with test preparation services to become competitive through the college entrance process. Host alumni and college/university and industry representatives in assemblies and college/career fairs. Have recognition opportunities for students as they achieve milestones such as staying on UC a-g track in each grade level.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$10,000	LCAP Site Budget

Annual Review:

SPSA Year Reviewed: 2022-2023
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall the implementation of Goal 5 has been effective. College going rates have gone up at Santa Paula High School with approximately half of seniors being on the UC/CSU a-g track. For the 2022-23 school year, the number of students admitted to the University of California reached its highest peak ever at 87+ students receiving acceptance (77% acceptance rate) and highest number ever applying at 105 approximately. This is a significant increase over previous years and is due to increased support systems at Santa Paula High School. With the support of DCAC and EAOP, there is an increased number of English Learners recruited into DCAC (Destination College Advisory Corps). The number of English Learners that are striving to be on the UC/CSU a-g track has continued to increase. Counselors and the College/Career Technician continue to recruit students into UC classes and CTE and encourage students to be on the UC a-g track. AVID continued to be implemented with several school wide PDs from our AVID coordinators, college AVID tutors were utilized district wide and placed in math classes. The College and Career Center google classroom continues to be used along with students being able to attend workshops and access resources in the College and Career center. College-going workshops were hosted by counselors and college/career technician, DCAC and EAOP; 85% of students applied for the FAFSA, classrooms were visited by counselors to help students with their PIQ (personal insight questions), FAFSA. The shift to 1:1 technology proved to be an asset for students and positively impacted UC/CSU a-g rates. This was fully implemented.

Counselors meet regularly with students and review their progress toward meeting graduation requirements using the Academic Review Form. Students had access to before and after school tutoring in core subjects and could attend re-teaching and re-take sessions in Mathematics with their teachers. Technology was purchased to support classroom instruction and access to digital material. Academic interventions were provided for students including migrant tutoring, CyberHigh credit recovery is accessed regularly by students needing to recover credits toward meeting graduation requirements. A college-going culture has been established at Santa Paula High School. We will continue to work on providing access and opportunities for all students. SPHS has focus CTE pathways in Engineering, Digital Media, Media/TV Broadcasting, Theater, Ag, Patient Care, Human Services/Education, Cybersecurity (Informational Technology)

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

No major changes.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no major changes that will be made to this goal.

Budget

Other Federal, State and Local Funds

The School Site Council intends for Santa Paula High School to participate in the following programs:

Federal Programs	Allocation ($)
Title I 2022-23 Carryover	$0.00
Title I 2023-24 Allocation (including $4,067 parent engagement)	$238,042.00

Subtotal of additional federal funds included for this school: **$238,042.00**

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

State or Local Programs	Allocation ($)
None	N/A

Subtotal of state or local funds included for this school: **$0.00**

Total of federal, state, and/or local funds for this school: **$238,042.00**

Title I Allocations – 2023-24

2022-2023 Title 1 Budget Name of School: ___Santa Paula High School___

OBJ.	Function	Resource	Title I	Carry Over	Remarks
		Allocation: 23-24	$238,042.00		$233,975 school allocation & $4067 parent & family engagement; based on 1225 Title I students
OBJ.	**Function**	**DESCRIPTION**			
1102	1000	Substitutes			
1103	1000	Tchr. Extra Duty	44,516.27		Goal 1:1 ($29,498.77, Curr. Dev); Goal 2:2 ($11,014 Outreach & Intervention); Goal 3:1 ($4,003.50, Link Crew)
1203	1000	Counselor Extra Duty	25552.34		Goal 3:2 ($25,552.34, Counselor)
2100	1000	Instructional Asst.	19836		Goal 1:4 ($19,836, Bilingual Aide)
2103	1000	IA Extra Duty - Translating			
2200	2420	Library Asst.			
2203	2420	Library extra duty			
2402	2700	Clerical sub.			
2403	2700	Cler. Extra Duty	2488.59		Goal1:1 ($1386.40, Translating); Goal 1:3 ($1,102.19, College, Career, Counseling Techs)
2940	1000	Noon Duty			
3000	1000	Fringes	29093.87		Goal 1:1 ($11,691.96, Curr. Dev); Goal 1:3 ($613.60, Cler Xtra Duty, translation); Goal 1:4 ($4958, Bilingual aides) Goal 1:4 ($487.81, College, Career, Counseling Techs); Goal 2:2 ($3986, Outreach teams); Goal 3:1, ($996.50, Link) Goal 3:2 ($6360, Counselor)
4200	1000	Other Books- students			
4200	3110	Other Books - counselor			
4200	2700	Other Books - Admin			
4300	1000	Supplies - Students	5000		Goal 3:1 ($5,000, Link Crew)
4300	2420	Supplies - Library	2509.7		Goal 2.2 ($2509.7, Library)
4300	2495	Supplies – Parent Inv.	2000		Goal 1:1 ($2,000, Parent Materials)
4300	2700	Supplies – Office			
4300	3140	Supplies-Health			
4325	1000	Technology			
4395	1000	Site Reserve 5%			
4399	1000	Unallocated funds			
4400	1000	Uncap. Equip. +$500			
4400	2700	Uncap. Equip. +$500			
4425	1000	Tech Equipment	1000		Goal 1:2: ($1,000, Tech)
5200	1000	Travel / Conf. – Teachers	16665.14		Goal 1:1 ($11,665.14, Prof dev ELD)
5200	2700	Travel/Conf. – Admin.	2000		Goal 1:1 ($2,000 Prof dev)
5200	3110	Travel/Conf. – Counselor	3000		Goal 1:1 ($3000, Prof dev)

OBJ.	Function	Resource	Title I	Carry Over	Remarks
5200	1000	Travel/Conf Parents	2067		Goal 1:1 ($2,067, Prof dev)
5610	1000	Equip. repair			
5620	1000	Serv. Agrmt			
5620	2700	Serv. Agrmt.			
5800	1000	Prof. Serv. Inst	82,313.58		Goal 2:2 (Mentoring)
5860	1000	Transportation			
Total			238,042		
Avail					

SSC Chair Signature: _Ryan Young_   Date: May 22, 2023
Ryan Young (May 22, 2023 08:45 PDT)

