Santa Paula Unified School District

School Plan for Student Achievement

Santa Paula High School
56 76828 5635776

Contact Information:
Daniel Guzman, Principal
dguzman@santapaulausd.org
404 North Sixth Street
Santa Paula, CA 93060
(805) 525-4400

Revised September 2025

Fiscal Year 2025-2026

(This page intentionally left blank)

Table of Contents

The School Plan for Student Achievement

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

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

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

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

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

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

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

Daniel Guzman, Principal
Santa Paula High School
404 North Sixth Street
Santa Paula, CA 93060
(805) 525-4400
dguzman@santapaulausd.org

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

Recommendations and Assurances

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

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

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

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

Signature of Authorized Representative

English Learner Advisory Council

Leadership Team / WASC Committee

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

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

6) This SPSA was adopted by the SSC at a public meeting on: __May 15, 2025.__

Attested:

Daniel Guzman, Principal

Date   5/15/25

SSC Chairperson

Date   5/15/25

School Site Council Membership

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

Name of Members	Principal	Certificated Staff	Other or Classified Staff	Parent or Community Member	Student
Daniel Guzman	X				
Ana Arenas		X			
Emily Held		X			
Michael Goldberg		X			
Christina Ines-Solis			X		
Nora Perez			X		
Sonia Magana				X	
Brandy Manzano				X	
Juan Ojeda				X	
Mia Arteaga					X
Sofia Manzano					X
Monica Valdovinos					X
Number of members in each category	1	3	2	3	3

English Language Advisory Council (ELAC) Membership

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Daniel Guzman	X				
Marisela Favila		X			
Javier Magana				X	
Maria Torres				X	
Guadalupe Madrigal				X	
Araceli Magana				X	
Carlos T. Madrigal				X	
Francisca Dominguez				X	
Blanca Hernandez				X	
Sergio Hernandez				X	
Number of members in each category	1	1		8	

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

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

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

District information

District Profile

Santa Paula Unified District is located in the city of Santa Paula, a small historical community serving approximately 30,000 residents within a 4.6 square-mile radius surrounded by rolling hills and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula is situated in the rich agricultural Santa Clara River Valley. The City is surrounded by rolling hills and rugged mountain peaks in addition to orange, lemon and avocado groves. In fact, Santa Paula is referred to as the "Citrus Capital of the World." The community of Santa Paula was founded in 1872. Originally the area that is today Santa Paula was inhabited by the Chumash, a Native American people.

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

District Vision

Committed to serving every student every day.

District Mission

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

District LCAP Goals

Santa Paula Unified School District

LCAP

2024-2025

SUMMARY

Vision Statement
Committed to Serving Every Student Every Day

Mission Statement
The Santa Paula Unified School District, in collaboration with educators, parents, and the community, will prepare 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.

STATE PRIORITIES: ① Basic Services or Basic Conditions at Schools ② Implementation of State Academic Standards ③ Parent Engagement ④ Student Achievement ⑤ Student Engagement ⑥ School climate ⑦ Access to a Broad Course of Study ⑧ Outcomes in a Broad Course of Study

GOAL 1 The Santa Paula Unified School district will equip all students with the academic skills, knowledge, and Learner Profile competencies necessary for success in college, career, and life through rigorous and relevant curriculum and standards-based instruction. The district will measure its progress toward achieving this goal by monitoring key performance indicators listed in Metrics in Goal 1.

P1a	Professional Development
P1b	Data Service Specialist
P1c	Curriculum Coordinators
P1d	TK/K Bilingual IAs
P1e	Expanded TK/Preschool
P1f	DLI Program
P1g	LAT – Language Appraisal Program
P1h	Newcome Teacher
P1i	AP Program/Exam Fees
P1j	CTE Support
P1k	Field Trips/University Standards Aligned
P1l	Music Program
P1m	AVID Program
P1n	Additional Elective Classes
P1o	Credit Recovery
P1p	A-G completion Rate SPHS
P1q	TK-12 ELD TOSA
P1r	ELD Standards and Curriculum

GOAL 3

Student Engagement: Santa Paula Unified School District will engage students through innovative site academies, project-based learning, and differentiated pathways.
Parental Involvement: The district will strengthen parent engagement and collaboration by providing diverse opportunities for increased participation.
School Climate: The district will enhance student safety, well-being, and academic success by implementing a comprehensive Multi-Tiered System of Supports (MTSS) that addresses student's academic, social emotional, and mental needs.

