



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
Daniel Guzman, Principal

SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2023-24 ACTIVITY PUBLISHED IN 2024-25

Principal's Message

Welcome to Santa Paula High School, where the Cardinal tradition of excellence has inspired students, faculty, and the community for over a century. In accordance with Proposition 98, every school in California releases an annual School Accountability Report Card, providing important details about campus life, educational programs, support services, staff, and student progress.

Santa Paula High School is proud of its comprehensive six-year WASC accreditation for 2024-2030, a testament to our commitment to educational quality. As a cornerstone of our community, the school fosters strong connections with the families it serves. Our students and staff actively contribute to local initiatives, including food drives, theater and musical productions, museum projects, and opportunities like job shadowing and internships. These partnerships strengthen both our school and the Santa Paula community.

We invite everyone to visit our historic Campus on the Hill to experience firsthand the vibrant programs and activities that make Santa Paula High School a special part of our community.

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:

Our Goal is to create exciting learning opportunities and options for our students to make them college & career ready and prepare them with 21st century skills and leadership development and SEL skills.

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

- 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 2023-24 school year, the District served 4,808 students in grades TK-12. The demographic composition of the student body included 18.1% students identified with a disability, 31.1% qualifying for English learner support, 80.7% enrolled in the Free or Reduced Price Meal program, 1.2% migrant, 0.1% foster youth, and 7.2% 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

Santa Paula Unified School District

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Board of Trustees

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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 November 2024.

skilled educational team in a safe and supportive learning environment while remaining fiscally responsible.

Santa Paula High School

During the 2023-24 school year, Santa Paula High served 1,659 students in grades 9-12. Student enrollment included 19.6% qualifying for English learner support, 16.5% students identified with a disability, 77.6% enrolled in the Free or Reduced Price Meal program, 0.9% migrant, 0.1% foster youth, and 5.7% homeless youth.

Student Enrollment by Student Group and Grade Level 2023-24			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	49.3%	Grade 9	406
Male	50.7%	Grade 10	414
Non-Binary	0.0%	Grade 11	401
American Indian or Alaskan Native	0.1%	Grade 12	438
Asian	0.1%		
Black or African American	0.1%		
Filipino	0.3%		
Hispanic or Latino	95.7%		
Native Hawaiian or Pacific Islander	0.1%		
Two or More Races	0.4%		
White	3.2%		
English Learners	19.6%		
Foster Youth	0.1%		
Homeless	5.7%		
Migrant	0.9%		
Socioeconomically Disadvantaged	77.6%	Total Enrollment	1,659
Students with Disabilities	16.5%		

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 and guardians are encouraged to get involved in Santa Paula High School's learning community by volunteering their time, attending school events, and/or sharing in the decision-making process. Back to School Night, the Annual Senior Awards Banquet, performing arts programs, School Site Council, Cardinal Night, the Parent Institute for Quality Education (PIQE), and Coffee with the Principal are only a few opportunities for parents and guardians to interact with school staff while supporting their student's academic efforts. The following district organizations provide additional opportunities for SPHS parents/guardians to have input on curricular programs, activities, and financial planning:

- District LCAP Committee
- English Learner Advisory Committee (ELAC)
- District English Language Advisory Committee (DELAC)
- Parent Teacher Student Association (PTSA)
- District School Board Meetings

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

Santa Paula High School ensures clear and accessible school-to-home communication in both English and Spanish. Information about school activities, schedules, curriculum, graduation requirements, and committee meetings is shared through mailings and Parent Square. Parent Square is a versatile platform that keeps parents, guardians, and students informed about events, resources, and alerts, with automatic message translation for multilingual families. It also facilitates two-way communication between teachers and families and includes an integrated

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

	2023-24				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	804	792	98.51%	1.49%	17.93%
Female	382	377	98.69%	1.31%	19.89%
Male	422	415	98.34%	1.66%	16.14%
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	773	761	98.45%	1.55%	16.56%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	23	100.00%	0.00%	60.87%
English Learners	125	121	96.80%	3.20%	0.83%
Foster Youth	--	--	--	--	--
Homeless	51	48	94.12%	5.88%	10.42%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	515	505	98.06%	1.94%	14.85%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	121	116	95.87%	4.13%	3.45%