Principal Signature: _E.M. Garcia_   Date: 5/19/23

References

2021-22 CAASPP – Grade 11 English Language Arts/Literacy & Mathematics

| | English Language Arts/Literacy | | | | | | |
| | 2021-22 | | | | | | |
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
				Grade 11			
All Students Tested	352	337	337	10.68%	27.60%	35.01%	26.71%
Male	188	180	180	10.00%	25.00%	32.22%	32.78%
Female	164	157	157	11.46%	30.57%	38.22%	19.75%
African American							
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	342	328	328	10.37%	28.05%	35.37%	26.22%
Hawaiian or Pacific Islander							
White (not Hispanic)	8	8	8	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	298	285	285	10.88%	27.02%	35.79%	26.32%
English Learners	48	47	47	0.00%	10.64%	27.66%	61.70%
Students with Disabilities	62	57	57	1.75%	1.75%	31.58%	64.91%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	19	18	18	16.67%	22.22%	16.67%	44.44%

| | Mathematics | | | | | | |
| | 2021-22 | | | | | | |
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
				Grade 11			
All Students Tested	352	335	335	3.88%	12.54%	21.79%	61.79%
Male	188	178	178	4.49%	12.92%	24.16%	58.43%
Female	164	157	157	3.18%	12.10%	19.11%	65.61%
African American							
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	342	326	326	3.68%	12.27%	22.39%	61.66%
Hawaiian or Pacific Islander							
White (not Hispanic)	8	8	8	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	298	284	284	4.23%	12.32%	20.77%	62.68%
English Learners	50	49	49	0.00%	4.08%	2.04%	93.88%
Students with Disabilities	62	56	56	1.79%	0.00%	1.79%	96.43%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	19	18	18	0.00%	5.56%	22.22%	72.22%

School-Parent/Home Compact

School-Parent-Student Compact

Santa Paula Unified School District (SPUSD), its students, and their parents agree on the responsibilities of each party listed below. A contract version of this compact will be distributed to parents and students separately from the Parent Involvement Policy, for each party to sign and for the school to keep on record.

School Responsibilities
- SPUSD will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state academic standards.
- SPUSD will involve parents in planning, reviewing, and improving school policies and programs.
- SPUSD will encourage students to work hard and assist them in developing their talents.
- SPUSD will provide a safe, engaging, and challenging learning environment.
- SPUSD will assist parents and students in understanding the academic requirements for graduation, college, and the work force.
- SPUSD will assist parents in understanding their child's academic assessments.
- SPUSD will notify me in advance if my child is at risk of failing a course or not meeting graduation requirements.
- SPUSD will provide information to parents in a language they understand.
- SPUSD will provide parent leadership training.

Parent Responsibilities
- Parents will assist their children with assignments or arrange for tutoring as needed.
- Parents will encourage their children to perform well in school and put forth maximum effort.
- Parents will make sure their children attend school every day.
- Parents will read notices from school and respond appropriately.
- Parents will participate in school activities such as Back to School Night, parent-student-teacher conferences, and parent councils.
- Parents will review their children's report cards and academic assessment reports with them.
- Parents will encourage their children to discuss their academic and professional goals.
- Parents will volunteer to contribute their time and talents as need by SPUHSD.

Student Responsibilities
- Students will do their best to work hard, be responsible, and cooperate with their parents, teachers, and peers.
- Students will come to school every day and attend all of their classes on time.
- Students will participate in parent-teacher-student conferences and inform their families about school activities and events.
- Students will complete their class work and homework assignments on time, and will ask for help when needed.
- Students will discuss their report card grades, academic assessment results, and academic goals with their family.
- Students will treat their parents, school staff and volunteers, and peers with courtesy and respect.
- Students will contribute their talents and time to their family, school, and community.

_____   _____
Parent/Guardian signature   Student Signature

Comments:_____

_____

Family Engagement Policy

Santa Paula High School
School, Parent and Family Engagement Policy

Santa Paula High School's parent engagement policy, programs, and activities are consistent with the following statutory definition:

Parental engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in section 1118 of the ESEA.

To promote parent engagement and implement the statutory requirement of Section 1118 of the ESEA, the school will:

- Create a parent engagement policy in collaboration with parents, make that policy available to all stakeholders, and notify parents about the policy in an understandable format and in a language that parents can understand;
- Update the policy periodically to meet changing needs;
- Work with parents to create a school-parent compact;
- Provide opportunities for the full participation of parents of English Learners, Special Education, and Migrant students;
- Involve the parents of students served in Title I in decisions about how funds reserved for parental engagement are spent;
- Build site capacity for parent leadership, collaboration, and communication;
- Provide other reasonable support for parental engagement activities as requested by parents;
- The Parent Engagement Policy will be distributed with the registration packet in the beginning of the school year and to any new student that enrolls throughout the year.
- The school shall provide assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- The school shall educate teachers specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- Ensure that parents receive training to support distance learning.

Santa Paula High School will involve parents in the joint development, review and update of its school parental engagement policy and plan. Parents will have the opportunity to learn about,

discuss, and have input into the plan at School Site council meetings, SPHS PTA meetings, the annual Title I meeting, and English Learner Advisory Committee meetings.

SPUSD prohibits discrimination, harassment, intimidation, and bullying, on the basis, of actual or perceived characteristics such as: age, ancestry, color, disability, ethnicity, gender, gender identity, gender expression, immigration status, marital status, national origin, parental status, pregnancy status, race, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. Title IX is a comprehensive federal law that prohibits discrimination based on sex in any federally funded education program or activity. All programs cost are the responsibility of SPUSD. No student will be excluded from participation in an educational activity, including extracurricular and curricular activities due to the inability to donate to the program. A pupil enrolled in a school shall not be required to pay any fee, deposit, or other charge not specifically authorized by law. Any customized items are the responsibility of the participant.

For questions or concerns regarding discrimination, harassment, intimidation, bullying or sexual harassment, please contact the District's Discrimination, Equity, and Title IX Compliance Officer:

District's Discrimination, Equity, and Title IX Compliance Officer
Director of Student Support Services
201 S. Steckel Drive, Santa Paula, CA 93060
(805) 933-8800

Annual Title I Meeting

Santa Paula High School will hold an annual meeting to inform parents of the school's participation in Title I programs, and to explain the Title I requirements and the right of parents to be involved in Title I programs. The school convenes the meeting at a time convenient for parents and offers a flexible number of additional parent engagement meetings, as requested by parents. All parents of students participating in Title I program are invited to this meeting and will be encouraged to attend by:

- Making individual phone calls to reach all parents;
- Sending home letters and reminders to inform parents about time and place (all information sent home and given out at meeting is in Spanish and English);
- Providing translation at the meeting, so that all parents can access the information;
- Providing follow up information to parents who were unable to attend.

