



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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

Parent Involvement

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 CAA.

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.

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).

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.

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/cal/.

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/pfi/.

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					
Grade Level	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
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	
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.

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%

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
Suspensions	5.14%	0.06%	4.99%	5.66%	0.02%	3.17%	0.00%	0.20%
Expulsions	0.00%	0.00%	0.21%	0.04%	0.00%	0.07%	0.00%	0.00%

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.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: November 18, 2022	Good	Fair	Poor	Repair Needed and Action Taken or Planned
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, Rtl 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		
	18-19	19-20	20-21
Dropout Rate (%)	3.6	1.9	2.8
Graduation Rate (%)	92.8	94.4	89.8
	CA		
	18-19	19-20	20-21
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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Health Adoption • Curriculum Development for Agricultural Business • MDTP Overview • College (AVID) Tutor Training • CPM Teacher Support Training • English Language Development 	
2022-23	0 days
<ul style="list-style-type: none"> • 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: <i>Literature and Language Arts</i>	0%
2018	*	Pearson: <i>My Prespectives (ELA) ELD Companion (ELD)</i>	0%
Math			
2008	*	McDougal Littell: <i>Pre-Algebra</i>	0%
2008	*	McDougal Littell: <i>Algebra I</i>	0%
2008	*	McDougal Littell: <i>Algebra II</i>	0%
2008	*	McDougal Littell: <i>Geometry</i>	0%
2008	*	McGraw Hill: <i>Financial Math</i>	0%
2008	*	John Wiley & Sons: <i>Statistics CP</i>	0%
2011	*	Bedford Freeman Worth Publishing Group: <i>Statistics AP</i>	0%
2012	*	Addison-Wesley: <i>Pre-Calculus</i>	0%
2013	*	W.H. Freeman and Co.: <i>Calculus</i>	0%
2016	*	CPM: <i>Math Integrated 1-3</i>	0%
Science			
2014	*	It's About Time: <i>Global Science</i>	0%
2008	*	McGraw-Hill Glencoe: <i>Biology CP</i>	0%
2013	*	McGraw Hill: <i>Biology AP</i>	0%
2015	*	It's About Time: <i>Chemistry</i>	0%
2014	*	It's About Time: <i>Physics</i>	0%
2008	*	Pearson: <i>Anatomy</i>	0%
2010	*	McGraw-Hill: <i>Zoology</i>	0%
2014	*	W.H. Freeman and Co.: <i>Environmental AP</i>	0%
Social Science			
2019	*	McGraw Hill: <i>World History</i>	0%
2019	*	McGraw Hill: <i>American Government</i>	0%
2019	*	McGraw Hill: <i>Economics</i>	0%
2019	*	National Geographic: <i>US History</i>	0%
2011	*	Pearson Prentice Hall: <i>Criminal Justice</i>	0%
2008	*	Houghton Mifflin: <i>AP US History</i>	0%
2014	*	Worth Publishing: <i>Psychology CP</i>	0%
2015	*	Cengage Learning: <i>Psychology AP</i>	0%
2014	*	Pearson Prentice Hall: <i>Sociology</i>	0%
Foreign Language			
2018	*	EMC: ¡Que Chevere! (Level 3-4) Heritage Language Speakers	0%
2018	*	Vista Higher Learning: <i>Temas (Spanish AP)</i>	0%
2016	*	Vista Higher Learning: <i>Descubre Level 1, 2 & 3</i>	0%
Health			
2022	*	McGraw Hill: <i>Glemcoe Health</i>	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