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)

2023-24

	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	372	367	98.66%	1.34%	47.96%	372	364	97.85%	2.15%	15.66%
Female	178	177	99.44%	0.56%	55.93%	178	176	98.88%	1.12%	14.77%
Male	194	190	97.94%	2.06%	40.53%	194	188	96.91%	3.09%	16.49%
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American										
Filipino										
Hispanic or Latino	359	354	98.61%	1.39%	47.46%	359	351	97.77%	2.23%	14.81%
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--	--
English Learners	60	57	95.00%	5.00%	17.54%	60	56	93.33%	6.67%	1.79%
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	24	23	95.83%	4.17%	52.17%	24	23	95.83%	4.17%	4.35%
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	234	229	97.86%	2.14%	44.10%	234	226	96.58%	3.42%	9.73%
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	55	53	96.36%	3.64%	13.21%	55	52	94.55%	5.45%	0.00%

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	
	22-23	23-24	22-23	23-24	22-23	23-24
English-Language Arts/Literacy	45	48	29	34	46	47
Mathematics	16	16	18	20	34	35

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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	
	22-23	23-24	22-23	23-24	22-23	23-24
Science (Grades 5, 8, & 10)	18.15	17.77	14.59	15.95	30.29	30.73

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.

calendar for upcoming events. Parents can monitor student grades and progress through Parent Square, though progress reports and report cards are also mailed home at regular intervals. Additionally, the District's Facebook, X (formerly Twitter), Instagram, and SPHS Athletics website provide updates on important news and events, while Santa Paula High School's website offers comprehensive information about staff, schedules, programs, and activities.

Beginning in the 2023/24 school year, Santa Paula High School was assigned an outreach specialist. The bilingual outreach specialist plays a vital role in supporting families by reaching out to parents and guardians of students with excessive absences, fostering communication and collaboration to address attendance concerns. Additionally, the specialist coordinates Parent University workshops, offering valuable resources on a range of topics such as student attendance, nutrition, and school safety, empowering families to support their children's success.

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/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:

2023-24 Improvements:

- McMahan Gymnasium seismic retrofit project
- Modernization of the 600 wing
- Snack bar air conditioning installation
- HVAC installation in four rooms of 300 wing, 13, and rooms of 100 & 200 wings, five rooms of 200 & 400 wings, and 11 rooms of 400 wing
- Window installation in three rooms of 100 wing
- Exterior painting project
- Room 126 flooring replacement
- Window installation in six rooms of 100 & 200 wings
- Moisture abatement and repairs in rooms 126 & 213 & rooms 204-206
- Modifications to the kitchen hand sink

2024-25 Planned Improvements:

- Baseball field lighting and fencing project
- HVAC improvements in four classrooms of the 600 wing
- Modernization of the library
- Installation of 33 windows of the 100 & 200 wings

California Physical Fitness Test Results

2023-24

	% of Students Tested				
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Ninth	95.4%	95.4%	95.9%	95.1%	97.0%

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
Gym w/ Weight Room, Team Rooms & Cardio Room	1
Library (Under Construction)	1
Sports Stadium	1
Swimming Pool	1
Engineering Lab	1
Student Store	1
Satellite Kitchen	1

- Installation of 12 windows in rooms 214 & 216
- Roofing replacement project at east side of campus
- Roofing replacement project at McMahan Gymnasium flooring
- Roofing replacement of administration building flat roof
- Perimeter fencing improvements
- Moisture abatement and repairs of rooms 204-206
- Moisture abatement and repairs of counselor's offices
- Warehouse modernization project to include abatement, demo, ceiling drywall and new HVAC
- Three compartment sink installation

Deferred Maintenance

Santa Paula High School had deferred maintenance projects completed in 2023-24 in the amount of \$692,326. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. Deferred maintenance funds were utilized for the following projects: retrofit water filling station; door modifications; exterior painting; roofing projects; termite repairs, soundproofing; and moisture repairs.