Title I Program and Services

Santa Paula High School will provide parents of participating students, information about the Title I program, including a description and explanation of the school's curriculum and assessments used to measure students' progress, and the proficiency levels students are expected to meet. This information will be provided to parents through:

- Annual Title I Parent meeting;
- Formal/informal conference with teachers;
- Phone and E-mail contacts;
- Report Cards;
- Back to School Night;
- School Accountability Report Card.

Santa Paula High School makes every attempt to coordinate Title I parent engagement activities with similar activities that are done through ELAC, SSC, and SPHS PTA.

School Review and Improvement and Information about Student Achievement Progress

SPHS will involve parents in the process of school review and improvement, giving parents the opportunity to review school wide and program achievement data and make suggestions for school improvement at School Site Council, English Learner Advisory Committee, and SPHS PTA meetings. Santa Paula High School will provide each parent with information about the individual performance of their child on both classroom and state assessments through:

- Providing parents with individualized information about students during parent/teacher conferences;
- Providing parents a copy of the students' individual state assessment data;
- Providing parents a copy of the students' ELPAC results (English Learners only);
- Giving parents report cards every semester.

Flexible Number of Meetings

Santa Paula High School will offer flexible number of meetings, such meetings in either the morning or evening, and may provide (with Title 1 funds transportation, childcare, or home visits as such services relate to parent engagement):

- Holding a Back to School Night at the beginning of the school year;
- Convening with English Language Advisory Committee (ELAC) at least five times a year to establish communication and English Learner Plan. Babysitting and translation will be available at each meeting;
- Holding an LCAP parent forum in February to gather input about our LCAP actions and services;
- Providing Family Nights with the focus on reading and math. Parents will be invited to participate in activities with their children during workshops.

Parent Feedback and Input

Santa Paula High School will provide opportunities for parents to formulate suggestions and to participate in decision about the education of their students. The school will respond to any such suggestions through:

- Incorporating suggestions into the school evaluation and/or the school plan, goals, and activities designed to achieve those goals;
- Developing differentiated instruction for students as needed;
- Tailoring intervention services to meet students' needs;
- Development of IEP (special education students);

- Surveying family in English and Spanish soliciting their input and suggestions for school improvement.

School-Parent Compact

SPHS distributes, to the parents and family members of Title 1 students, a school-parent compact. The compact has been jointly developed by all stakeholders. It describes how the school and families will partner to help children achieve the challenging state academic standards. While the School-Parent Compact may include other items suggested by parents and family members, as required by Title I requirements; and it may include the following items:

- An annual review by staff and School Site Council;
- Distribution in the registration packets.

Training for Parents and Staff

Santa Paula High School will provide materials and training to help parents work with their children to improve academic achievement through activities such as:

- School Site Council and ELAC;
- SPHS PTSA sponsored parent activities;
- Ventura County Office of Education workshops and events;
- Training provided to parents at Annual Title I meeting.
- Training and workshops regarding online and distance learning

Santa Paula High School values contributions of parents and all stakeholders and will engage all through:

- Parent conferences
- Newsletters
- Presentations at ELAC and SSC
- Annual Title I Meeting
- "Coffee with the Principal" event

Santa Paula High School will, with the assistance of its parents, educate its teachers, principal, coordinator, paraprofessionals, library clerk, and other office staff in how to reach out to, communicate, with, and work with parents as equal partners in the value and utility of contributions of parents through:

- Presentations and discussion at meetings, workshops, and professional development planned by the Santa Paula High School and district'
- Formal communication by administration to parents & staff
- Opportunities for parents to provide feedback to staff, Site Council, ELAC, and Title I parent meetings

Translation and Understandable Format

Santa Paula High School provides all information related to the school and parent programs, meetings, and other activities in an understandable and translatable format.

Parent Comments

If the school wide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.

Parent Involvement Calendar

Santa Paula High School welcomes and encourages parent involvement at the many school functions. The calendar below identifies many of the activities throughout the 2023-24 school year that parents are encouraged to attend. If a parent would like to become more involved at the school, they can contact the principal, their child's teacher or any school office member for more information.

Santa Paula High School
Parent Involvement Calendar
2023-24

Month	Description of Workshop
August	- Parent Welcome Back - Coffee With the Principal - College & Career Center Workshop - Introduction to High School Programs: UC a-g, Career Paths, Athletics - How to Support Your High Schooler: Academics & Wellbeing - How to use Parent Connect & ParentSquare - Vaping Opioid Awareness - Digital Citizenship & Social Media - Creating Connections Parent Workshop - School Site Council Meeting - ELAC Meeting
September	- Coffee With the Principal - Back to School Night - School Site Council Meeting - ELAC Meeting - Understanding the IEP Process - Bullying & cyberbullying - How to Support Your High Schooler: Academics & Wellbeing - Fall Parent Sports Orientation - Benefit of Taking College Courses - Counseling Parent Night - Creating Connections Parent Workshop
October	- Coffee With the Principal - School Site Council Meeting - ELAC Meeting - Title I Parent Meeting - How to Support Your High Schooler: Academics & Wellbeing - Creating Connections Parent Workshop - Financial Aid Parent Workshop - Vaping Opioid Awareness - Digital Citizenship & Social Media
November	- Coffee With the Principal - School Site Council Meeting - ELAC Meeting - Senior Parent Night - How to Support Your High Schooler: Academics & Wellbeing - Creating Connections Parent Workshop - Financial Aid Parent Workshop - Ventura College Parent Financial Night

	• Parent Winter Sports Orientation • DCAC Parent Guided Narrative Night • SPUSD Parent Conference • AVID Workshop
December	• Coffee With the Principal • School Site Council Meeting • ELAC Meeting • How to Support Your High Schooler: Academics & Wellbeing • Creating Connections Parent Workshop • Digital Citizenship & Social Media
January	• Coffee With the Principal • School Site Council Meeting • ELAC Meeting • How to Support Your High Schooler: Academics & Wellbeing • Creating Connections Parent Workshop • Spring Parent Sports Orientation • Digital Citizenship & Social Media • Financial Aid Parent Workshop
February	• Coffee With the Principal • School Site Council Meeting • ELAC Meeting • LCAP Parent Forum • How to Support Your High Schooler: Academics & Wellbeing • Advanced Placement (AP) Parent Night • Creating Connections Parent Workshop • Parent Financial Aid Workshop • Vaping Opioid Awareness • Emotional Wellness Workshop
March	• Coffee With the Principal • School Site Council Meeting • ELAC Meeting • How to Support Your High Schooler: Academics & Wellbeing • Creating Connections Parent Workshop • Digital Citizenship & Social Media
April	• Coffee With the Principal • School Site Council Meeting • ELAC Meeting • Creating Connections Parent Workshop • How to Support Your High Schooler: Academics & Wellbeing
May	• Coffee With the Principal • School Site Council Meeting • ELAC Meeting • Creating Connections Parent Workshop • Vaping Opioid Awareness

	• How to Support Your High Schooler: Academics & Wellbeing

Teacher Mentoring Programs

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The **California Teacher Induction (CTI)** program offers support and assistance to newly credentialed teachers. All participating new teachers are provided peer support over a two-year period.

