



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

Dr. David Keys, Principal

SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2022-23 ACTIVITY PUBLISHED IN 2023-24

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 2022-23 school year, the District served 4,853 students in grades TK-12. The demographic composition of the student body included 17.5% students identified with a disability, 34.1% qualifying for English learner support, 77.9% enrolled in the Free or Reduced Price Meal program, 0.6% migrant, 0.1% foster youth, and 7.1% 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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EL Services & Community Engagement

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Classified Human Resources

Contents

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

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section and for the facilities section was acquired in November 2023.

Santa Paula High School

During the 2022-23 school year, Santa Paula High served 1,708 students in grades 9-12. Student enrollment included 22.2% qualifying for English learner support, 17.4% students identified with a disability, 71.7% enrolled in the Free or Reduced Price Meal program, 0.5% migrant, and 5.4% homeless youth.

Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	47.0%	Grade 9	425
Male	53.0%	Grade 10	441
Non-Binary	0.1%	Grade 11	465
American Indian or Alaskan Native	0.0%	Grade 12	377
Asian	0.2%		
Black or African American	0.1%		
Filipino	0.2%		
Hispanic or Latino	96.4%		
Native Hawaiian or Pacific Islander	0.1%		
Two or More Races	0.3%		
White	2.6%		
English Learners	22.2%		
Foster Youth	0.0%		
Homeless	5.4%		
Migrant	0.5%		
Socioeconomically Disadvantaged	71.7%	Total Enrollment	1,708
Students with Disabilities	17.4%		

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)

2022-23					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	1234	771	62.48	37.52	18.31
Female	579	362	62.52	37.48	17.45
Male	655	409	62.44	37.56	19.07
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	1189	742	62.41	37.59	17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	34	24	70.59	29.41	58.33
English Learners	227	123	54.19	45.81	0.81
Foster Youth	--	--	--	--	--
Homeless	75	47	62.67	37.33	10.64
Military	--	--	--	--	--
Socioeconomically Disadvantaged	866	540	62.36	37.64	17.25
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	195	125	64.1	35.9	4.84

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)

2022-23

	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	441	430	97.51	2.49	45.12	441	430	97.51	2.49	16.05
Female	209	204	97.61	2.39	53.43	209	204	97.61	2.39	14.71
Male	232	226	97.41	2.59	37.61	232	226	97.41	2.59	17.26
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	422	412	97.63	2.37	44.17	422	412	97.63	2.37	14.32
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	14	14	100	0	71.43	14	14	100	0	64.29
English Learners	82	78	95.12	4.88	8.97	82	77	93.9	6.1	0
Foster Youth										
Homeless	25	24	96	4	29.17	25	23	92	8	4.35
Military										
Socioeconomically Disadvantaged	314	304	96.82	3.18	41.78	314	304	96.82	3.18	13.82
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	74	71	95.95	4.05	11.27	74	71	95.95	4.05	4.23

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

Double dashes (--) appear in the table when the number of students is ten or fewer, 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	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	38	45	30	29	47	46
Mathematics	16	16	16	18	33	34

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ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA 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	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	18.09	18.15	14.33	14.59	29.47	30.29

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Double dashes (--) appear in the table when the number of students is ten or fewer, 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 receive scores.

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/pfl/.

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:

2022-23 Improvements:

- Installation of air conditioning at various classrooms
- Voluntary seismic retrofit of the McMahan Gym (Completion in 2023-24)
- Ongoing modernization of the 600 wing (Completion in 2023-24)
- Exterior painting project at NE quadrant of campus (Completion 2023-24)
- Installation of new windows for Rooms 200, 202, 204 and 206
- Restriping on two pickleball courts
- Electrification of both drive gates on 5th Street

2023-24 Planned Improvements:

- Modernization of the existing library
- Installation of air conditioning at the snack bar
- New windows at the east side of the lower courts
- New windows at the south elevation of administration and Rooms 107, 109, 111, 113, 203, 207, 114, 116 and 118

California Physical Fitness Test Results

2022-23

Grade Level	% of Students Tested				
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Ninth	93.8%	93.8%	93.1%	94.3%	95.2%

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

Double dashes (--) appear in the table when the number of students is ten or fewer, 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

- Installation of air conditioners at numerous classrooms
- Abatement and new flooring at Room 126
- Abatement at 204/206 storage area

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 Fall 2023.