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 near 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. These ID badges include each student's scannable ID number. 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.

Santa Paula High School also uses WE Tip, which is an anonymous community report where both students and parents/guardians can share concerns about their community and/or school. These reports include bullying, discrimination/harassment, physical abuse, threat to school or student, vandalism, etc. Additionally, Bark Notifications enable administrators to monitor students' adherence to online safety protocols. Administrators are alerted if/when students are engaged in online activity that reflects bullying, violence, drug/alcohol-related content, depression, sexual content, self-harm or suicidal content, and/or profanity. When administrators are alerted to these online activities they can more readily support students and proactively address any potential safety threats.

Additionally, a combination of security cameras, K9 units, and a dedicated school resource officer ensures comprehensive campus safety and effective supervision at Santa Paula High School. The campus is equipped with 50 strategically

placed security cameras (facial recognition technology), ensuring routine monitoring of key areas to enhance campus safety. These cameras serve as an important tool for maintaining a secure environment, deterring potential incidents, and providing administrators with the ability to quickly address safety concerns as they arise. K9 units are randomly deployed on campus to enhance safety by detecting firearms and controlled substances. These proactive measures help maintain a secure and drug-free learning environment while deterring potential threats. The presence of K9 units underscores the school's commitment to protecting students and staff. The school resource officer (SRO), a trained law enforcement official, plays a crucial role in enforcing safety protocols on campus. The SRO ensures a secure environment by addressing potential safety concerns, supporting emergency preparedness, and fostering positive relationships with students and staff.

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 2024.

All classrooms are equipped with an emergency medical kit, a portable disaster backpack, and a portable toilet. 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.

Three 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, 2024. 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 2024-25 school year, 100% of restrooms were fully operational and available to students at the time of the inspection.

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 (5 Star System) to use positive behavioral approaches, as well as a tiered approach to progressive discipline, 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 as well as presented by the site administration in grade level assemblies. Discipline policies and practices are posted in each classroom and each student is provided with a student planner which outlines discipline policies and expected conduct.

Santa Paula High School has incorporated the 5-Star system to dramatically decrease the number of tardy students on campus, monitors students out of class time, thereby ensuring that students are receiving maximum instructional time in the classroom. 5-Star is a platform designed to track and promote student

Suspensions and Expulsions

	SPHS			SPUSD			CA		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspensions	4.99%	5.25%	5.32%	3.17%	4.99%	4.58%	4.52%	3.60%	N/A
Expulsions	0.21%	0.17%	0.11%	0.07%	0.12%	0.06%	0.21%	0.08%	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 (2023-24)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	5.32%	0.11%
Female	3.93%	0.00%
Male	6.62%	0.22%
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	5.32%	0.12%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	3.33%	0.00%
English Learners	7.65%	0.00%
Foster Youth	0.00%	0.00%
Homeless	12.41%	0.73%
Socioeconomically Disadvantaged	6.05%	0.14%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	8.22%	0.34%

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	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: October 30, 2024				
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.

attendance and engagement in class and school activities. It enables schools to monitor classroom attendance as well as participation in events and extracurricular programs using check-ins via student IDs.

Responsible juniors and seniors are invited to enroll in Link Crew as an elective course, where they are trained to serve as positive role models, peer mentors, and motivators. Link Crew members provide academic support in the classroom, mentor freshmen, and are trained in restorative justice practices to foster a supportive school environment. Ninth-grade students benefit from the guidance of these upperclassmen, who understand the challenges of transitioning to high school and navigating a larger school community. To enhance social skills and build school spirit, Santa Paula High organizes special activities throughout the year for Link Crew members and freshmen.

Student Recognition Programs

Santa Paula High School celebrates student success at various intervals throughout the school year. After every first and third quarter report students with a minimum GPA of 3.0 are recognized for their academic achievements. Additionally, students with the most improved attendance or perfect attendance are recognized throughout the school year. These celebrations occur during planned and orchestrated student recognition assemblies.