The Ventura County Office of Education Teacher Support Services has established an integrated system that supports multiple entry points into the teaching profession to provide a skilled, credential teacher for every classroom in Ventura County. The department is a unique blending of support through the learning-to-teach system from pre-service experiences to university teacher preparation to new teacher induction. Teacher Support Services provides a broad range of professional development and services. Program and services are offered locally and within the region reaching VCOE and its 20 districts, charter and private schools, 6 university teacher preparation programs, and Santa Barbara and San Luis Obispo County offices.

Site-based Mentoring Programs:
Santa Paula High School supports teacher mentoring through classroom observation and modeling. Teachers are provided opportunities to visit other classrooms on and off campus during instructional hours to observe effective teaching strategies through the use of substitute teachers providing release time. The principal conducts classroom observation in order to provide regular feedback and coaching to all teaching staff.

Professional Development Plan

All teachers at Santa Paula High School have received ongoing Professional Development in Common Core Literacy Standards, Response to Intervention, California content specific standards through faculty meetings, conference and workshop attendance and district training,

Ongoing instructional assistance and support is available for Santa Paula High School teachers as follows:

- Frequent walk-throughs by administrative team (Principal and Asst. Principals) with targeted written feedback and/or conference regarding lesson design, instructional delivery, and implementation of positive behavioral supports and Restorative Justice behavior management approaches
- Professional Development focusing on instructional delivery strategies to meet the needs of students at all ability and language development levels
- Content specific professional development by department (Language Arts, Social Studies, Math, Science, and PE) provided by VCOE consultants on Common Core.
- Professional Learning Community, Focused Common Core instructional strategies & continued support for adopted Common Core curriculum, Positive Behavioral Interventions & Supports (CHAMPS, Restorative Justice, SEL, etc.), Engagement Strategies (Kagan Cooperative Learning Strategies, SIOP, SDAIE, Cooperative Group Strategies, Differentiation) provided to representatives of each core content area
- Instructional support personnel provided for Math and English teachers piloting and implementing new curriculum

During the 2023-24 school year, Santa Paula High School teachers will focus on the following staff development topics:

School wide
Learning Innovations: Project Based Learning
AVID (Summer training & workshops on using WICOR)
Corwin Institutes: PLC Institute, Success Criteria
Refresher on CHAMPS/STOIC
Social Emotional Learning
NCPI Training (Overview) & In Depth
Common Core, ELD, Supports across curriculum
PBIS/CHAMPS
Thinking Maps
Depth of Knowledge (DoK) - Using Hess' Cognitive Rigor Matrix
Department/Content Based Professional Development
Adopted Curricular Materials Professional Development
Advanced Placement
Common Core Standards and ELD Framework Training
Understanding by Design Unit Development
Universal Design for Learning & Inclusion
How to read an IEP/504/SST plan
Using Co-Teaching Collaborative Model for Inclusion

New Teachers
Kagan Cooperative Learning
Classroom Management with Harry Wong
PBIS & CHAMPS/STOIC
How to read an IEP/504/SST plan
Continuum of Services

School Accountability Report Card

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 2021-22 ACTIVITY PUBLISHED IN 2022-23

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 with a successful mid-year one day review in Spring 2020. 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 & College and Career Schoolwide Focus

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.

College & Career Schoolwide Focus:

SPHS will be known for meaningful, real world opportunities, and will engage students through experiential learning:

- Social emotional learning & 21st Century Skills
- Community & industry partnerships
- Project-based learning & internships

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 2021-22 school year, the District served 4,988 students in grades TK-12. The demographic composition of the student body included 16.5% students identified with a disability, 34.8% qualifying for English learner support, 83.7% enrolled in the Free or Reduced Price Meal program, 1.6% migrant, 0.3% foster youth, and 7% homeless youth.

District Vision & Mission

Vision:

Committed to serving every student every day.

Mission:

The Santa Paula Unified School District, in collaboration with educators, parents, and the community, will prepare all students academically, socially, and emotionally for college, careers, global citizenship, leadership, and lifelong learning. The district will use its resources to provide all students with diverse, equitable, differentiated experiences, and learning opportunities by a highly skilled educational team in a safe and supportive learning environment while remaining fiscally responsible.

Santa Paula Unified School District

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

Board of Trustees

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Dr. Daniel Sandoval, President
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Classified Human Resources

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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 and for the facilities section was acquired in December 2022

Santa Paula High School

During the 2021-22 school year, Santa Paula High served 1,763 students in grades 9-12. Student enrollment included 20.7% qualifying for English learner support, 17.1% students identified with a disability, 84.7% enrolled in the Free or Reduced Price Meal program, 1.8% migrant, 0.1% foster and 4.8% homeless youth.

Student Enrollment by Student Group and Grade Level 2021-22			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	47.9%	Grade 9	455
Male	52.0%	Grade 10	515
Non-Binary	0.1%	Grade 11	384
American Indian or Alaskan Native	0.1%	Grade 12	409
Asian	0.2%		
Black or African American	0.1%		
Filipino	0.1%		
Hispanic or Latino	96.8%		
Native Hawaiian or Pacific Islander	0.1%		
Two or More Races	0.2%		
White	2.6%		
English Learners	20.7%		
Foster Youth	0.1%		
Homeless	4.8%		
Migrant	1.8%		
Socioeconomically Disadvantaged	84.7%	Total Enrollment 1,763	
Students with Disabilities	17.1%		

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.