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 October 30, 2023. 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 2022-23 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
- Students Encouraging Social Political & Environmental Action (SESPEA)
- Travel Club
- Theater Club
- Wildlife Conservation Club

Suspensions and Expulsions

	SPHS			SPUSD			CA		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspensions	0.06%	4.99%	5.25%	0.02%	3.17%	4.99%	0.20%	4.52%	N/A
Expulsions	0.00%	0.21%	0.17%	0.00%	0.07%	0.12%	0.00%	0.21%	N/A

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

Suspensions & Expulsions by Student Group (2022-23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.25%	0.17%
Female	3.98%	0.12%
Male	6.39%	0.21%
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	5.28%	0.18%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	7.48%	0.50%
Foster Youth	0.00%	0.00%
Homeless	12.07%	0.86%
Socioeconomically Disadvantaged	5.80%	0.22%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	7.24%	0.00%

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

School Facility Good Repair Status

Item Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Inspection Date: October 30, 2023				
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

Overall Summary	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.

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 and Graduation Rates (Four-Year Cohort Rate)			
	SPHS		
	19-20	20-21	21-22
Dropout Rate (%)	3.1	1.3	3.4
Graduation Rate (%)	94.9	97.8	90.1
	SPUSD		
Dropout Rate (%)	3.6	1.9	3.5
Graduation Rate (%)	92.8	94.4	90.1
	CA		
Dropout Rate (%)	8.9	7.8	4.3
Graduation Rate (%)	84.2	87.0	90.0

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students

Chronic Absenteeism by Student Group (2022-23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1770	1744	397	22.8
Female	830	819	198	24.2
Male	939	924	198	21.4
Non-Binary	1	1	1	100
American Indian or Alaska Native				
Asian	4	4	0	0
Black or African American	3	3	2	66.7
Filipino	3	3	1	33.3
Hispanic or Latino	1704	1680	379	22.6
Native Hawaiian or Pacific Islander	2	2	0	0
Two or More Races	5	5	2	40
White	49	47	13	27.7
English Learners	401	393	108	27.5
Foster Youth	1	1	0	0
Homeless	116	112	34	30.4
Socioeconomically Disadvantaged	1344	1324	332	25.1
Students Receiving Migrant Education Services	15	15	3	20
Students with Disabilities	304	296	103	34.8

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

Graduation Rate by Student Group (Four-Year Cohort Rate) (2022-23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	354	319	90.1
Female	164	155	94.5
Male	190	164	86.3
Non-Binary			
American Indian or Alaska Native			
Asian	--	--	--
Black or African American			
Filipino			
Hispanic or Latino	346	312	90.2
Native Hawaiian or Pacific Islander			
Two or More Races			
White	--	--	--
English Learners	74	62	83.8
Foster Youth			
Homeless	61	50	82
Socioeconomically Disadvantaged	333	298	89.5
Students Receiving Migrant Education Services	11	10	90.9
Students with Disabilities	63	46	73

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

For more information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

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."