Santa Paula High School seniors students who are on track to complete all A-G course requirements are celebrated on their eligibility to apply to a four year university. Furthermore, A-G compliant senior students who ultimately apply to at least one four year university are invited to a college submission party event to celebrate the milestone. Senior students who are admitted to at least one UC campus are also invited to attend UC Success Night, organized by Santa Paula High School's EAOP coordinator.

Guidance Counselors coordinate a yearly Senior Awards Night event to recognize the achievements and accomplishments of outstanding seniors. These seniors receive recognition and scholarship awards from various partnering organizations throughout the community. Similarly, Athletics Awards night is an event in which student athletes are recognized for their outstanding efforts and sportsmanship, in Fall, Winter, and Spring sports.

Chronic Absenteeism by Student Group (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1787	1706	401	23.50%
Female	866	833	210	25.20%
Male	921	873	191	21.90%
Non-Binary				
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	1709	1630	385	23.60%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	60	58	11	19%
English Learners	379	346	93	26.90%
Foster Youth	--	--	--	--
Homeless	137	131	50	38.20%
Socioeconomically Disadvantaged	1438	1377	350	25.40%
Students Receiving Migrant Education Services	20	20	3	15%
Students with Disabilities	292	284	111	39.10%

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) (2023-24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	416	390	93.80%
Female	197	182	92.40%
Male	219	208	95.00%
Non-Binary			
American Indian or Alaska Native			
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	396	372	93.90%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	14	12	85.70%
English Learners	114	101	88.60%
Foster Youth			
Homeless	87	76	87.40%
Socioeconomically Disadvantaged	382	357	93.50%
Students Receiving Migrant Education Services	13	13	100.00%
Students with Disabilities	76	59	77.60%

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>.

Enrichment Activities

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

Art Club
Associated Student Body (ASB)
AVID Club
California Scholarship Federal (CSF)
Cancer Crushers

Cardinal Concert Choir
Fellowship of Christian Athletes (FCA)
Gay-Straight Alliance (GSA)
International Thespian Society
KARDTV
Key Club
Leo Club
National Honor Society (NHS)
PAWitive Change Cardinals
Physics & Engineering Club
PTSA Ambassadors
Sociedad Honoraria Hispanica Club
SWENext (Society of Women Engineers)
Theater Club

Dropouts & Graduation Rates

Santa Paula High School's teachers, counselors, and administrative staff focus on early identification and intervention for students displaying warning signs or behaviors that could lead to dropping out or failing to graduate on time. Academic and behavioral support systems are in place to assist students struggling with the high school curriculum. Course grades, behavior, and credit completion are closely monitored to identify at-risk students, with parents notified at the end of each grading period if their child has multiple D's or F's.

To improve attendance, improve graduation rates, and reduce dropout rates, the school implements strategies such as parent conferences, academic counseling, Saturday School, before- and after-school tutoring, social-emotional and behavioral interventions, clinical mental health services, CyberHigh online credit recovery, LINK Crew mentoring, Ventura College dual enrollment, and referrals to the district's continuation school or independent study.

Administrators and counselors review report cards and monitor daily attendance to identify students facing challenges. When absences become excessive, counselors and the outreach specialist contact families to address barriers impacting attendance and academic performance. Conferences are scheduled with students and their families to develop solutions and administrators may refer students to the School Attendance Review Team (SART) or collaborate with the District Attorney's office to address truancy issues. In some cases, students may be required to attend detention or Saturday School to recover missed school days. The District Attorney's Office collects fines for truancy, with a portion of the funds returned to the school to support 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/>.