Local Control Accountability Plan (LCAP)

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

The SARC provides the following information relevant to the State priority: Basic (Priority 1)
- Degree to which teachers are appropriated assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4)
- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8)
- Pupil outcomes in the subject area of physical education

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3)
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)
- High school dropout rates; and
- High school graduation rates

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

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

Parent Involvement

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
- District LCAP Committee
- English Learner Advisory Committee (ELAC)
- District English Language Advisory Committee (DELAC)
- FFA Advisory (Future Farmers of America)
- Migrant Parent Advisory Committee
- MTSS Committee
- Parent District Advisory Committee (PDAC)
- Parent Teacher Student Association (PTSA)
- Safety Committee
- School Site Council
- 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

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)					
2021-22					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	758	725	95.65	4.35	18.09
Female	369	356	96.48	3.52	14.08
Male	389	369	94.86	5.14	21.95
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	732	702	95.9	4.1	17.69
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	20	19	95	5	26.32
English Learners	88	84	95.45	4.55	1.19
Foster Youth	--	--	--	--	--
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	641	615	95.94	4.06	17.1
Students Receiving Migrant Education Services	11	11	100	0	20
Students with Disabilities	126	109	86.51	13.49	4.63

Note: 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.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)										
2021-22										
	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	357	342	95.8	4.2	37.72	357	340	95.24	4.76	16.18
Female	165	158	95.76	4.24	41.77	165	158	95.76	4.24	15.19
Male	192	184	95.83	4.17	34.24	192	182	94.79	5.21	17.03
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American										
Filipino										
Hispanic or Latino	347	333	95.97	4.03	37.84	347	331	95.39	4.61	15.71
Native Hawaiian or Pacific Islander										
Two or More Races										
White	--	--	--	--	--	--	--	--	--	--
English Learners	50	49	98	2	10.2	50	49	98	2	4.08
Foster Youth										
Homeless										
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	301	288	95.68	4.32	37.15	301	287	95.35	4.65	16.38
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	67	62	92.54	7.46	3.23	67	61	91.04	8.96	1.64

Note: 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 Grade Eleven						
Percentage of Students Meeting or Exceeding the State Standards						
	SPHS		**SPUSD**		**CA**	
	20-21	21-22	20-21	21-22	20-21	21-22
English-Language Arts/Literacy	N/A	38	N/A	30	N/A	47
Mathematics	N/A	16	N/A	16	N/A	33

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

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.

ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAAA.

The "Percent Met and Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e. achieved Level 3 - Alternate) on the CAA's divided by the total number of students who participated in both assessments.

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**	
	20-21	21-22	20-21	21-22	20-21	21-22
Science (Grades 5, 8, & 10)	NT	18.09	NT	14.33	28.72	29.47

Note: For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

about school activities, schedules, curriculum, graduation requirements, committee meetings, and announcements are available on the school's website and mailings. Santa Paula High uses ParentSquare 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. The District Twitter, Instagram, and SPHS Athletics Twitter announce important information and upcoming events. 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 diagnostic 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 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, Santa Paula High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf/.

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. The following campus repair or improvement projects were planned (or completed) for the school site:

2021-22 Campus Improvements:
- Campus-wide electrical upgrade
- Installation of new HVAC equipment at various classrooms
- Modernization of the 600 wing
- Installation of six hydration stations
- Press box rollup doors and painting
- Room 105 table, casework and sink upgrades
- New window coverings for windows of 400 wing
- Exterior painting project for buildings south of Cardinal Way

2022-23 Planned Improvements:
- Installation of air conditioning at various classrooms
- Voluntary seismic retrofit of the McMahan Gym
- Ongoing modernization of the 600 wing
- Exterior painting project at NE quadrant of campus

California Physical Fitness Test Results

2021-22

	% of Students Tested				
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level Ninth	83.0%	82.0%	83.0%	82.0%	84.0%

Note: Due to changes to the 2021-22 Physical Fitness Test administration, only participation results are required for these five fitness areas.

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.

Campus Description

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)	5 sets
Auditorium	1
Snack Bar	1
Band Room	1
Cafeteria	1
Career Center	1
Computer Lab(s)	3
Gym with Weight Room, Team Rooms, Cardio Room & Athletic Trainer Room	1
Library	1
Sports Stadium	1
Swimming Pool	1
Engineering Lab	1
Student Store	1
Satellite Kitchen	1

Note: Bryden gym was lost due to December 2022 fire and has been demolished.

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 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 have on their person 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 December 2022.

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.

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 district's maintenance staff. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

Two day and six 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.

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 November 18, 2022. 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 2021-22 school year, 100% of restrooms were fully operational and available to students at all times.

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.

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. Celebrations 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. Students who are UC a-g and have received college acceptance are recognized at the end of the year. 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.

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:

AVID Club
California Scholastic Federation (CSF)
Cancer Crushers
Cardinal Film Club
Chess Club
Choir
Dungeons & Dragons
Gender Equality Club
Interact
Junior State of America (JSA)
Key Club
Leo Club
MECHA
Medusa Book Club
MESA
Mock Trial
National Honor Society
Robotics Club
Society of Women Engineers
SPHS Dance

Suspensions and Expulsions

	SPHS			SPUSD			CA		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Suspensions	5.14%	0.06%	4.99%	5.66%	0.02%	3.17%	0.00%	0.20%	N/A
Expulsions	0.00%	0.00%	0.21%	0.04%	0.00%	0.07%	0.00%	0.00%	N/A

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

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions & Expulsions by Student Group (2021-22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.99%	0.21%
Female	2.91%	0.11%
Male	6.86%	0.30%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	5.06%	0.22%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	9.18%	0.25%
Foster Youth	0.00%	0.00%
Homeless	4.31%	0.00%
Socioeconomically Disadvantaged	5.37%	0.25%
Students Receiving Migrant Education Services	2.70%	0.00%
Students with Disabilities	6.95%	0.30%

School Facility Good Repair Status

Item Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Inspection Date: November 18, 2022				
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			300 Wing - Replace missing light lens cover of exterior soffit lights
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			

Overall Summary of School Facility Good Repair Status

	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Students Encouraging Social Political &
  Environmental Action (SESPEA)
Travel Club
Theater Club
Wildlife Conservation Club

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. Close monitoring of course grades, behavior, and student credit completion help identify those students most at risk of not earning their high school diploma. At the end of each grading period, parents are notified of any student who has multiple D's or F's. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, strategic math intervention (before and after school), social-emotional and behavioral interventions, 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, subject specific before and after school tutoring or Saturday school, concurrent enrollment in community college, and referral to the alternative 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 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 truancies. 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.