P3a	Support Educational Outcomes
P3b	STEAM TOSA(S)
P3c	Mentoring Program
P3d	Restorative Justice/PBS
P3e	PBIS – Positive Behavior
P3f	Counselors/Mental Health
P3g	School Psychologists
P3h	Support Teen Parents
P3i	Parent Involvement
P3j	District Communication
P3k	MTSS

GOAL 2 The Santa Paula unified School District will ensure all students achieve grade-level proficiency in literacy and math, as defined by state standards and district benchmarks, through evidenced-based high-quality reading and mathematics instruction, targeted interventions, and progress monitoring using key performance indicators listed in Metrics in Goal 2. The district will focus on equity and closing achievement gaps, for English Learners, Foster Youth, Low-Income, and students with disabilities.

P2a	Reading Intervention Teachers
P2b	Literacy Support
P2c	Parent Literacy Academy
P2d	Footsteps 2 Brilliance
P2e	Amplify	Dibels

GOAL 4 The Santa Paula Unified School District will ensure equitable conditions of learning for all students by recurring and retaining highly qualified and diverse staff, maintaining safe and modern facilities, providing rigorous and standards-aligned curriculum and regularly assessing and addressing disparities in educational resources and opportunities.

P4a	Staff Smaller Class Size
P4b	Technology
P4c	Technology Infrastructure
P4d	Computer Tech Staff
P4e	Prep Periods at IMS
P4f	Retain ADM Support
P4g	Retain Athletic Trainer
P4h	Athletic Transportation
P4i	Athletic Director
P4j	Office Assistant Support
P4k	Childcare/Interpretation
P4l	District Safety
P4m	Safety Measures
P4n	Custodial Staff
P4o	Deferred Maintenance
P4p	Health Service Specialist
P4q	Improve Financial Literacy

GOAL 5 With the collaboration of the Staff, Parents, and Students, Renaissance High School will increase the schools' student stability rate to 80%.

| P5a | Implement a Multi-tiered System of Supports |

School Information

School Profile

Santa Paula High School is located in the city of Santa Paula and serves students grades nine through twelve, and is the only comprehensive high school in the district. In the 2024-2025 school year, 1,494 students were enrolled, including 16.6% qualifying for English Language Learner support, 85.1% socioeconomically disadvantaged, 16.1% students with disabilities, 1.5% migrant, 0.2% foster youth, and 6.6% homeless youth.

School 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.

School 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.

Student Enrollment by Grade

Source: Data Quest 2024-2025
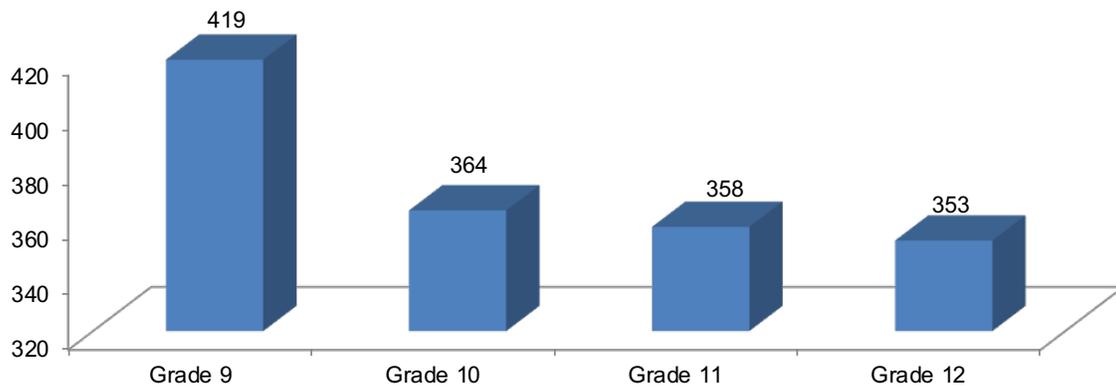
Student Enrollment by Ethnicity