Dropout and Graduation Rates (Four-Year Cohort Rate)			
	SPHS		
	21-22	22-23	23-24
Dropout Rate (%)	3.1	1.3	2.2
Graduation Rate (%)	94.9	97.8	93.8
	SPUSD		
Dropout Rate (%)	3.6	1.9	2.1
Graduation Rate (%)	92.8	94.4	92.5
	CA		
Dropout Rate (%)	7.8	8.2	8.9
Graduation Rate (%)	87.0	86.2	86.4

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.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Santa Paula High School for the 2023-24 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				
2021-22				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
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
2023-24				
English	18.0	50	30	15
Math	22.0	30	37	6
Science	21.0	28	23	16
Social Science	18.0	47	24	9

*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/guardians. The Principal's Site Cabinet is composed of the principal, three assistant principals, ASB Director Lena Nash, the Athletic Director Kevin Walker, Lead Campus Security Officer Shane Norwood, Counseling Department Area Chair Ms. Marybel Delgado, CNS Supervisor Genneah Figueroa and other leadership members. Principal Daniel Guzman 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.

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.

Santa Paula High School's Instructional Leadership Team (ILT) is made up of certificated staff members across a variety of disciplinary departments. The ILT meets bi-weekly to collaboratively plan professional development sessions that address teachers' needs and support instructional goals. These meetings focus on designing targeted, practical training opportunities to enhance teaching strategies, improve student outcomes, and foster a culture of continuous learning and growth among educators.

During the 2023-24 school year, Santa Paula High held sponsored staff development days with weekly collaboration after school on early release Mondays. 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 included:

- Project Based Learning
- Social Emotional Learning (SEL) and Positive Behavior Intervention Supports
- Common Core and NGSS Priority Standards
- Instructional Technology (Active Listening and Think-Pair-Share)
- Guided Annotation and Graphic Organizers (Performance Matters Assessment Platform)
- CAASPP Interim vs Summative Assessments
- How to Read an IEP/504/SST Plan
- Using Co-Teaching Collaborative Model for Inclusion
- 5 Star Student Attendance Intervention

During the 2022-23, 2023-24, and 2024-25 school years, Santa Paula Unified School District provided the following staff development training:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement	
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 	
2024-25	2 days
<ul style="list-style-type: none"> Priority Standards and Standards Maps Benchmark Assessments and Performance Matters CAASPP Testing 	

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

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 Perspectives (ELA) ELD Companion (ELD)</i>	0%
	*	California State University: <i>ERWC (Online)</i>	0%
Math			
2008	*	McGraw Hill: <i>Financial Math</i>	0%
2024	*	Bedford Freeman Worth Publishing Group: <i>Statistics AP</i>	0%
2024	*	Bedford Freeman Worth Publishing Group: <i>Statistics CP</i>	0%
2024	*	Cengage/National Geographic: <i>Pre-Calculus</i>	0%
2013	*	W.H. Freeman and Co.: <i>Calculus</i>	0%
2014	*	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	*	G&W: <i>Anatomy</i>	0%
2010	*	McGraw-Hill: <i>Zoology</i>	0%
2023	*	BFW: <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%
2004	*	Houghton Mifflin: <i>AP US History</i>	0%
2014	*	Worth Publishing: <i>Psychology CP</i>	0%
2013	*	Cengage Learning: <i>Psychology AP</i>	0%
2014	*	Pearson Prentice Hall: <i>Sociology</i>	0%
Foreign Language			
2023	*	Carnegie Learning: <i>En Alta Voz 1, 2</i>	0%
2023	*	Vista Higher Learning: <i>Temas (Spanish AP)</i>	0%
2023	*	Vista Higher Learning: <i>Senderos Level 1, 2 & 3</i>	0%
Health			
2022	*	McGraw Hill: <i>Glencoe Health</i>	0%

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 25, 2024, 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 2024-25:5 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 2024-25 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 (ELD) 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). Ninth grade long-term English learners (LTELs) are placed in a ninth grade ELA class where they receive instruction that combines both English Language Arts (ELA) and ELD content standards. 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 and instruction is adjusted to meet the current learning needs of each student.

Santa Paula High School also supports English Language Learners through a Road to Reclassification program for all non-reclassified students. The program emphasizes goal setting, reviewing ELPAC scores and identifying areas of continued growth and language development.