The table in this report includes information for the school site, district and State on dropouts and graduation rates. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at http://dq.cde.ca.gov/dataquest/.

Chronic Absenteeism by Student Group (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1885	1825	492	27
Female	893	866	255	29.4
Male	991	958	236	24.6
American Indian or Alaska Native	1	1	1	100
Asian	4	4	0	0
Black or African American	3	2	1	50
Filipino	2	2	2	100
Hispanic or Latino	1818	1765	478	27.1
Native Hawaiian or Pacific Islander	2	2	0	0
Two or More Races	4	3	0	0
White	51	46	10	21.7
English Learners	403	393	123	31.4
Foster Youth	2	1	0	0
Homeless	116	113	36	31.9
Socioeconomically Disadvantaged	1582	1545	435	28.2
Students Receiving Migrant Education Services	37	36	6	16.7
Students with Disabilities	331	317	119	37.5

Dropout and Graduation Rates (Four-Year Cohort Rate)			
	SPHS		
	18-19	19-20	20-21
Dropout Rate (%)	3.1	1.3	2.9
Graduation Rate (%)	94.9	97.8	90.5
	SPUSD		
Dropout Rate (%)	3.6	1.9	2.8
Graduation Rate (%)	92.8	94.4	89.8
	CA		
Dropout Rate (%)	9	8.9	2
Graduation Rate (%)	84.5	84.2	83.7

Class Size Distribution

The Class Size 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				
	2019-20			
Subject	Average Class Size	Number of Classes* 1-22	23-32	33+
English	28.0	16	15	30
Math	29.0	9	18	28
Science	30.0	5	20	23
Social Science	28.0	9	22	17
	2020-21			
English	25.0	17	54	
Math	24.0	22	46	1
Science	25.0	18	43	1
Social Science	24.0	17	42	
	2021-22			
English	24.0	24	24	25
Math	25.0	19	35	13
Science	26.0	16	27	17
Social Science	23.0	28	24	16

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.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Santa Paula High School for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Curriculum & Instruction

School Leadership

Leadership at Santa Paula High is shared among the administrative team, teaching staff, and parents. The Principal's Site Cabinet is comprised of the principal, three assistant principals, ASB, the Athletic Director, and other leadership members. 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. Daniel Guzman oversees athletics, student activities, the ELL program, school operations for maintenance and facilities, and school safety and campus operations. Mrs. Betsy Chavez oversees the counseling department, master schedule, advanced placement, summer school and enrollment, UC a-g, and is also the SAT/PSAT/ACT testing coordinator. Mr. Ken Nishiya oversees the Special Education program, the College & Career Readiness Program, and MTSS. All assistant principals oversee assigned

departments for curriculum and instruction. Principal Elizabeth Garcia oversees the Career Technical Education (CTE) pathways through Ventura County Innovates, dual enrollment, and GFSF (College & Career Program). Ms. Lena Timrott is the Director of Activities and is responsible for student leadership programs, clubs, rallies, graduation ceremonies, improving school culture and engagement, and assemblies. Mrs. Kelley Payne is the school's Athletic Director.

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 and to provide instructional leadership to their departments. 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 2021-22 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:

- Academic Conversations
- Anti-Bullying
- Child Abuse Prevention
- English Language Development
- Google Classroom Training
- Professional Learning Communities (PLCs)
- Restorative Justice
- Safety
- Sexual Harassment
- Social Emotional Learning
- Technology

During the 2020-21, 2021-22, and 2022-23 school years, Santa Paula Unified School District provided the following staff development training:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement	
2020-21	0 days
• Accessing MDTP Online Platform	
• BIOZONE eBooks Training Session	
• CALLI	
• CTE - AME Course Adaptation Collaboration	
• English Language Arts (My Perspectives)	
• CTE - Education, Child Development and Family Course Adaptation Collaboration	
• CTE - Engineering and Architecture Course Adaptation Collaboration	
• CTE - Health Science & Medical technology Course Collaboration	
• CTE - Public Service Course Adaptation Collaboration	
• Edgenuity Training	
• iLit Training	
• Learning Management Platforms (Google Enterprise)	
• Mathematics (Strategies for Synchronous Sessions and Social Distanced Classrooms, Strategies for Asynchronous Learning, Get More Math)	
• History/Social Science (California Impact Program and Technology Overview)	
• Science (Pear Deck 101)	
• Virtual Training on Using Zoom & Google Classroom	
• World Languages (Setting up Your Online Course, Establishing Norms and Positive Relationships, Creating Video Content, What to Do Day 1 / Week 1 / Month 1	
2021-22	0 days
•Health Adoption	
•Curriculum Development for Agricultural Business	
•MDTP Overview	
•College (AVID) Tutor Training	
•CPM Teacher Support Training	
•English Language Development	
2022-23	0 days
• CORE Learning - Literacy Services	
• CGI Math - Teacher Learning Center	
• Report Card Entry Training for Q	
• EL Shadowing	

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.

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 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 August 24, 2022, 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 2022-23:02 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 2020-2021 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.

Santa Paula Unified School District utilizes supplemental materials in addition to the science textbooks in order to meet state standards.

Specialized Instruction

All curriculum and instruction are aligned to the California State Standards approved by the State Board of Education. Every student receives access to a rigorous, well-balanced standards-aligned curriculum. The district provides chromebooks and laptops to all students as part of a 1:1 technology initiative and supports the utilization of Google suite to enhance student learning. 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 students are mainstreamed into the general education classroom as appropriate based upon their IEP (Individual Education Plan). Each student is assigned a case manager to oversee the implementation of the IEP. Special Education includes a continuum of services to be provided to each student in the least restrictive learning environment. The special education program ensures that students with disabilities have access to core curriculum and educational opportunities in light of their individual unique needs.

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.