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

2020-21				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
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
2022-23				
English	22.0	35	22	25
Math	24.0	24	27	19
Science	24.0	23	21	17
Social Science	20.0	34	30	12

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

Curriculum & Instruction

School Leadership

Leadership at Santa Paula High is shared among the administrative team, teaching staff, and parents. The Principal's Site Cabinet is comprised of the principal, three assistant principals, ASB, the Athletic Director, and other leadership members. Principal Dr. David Keys 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. All assistant principals oversee assigned departments for curriculum and instruction. Principal Dr. David Keys oversees the Career Technical Education (CTE) pathways through Ventura County Innovates, dual enrollment, and GFSF (College & Career Program). Ms. Lena Nash 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 2022-23 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:

- 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 (SEL)
- 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
- 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
- 5 Star Student Attendance Intervention
- Improved Instruction and Data Collection

During the 2021-22, 2022-23, and 2023-24 school years, Santa Paula Unified School District provided the following staff development training:

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

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 	
2023-24	2 days
<ul style="list-style-type: none"> • Project Based Learning with Trevor Muir • Active Intruder Training 	

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 September 27, 2023, 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 2023-24:2 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 2023-24 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.

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: My Perspectives (ELA) ELD Companion (ELD)	0%
	*	California State University: ERWC (Online)	0%
Math			
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%
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%
	*	GW: <i>Anatomy CTE</i>	0%
	*	McGraw Hill: <i>Sports Medicine</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%
	*	BFW: <i>AP US History</i>	0%
	*	Cengage: <i>Euro History AP</i>	0%
	*	Cengage: <i>AP American Government</i>	0%
Foreign Language			
2023	*	Carnegie Learning: <i>En Alta Voz 1, 2</i>	0%
2018	*	Vista Higher Learning: <i>Temas (Spanish AP)</i>	0%
2016	*	Vista Higher Learning: <i>Senderos Level 1, 2 & 3</i>	0%
Health			
2022	*	McGraw Hill: <i>Glemcoe Health</i>	0%

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.

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	0
Misassignments	0.8	3.8
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	2.7	3.8

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	0
Local Assignment Options	0.3	0.5
Total Out-of-Field Teachers	1.3	0.5

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	5.7
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	1.4

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)	70.3	90.62	213.6	89.46	234405.2	84
Intern Credential Holders Properly Assigned	1.3	1.74	2.8	1.19	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.8	4.95	12.8	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	0.64	2.2	0.93	11953.1	4.28
Unknown	1.5	2.02	7.2	3.03	15831.9	5.67
Total Teaching Positions	77.6	100	238.7	100	279044.8	100

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

2022-23

	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

	%
2022-23 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	98.77
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	46.92

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 2022-23, 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 10th Annual Honor Roll. The honor roll consists of the 250 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/media/pdf/ap-district-honor-roll-10th-annual.pdf>.

Advanced Placement (AP) Courses 2022-23

	No. of AP Courses Offered*
Art	1
English	6
Foreign Language	1
Math	2
Science	3
Social Science	8
Totals	21

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.

2022-23 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 2022-23	
Total Number of Students Participating in CTE Programs	710
Percentage of Students Completing a CTE Program and Earning a High School Diploma	47.4%
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 2021-22 school year, Santa Paula Unified School District spent an average of \$18,320 of total general funds to educate each student (based on 2021-22 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 2021-22		
	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	54,882	50,875
Mid-Range Teacher Salary	81,268	79,761
Highest Teacher Salary	102,666	103,045
Average Principal Salaries:		
Elementary School	126,001	128,154
Middle School	130,642	131,774
High School	144,686	142,676
Superintendent Salary	220,000	211,462
Percentage of Budget For:		
Teacher Salaries	30.76	30.11
Administrative Salaries	4.87	5.49

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

Expenditures Per Pupil and School Site Teachers Salaries

2021-22

Expenditures Per Pupil	Dollars Spent Per Student				
	SPHS	SPUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	10,490	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,128	N/A	N/A	N/A	N/A
Unrestricted (Basic)	8,362	9,246	90.4%	7,607	121.6%
Average Teacher Salary	85,186	85,611	N/A	81,984	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 2021-22 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

- A-G Completion Grant
- Agricultural Career Technical Education Incentive
- After School Education & Safety (ASES)
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Nutrition: Kitchen Infrastructure Upgrade Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Education Protection Account
- Educator Effectiveness
- Expanded Learning Opportunities Program
- Learning Communities for School Success Program
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III
- Tobacco Use Prevention Education