At Risk Interventions

Santa Paula High School provides intervention programs to support at-risk students and address their academic and social development needs. For example, student study teams, composed of school administrators, counselors, teachers, and parents, collaborate to develop individualized intervention strategies and monitor student progress. Additionally, the high school provides a variety of resources to support the academic and social-emotional needs of all students, ensuring they have the tools necessary to thrive both in and out of the classroom. The following represents an overview of the interventions available at Santa Paula High School to support students:

- AVID Program with Peer Tutors
- Before and After School Tutoring
- Behavior Management (Student/Parent Workshops)
- CyberHigh (online credit recovery)
- Group Counseling (Instructional Aides, Intervention Counselor, Intervention TOSA)
- Link Crew
- Mental Health Therapists
- Migrant Education
- Outreach Specialist
- Peer Mentoring
- Restorative Justice Facilitator and Interns (Road to Reclassification)
- SART
- Saturday School Intervention
- Small Group Counseling Support Sessions
- Social Emotional Counselor
- SST Process
- Summer School
- Wellness Center with Wellness Counselor

Professional Staff

Support Services Staff

Santa Paula High School's non-teaching support services staff is a specialized team of experts who, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns. Counselors are assigned students by alphabet or special

programs and provide academic and career counseling, assistance with class registration, advice on how to be successful in the classroom, and social development assistance. The school psychologist assists with academic, social, and emotional issues, provides assessments to determine eligibility for Special Education services, and participates in the IEP process. Speech and occupational therapist services are provided on an individual basis as determined by student needs and IEPs.

Academic Counselors and Other Support Staff		
2023-24		
	No. of Staff	FTE*
Academic Counselors	6	6.0
Campus Security Officers	7	7.0
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.

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.

College Preparation & Career Readiness

Santa Paula High School provides multiple opportunities to promote college & career readiness. A designated College and Career specialist meets with students regularly to support their post secondary goals and explore available post secondary institutions, programs of study, and scholarship opportunities. Additionally, an Early Academic Outreach Program (EAOP) coordinator, contracted through UC Santa Barbara is available on campus daily to assist students with the college application process and applying for post secondary financial aid. The EAOP coordinator also regularly visits all grade level classrooms to help students achieve A-G course completion, promote timely graduation and explore a variety of post secondary options. A dedicated Destination College Advising Corps (DCAC) advisor is also available on site daily to ensure students are prepared to apply to college, have the opportunity to attend college, and know all the post-secondary education options available. The DCAC advisor also supports the school's Mathematics, Engineering, Science Achievement (MESA) cohort with pursuing career options and post-secondary programs in the STEM fields.

Santa Paula High School 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. Counselors also meet with students individually throughout the year to review course registration selections as they align with students' college and career goals, as well as ensuring that students are graduating within four years.

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The table below illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2023-24 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	98.73
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	43.86

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.8	0	4
Misassignments	0.8	3.8	1.7
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	2.7	3.8	5.8

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1	0	0
Local Assignment Options	0.3	0.5	0.8
Total Out-of-Field Teachers	1.3	0.5	0.8

Class Assignments / Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.5	5.7	2.4
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	1.6

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

School Year 2022-23						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	67	86.32	235.8	90.06	231142.4	100
Intern Credential Holders Properly Assigned	1.5	2	3.5	1.36	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.8	7.54	11.3	4.33	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	1.03	2.3	0.91	11746.9	4.23
Unknown	2.3	3.08	8.7	3.34	14303.8	5.15
Total Teaching Positions	77.6	100	261.8	100	277698	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.

University of California Admission Requirements:

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University Admission Requirements:

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University website at <http://www.calstate.edu/admission/>.

College Scholarship, Summer, and Outreach

Additionally, students have access to several internship opportunities. Internships in agricultural leadership, elementary school teaching, and health careers offer students valuable, hands-on experiences in these fields. In agricultural leadership, students gain insights into farm management, sustainable practices, and leadership skills within the agriculture industry. Aspiring elementary school teachers can work alongside educators, gaining practical experience in classroom management and curriculum delivery. Health career internships provide students with exposure to various medical professions, allowing them to shadow professionals and develop a deeper understanding of healthcare practices. These internships help students build essential skills and explore potential career paths.