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				
2008	*	Holt, Rinehart, Winston: *Literature and Language Arts*		0%
2018	*	Pearson: My Prespectives (ELA) ELD Companion (ELD)		0%
Math				
2008	*	McDougal Littell: *Pre-Algebra*		0%
2008	*	McDougal Littell: *Algebra I*		0%
2008	*	McDougal Littell: *Algebra II*		0%
2008	*	McDougal Littell: Geometry		0%
2008	*	McGraw Hill: *Financial Math*		0%
2008	*	John Wiley & Sons: *Statistics CP*		0%
2011	*	Bedford Freeman Worth Publishing Group: *Statistics AP*		0%
2012	*	Addison-Wesley: *Pre-Calculus*		0%
2013	*	W.H. Freeman and Co.: *Calculus*		0%
2016	*	CPM: Math Integrated 1-3		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%
2008	*	Pearson: *Anatomy*		0%
2010	*	McGraw-Hill: *Zoology*		0%
2014	*	W.H. Freeman and Co.: *Environmental AP*		0%
Social Science				
2019	*	McGraw Hill: *World History*		0%
2019	*	McGraw Hill: *American Government*		0%
2019	*	McGraw Hill: *Economics*		0%
2019	*	National Geographic: *US History*		0%
2011	*	Pearson Prentice Hall: *Criminal Justice*		0%
2008	*	Houghton Mifflin: *AP US History*		0%
2014	*	Worth Publishing: *Psychology CP*		0%
2015	*	Cengage Learning: *Psychology AP*		0%
2014	*	Pearson Prentice Hall: *Sociology*		0%
Foreign Language				
2018	*	EMC: ¡Que Chevere! (Level 3-4) Heritage Language Speakers		0%
2018	*	Vista Higher Learning: Temas (Spanish AP)		0%
2016	*	Vista Higher Learning: Descubre Level 1, 2 & 3		0%
Health				
2022	*	McGraw Hill: Glencoe Health		0%

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
- 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)
- Mental Health Counselor
- Migrant Education
- Outreach
- Peer Mentoring
- Restorative Justice Facilitator and Interns
- SART
- Saturday School Intervention
- Small Group Support Sessions
- Social Emotional Counselor
- SST Process
- Subject Specific Before School, After School, Saturday & Evening Tutoring
- Summer Advancement Academy
- Summer School
- Wellness Center with Wellness Coordinator

Professional Staff

Teacher Preparation and Credentials

The charts below identify the number of teachers at Santa Paula High School, Santa Paula Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also reports Santa Paula High School's information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.8	
Misassignments	0.8	
Vacant Positions	0	
Total Teachers Without Credentials and Misassignments	2.7	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1	
Local Assignment Options	0.3	
Total Out-of-Field Teachers	1.3	

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.5	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.5	

Note: For more information, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	64.7	90.2	208.2	90.65	228366.1	83.12
Intern Credential Holders Properly Assigned	1	1.39	1	0.44	4205.9	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.7	3.76	6.9	3.04	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.3	1.92	3.2	1.4	12115.8	4.41
Unknown	1.9	2.69	10.2	4.47	18854.3	6.86
Total Teaching Positions	71.7	100	229.7	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

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.

Academic Counselors and Other Support Staff 2021-22	No. of Staff	FTE*
Academic Counselors	5	5.0
Campus Security Officers	6	6.0
Health Technician	1	1.0
Psychologist	3	3.0
Speech & Language Specialist	1	1.0
Nurse	As needed	
Wellness Coordinator	1	0.5
District Mental Health Counselor	As needed	
Intervention Counselor	1	1.0
College and Career Technician	1	1.0
School Resource Officer	1	1.0
Athletic Trainer	1	1.0
Speech & Language Pathologist	1	1.0
Library Textbook Tech	1	1.0
Librarian	As needed	
Speech & Language Pathology Assistant	1	1.0

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.

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).

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/.

Enrollment in and Completion of UC/CSU-Required Courses	%
2021-22 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	99.04
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	35.54

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 2021-22, 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 2021-22	No. of AP Courses Offered*
English	8
Math	2
Science	2
Social Science	11
Totals	25

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
• Agriscience
• Cyber Security
• Education & Child Development/Human Services
• Digital Visual and Media Arts
• Engineering Design & Robotics
• Game Design
• Health Patient Care
• Informational Tech & Game Design (CyberSecurity)
• Performing Arts & Event Production
• 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.

2021-22 California Partnership Academies
• Agriculture
• Human Services, Education & Child Development

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/.

Career Technical Education Program Participation 2021-22	
Total Number of Students Participating in CTE Programs	743
Percentage of Students Completing a CTE Program and Earning a High School Diploma	54.9%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

SARC Data

DataQuest

DataQuest is an online data tool located at https://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. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

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 2020-21 school year, Santa Paula Unified School District spent an average of $15,077 of total general funds to educate each student (based on 2020-21 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/ and 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 2020-21		
	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	52,425	48,503
Mid-Range Teacher Salary	77,630	74,912
Highest Teacher Salary	98,428	100,321
Average Principal Salaries:		
Elementary School	126,001	122,160
Middle School	130,642	127,632
High School	144,686	137,578
Superintendent Salary	220,000	198,665
Percentage of Budget For:		
Teacher Salaries	31.03	31
Administrative Salaries	5.35	6

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 2020-21					
	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	8,668	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,776	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,892	7,630	90.3%	0	#DIV/0!
Average Teacher Salary	77,423	81,573	N/A	0	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 2020-21 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

- Agricultural Career Technical Education Incentive
- After School Education & Safety (ASES)
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III
- Tobacco Use Prevention Education

BYLAWS
SCHOOL SITE COUNCIL
Preamble

In order to encourage school improvements through a collaborative decision-making process within the school community and to effectively meet the educational, personal, and career needs of every student in a timely and effective manner, we adopt these Bylaws.

ARTICLE I - Name of Council

The name of this council shall be the Santa Paula High School Site Council.

ARTICLE II - Role of Council

The School Improvement Plan titled Single Plan for Student Achievement (SPSA), including a budget, shall be developed and recommended by the School Site Council. The School Site Council, following approval of a plan by the school district governing board, shall have ongoing responsibility to review the plan with parents, teachers, other school personnel, and the school community. Implementation of the school plan shall include modifications that result from staff review of programs and achievement, data from achievement tests, program improvement status as well as any other findings from review teams. Additionally, the school program shall be assessed periodically based on criteria that show significant improvements for special needs populations over previous years. Specific changes to the plan or budget shall be developed, recommended, and approved or disapproved in the same manner.

This section of the bylaws shall in no way be construed as giving the School Site Council a power of veto over any education program. The council shall be an advising and collaborating council in order to further the purpose of education and specific purpose of these bylaws.

In the absence of written consent, no council member shall be required to provide any sum of money, property or service, other than the services described herein, to the School Site Council. The council shall carry out all other duties and responsibilities assigned to it in the Education Code of the State of California.

ARTICLE III - Members
Section 1 – Size and Composition

The School Site Council shall be composed of a minimum of 12 members, ensuring that there is parity according to the definition below.

All consolidated programs require that the membership of the *SSC* consists of the following members who were nominated and selected by their peers:

In secondary schools, half of the members are the principal, classroom teachers, and other school personnel; half are student and parents. Classroom teachers are majority of the first group; students make up one-half of the second group. A 50 percent, 50 percent ratio shall be maintained if additional members are elected.

Council members representing parents and/or community members may be employees of the school district but may not serve as parent representative at the site of employment.

<div align="center">Section 2 - Term of Office</div>

All members of the council shall be selected and serve for a two-year term.

However, in order to achieve staggered membership, one-half, or the nearest approximation thereof, of the members representing parents (and students) or community members and one-half, or the nearest approximation thereof, of the members and students representing teachers and other school personnel (except the principal) shall serve for a one-year term only during the first year of the council's existence. After the first year of the council's existence, all terms shall be two years in length. At the first regular meeting of the council, a chance method shall be used to determine which members shall serve one-year terms. At the conclusion of a member's term, at least one year shall elapse before such member may be selected to a new term.

<div align="center">Section 3 – Voting Rights</div>

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the council. The elected alternate shall vote in the absence of the representative. Absentee ballots shall not be permitted.

<div align="center">Section 4 – Termination of Membership</div>

A member shall no longer hold membership should he or she cease to be a resident of the area or no longer meets the membership requirements under which he or she was selected. Membership shall automatically terminate for any member who is absent from all regular meetings or a period of three consecutive months. The council, by affirmative vote of two-thirds of all of the members, can suspend or expel a member.

<div align="center">Section 5 – Transfer of Membership</div>

Membership in the School Site Council is not transferable or assignable.

<div align="center">Section 6 – Resignation</div>

Any member may resign by filing a written resignation with the principal of the school.

<div align="center">Section 7 – Vacancy</div>

Any vacancy on the council shall be filled for the remainder of the school year by appointment by the chairperson. If the unexpired term is for another full year thereafter, the term for that year shall be filled by the regular selection process.

<div align="center">ARTICLE IV – OFFICERS
Section 1 – Officers</div>

The officers of the School Site Council shall be a chairperson, vice-chairperson, secretary, and such other officers as the council may deem desirable.

<div align="center">Section 2 – Election and Term of Office</div>

The officers of the School Site Council shall be selected annually and shall serve for two years or until each successor has been elected.

<div align="center">Section 3 – Removal</div>

Any officer may be removed by a two-thirds vote of all members sitting on the School Site Council whenever, in the judgement of the council, the best interest of the council would be served thereby.

<div align="center">Section 4 – Vacancy</div>

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall, by special election, be filled by the School Site Council for the unexpired portion of the term.

<div align="center">Section 5 – Chairperson</div>

The chairperson shall preside at all meetings of the School Site Council and may sign all letters, reports, and other communications of the School Site Council. In addition, the chairperson shall perform all duties incident to the office of chairperson and such other duties as may be prescribed by the School Site Council.

<div align="center">Section 6 – Vice-Chairperson</div>

The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence, and the vice-chairperson shall perform such other duties as may be assigned by the chairperson or by the School Site Council.

<div align="center">Section 7 – Secretary</div>

The secretary shall keep the minutes of the meetings, both regular and special, of the School Site Council and shall:

- Promptly transmit to each of the members, to the principal, and to such other persons as the council may deem, true and correct copies of the minutes of such meetings;
- See that all notices of all meetings are duly given to the members in accordance with the provisions of these bylaws;
- See that agendas are posted in a location accessible to parents 72 hours in advance of a meeting;
- Be custodian of the School Site Council records; keep a register of the address and telephone number of each member of the School Site Council which shall be furnished to the secretary by such member; and, in general,
- Perform all duties incident to the office of secretary and such other duties as may be assigned to the office by the chairperson or by the School Site Council.

ARTICLE V – Committees
Section I – Standing and Special Committees

The School Site Council may establish and abolish such standing or special committees as it may desire. No standing or special committee may exercise the authority of the School Site Council.

Section 2 – Membership

Unless otherwise determined by the School Site Council in its decision to establish a committee, the chairperson of the School Site Council shall appoint members to the various committees.

Section 3 – Term of Office

Each member of a committee shall continue as such for the term of his or her appointment and until his or her successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

Section 4 – Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the School Site Council or with policies of the governing board.

Section 5 – Quorum

Unless otherwise provided in the decision of the School Site Council designating a committee, a majority of the committee shall constitute a quorum, and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 6 – Vacancy

A vacancy in the membership of any committee will be filled in the same manner as provided in the case of the original appointment.

ARTICLE VI – Meetings of the School Site Council
Section 1 – Regular Meetings

The School Site Council shall meet regularly with dates set by the SSC members.

Section 2 – Special Meetings

Special meetings may be called by the chairperson or by majority vote of the School Site Council.

Section 3 – Place of Meetings

The School Site Council shall hold its regular meetings and its special meetings in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.

Section 4 – Notice of Meetings

Public notice of all meetings shall be given and agendas posted 72 hours in advance in a place accessible to the entire school community and parents. Any change in the established date, time, or location, must be given special notice. All special meetings shall be publicized. Any required notice shall be in writing, shall state the day, hour, and location of the meeting, and shall be delivered either personally or by mail to each member not less than seventy-two hours or more than two weeks prior to the date of such meeting.

Section 5 – Decisions of the School Site Council

All decisions of the School Site Council shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance.

Section 6 – Quorum

The presence of 51 percent of the total membership shall be required in order to constitute a quorum necessary for the transaction of the business of the School Site Council. No decision of the School Site Council shall be valid unless a majority of the members then holding office concur therein by their votes.

Section 7 – Conduct of Meetings

All regular and special meetings of the School Site Council shall be conducted in accordance with Robert's Rules of Order or in accordance with an appropriate adaptation thereof.

Section 8 – Meetings Open to the Public

All regular and special meetings of the School Site Council and of its standing or special committees shall be open at all times to the public.

ARTICLE VII – Amendments

These bylaws may be amended at any time by a two-thirds affirmative vote of the members of the council, provided that the amendment is used to further the purpose of the council as herein expressed. Any amendments must conform with the Education Code of the State of California.

In witness thereof, the Santa Paula High School Site Council has caused these bylaws to be duly executed on the ___ of October, 2015.

Name of School Site Council Chairperson: _____

Signed: _____