Several courses at Santa Paula High School are offered as dual-enrollment opportunities, wherein students get simultaneous high school and college credit for coursework completed. Dual-enrolled courses cover a variety of subjects, including health, ethnic studies, computer aided drafting, and networking fundamentals.

Santa Paula High School has an established partnership with the local Naval Surface Warfare Center, offering students the opportunity to enroll in a pre-engineering program that explores

various engineering disciplines and prepares them for college. The hands-on program includes activities such as building and launching drones and missiles, exposing students to fields like environmental, aeronautical, and systems engineering.

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 offers seventeen Advanced Placement (AP) courses in a wide range of subjects, including Biology, US History, and Calculus, among others. Since 2020, there has been a consistent increase in the percentage of students who earn a 3 or better on the AP examination. Obtaining a passing score of a 3 or better on the AP exam, enables these students to obtain college credit in the subjects of the passed exams. To help prepare students for AP examinations, AP teachers receive training in AP course delivery by attending mandatory summer institutes, prior to teaching AP courses.

Advanced Placement (AP) Courses 2023-24	
	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

Students' Career Readiness is a top priority at Santa Paula High School. Career Technical Education (CTE) training is available through California Partnership Academy programs, CTE educational coursework, and the Career Education Center (CEC). Santa Paula High School's CTE pathways integrate academic studies with real world 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 pathways include:

- Agriscience
- Cyber Security
- Engineering Technology

- Human Services
- Health and Wellness

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

Santa Paula High School's 2023-24 California Partnership Academies include:

- Agriscience
- Human Services, Education & Child Development

Santa Paula High School has also partnered with WorkAbility to ensure career readiness for students with special needs. WorkAbility is a California program designed to provide special education students with the skills, training, and opportunities needed to prepare for successful employment. The program supports students with disabilities by helping them explore career options, develop workplace skills, and gain practical job experience while still in school.

Santa Paula High's students also have access to a wide range of resources and programs through the Career Education Center (CEC) that provide valuable experiences and preparations for college. The ROP (Regional Occupational Program), a key component of the broader career education services offered by the CEC, provides students with hands-on training and real-world experience in various vocational fields, preparing them for future careers. Programs include aviation, where students explore the fundamentals of flight; law enforcement, offering insights into criminal justice and public safety; and auto mechanics, which equips students with practical skills in vehicle maintenance and repair. These opportunities allow students to gain valuable industry knowledge and certifications, setting them up for success in the workforce.

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 2023-24	
Total Number of Students Participating in CTE Programs	651
Percentage of Students Completing a CTE Program and Earning a High School Diploma	61.2%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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 2022-23 school year, Santa Paula Unified School District spent an average of \$21,682 of total general funds to educate each student (based on 2022-23 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

2022-23

	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	59,869	54,930
Mid-Range Teacher Salary	88,653	85,386
Highest Teacher Salary	112,268	111,172
Average Principal Salaries:		
Elementary School	130,884	136,564
Middle School	133,830	141,339
High School	148,216	153,241
Superintendent Salary	249,195	224,537
Percentage of Budget For:		
Teacher Salaries	0.29	28.69
Administrative Salaries	0.05	5.55

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

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.

Expenditures Per Pupil and School Site Teachers Salaries

2022-23

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	11,741	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,663	N/A	N/A	N/A	N/A
Unrestricted (Basic)	9,077	10,184	89.1%	10,771	94.6%
Average Teacher Salary	84,230	90,423	N/A	87,655	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 2022-23 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)
- American Rescue Plan - Homeless Children and Youth
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Development
- Child Nutrition: Food Service Staff Training
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Education Protection Account
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: California Partnership Academies
- Learning Communities for School Success Program
- Learning Recovery Emergency Block Grant
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: 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, IV
- Tobacco Use Prevention Education