Source: Data Quest 2024-2025

96.2%

- Asian
- Filipino
- Hispanic or Latino
- White
- Two or More Races

0.3%
0.1%
0.4%
2.7%
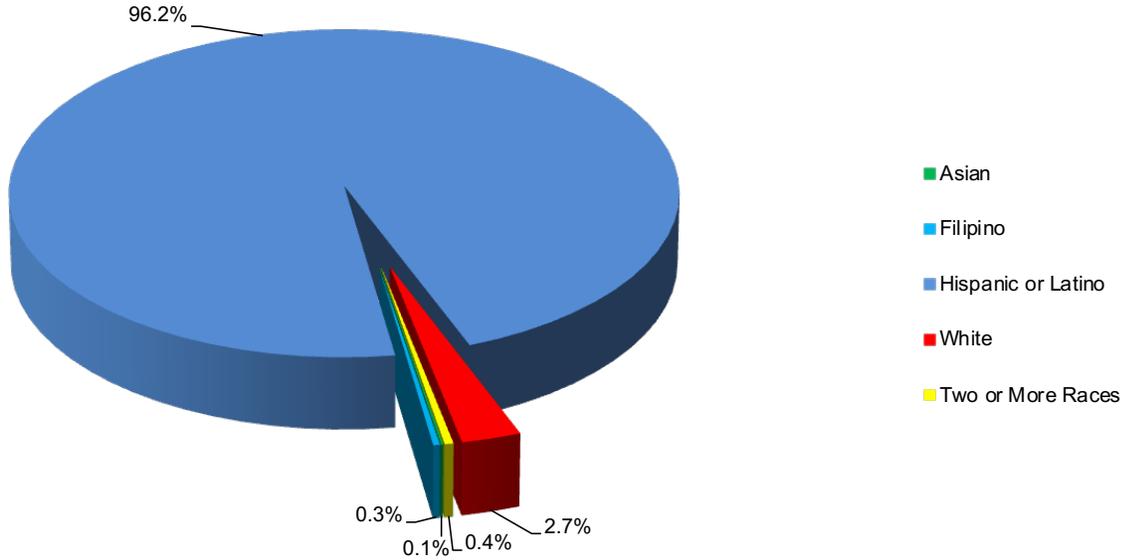
Student Enrollment by Subgroup

Data Source: Data Quest 2024-2025

Subgroup	Percentage
Socioeconomically Disadvantaged	85.1
English Learners	16.6
Students with Disabilities	16.1
Migrant	1.5
Homeless Youth	6.6
Foster Youth	0.2
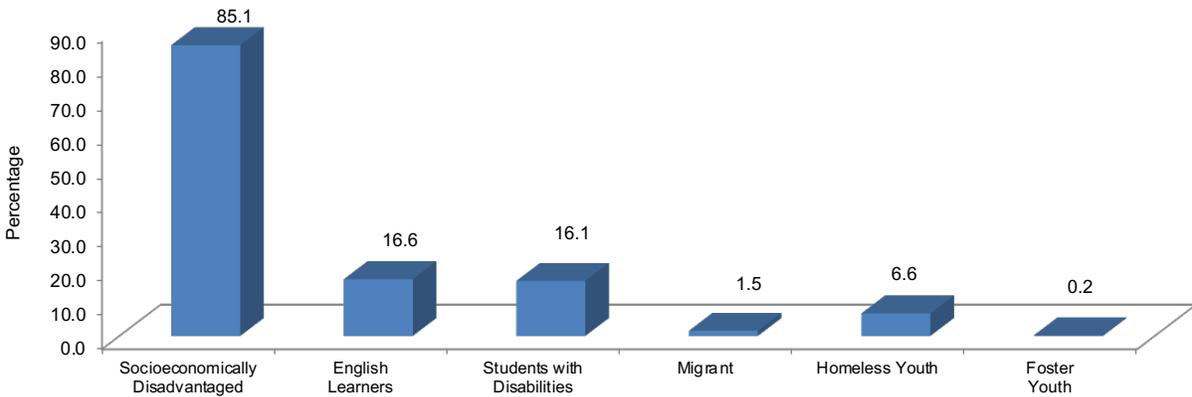
Comprehensive Needs Assessment

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

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

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

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

Violence Prevention, Bully Prevention, and Student Safety

Santa Paula High School supports efforts to maintain a safe and healthy environment by accessing professional resources through local law enforcement and public health agencies. The District works with school administrators to provide resources and support for both students and parents. During the 2025-2026 school year, Santa Paula High School plans to provide the following programs for its students (and will provide to parents as applicable):

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

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

- Positive behavior programs
- Anti-bullying prevention programs

Nutrition Programs & Fitness Programs

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

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

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

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

Extended Learning Programs

Santa Paula High offers the following extended learning programs:

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

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Santa Paula High School	**567682860555586**	**5/15/2025**	

Plan Description

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

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
SSC	3/13, 5/8, 5/15
ELAC	1/21, 2/13, 5/19
SPHS Staff	5/12/2025

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the California School Dashboard and local assessment data, Santa Paula High School has identified areas needing significant improvement, particularly in Mathematics and English Language Arts. While our 2023-2024 CAASPP showed some improvement in ELA, our Math scores declined. Certain groups continue to score significantly below state targets in both ELA and Math.

1. Mathematics Proficiency: Our Math scores declined 13.9%. Our Emergent Bilingual students and English Only students declined significantly on the Math CAASPP. All subgroups were in the red band performance in the area of math.

2. English Language Arts: While we maintained our ELA CAASPP scores, they are still below the state target. All subgroups were in the orange band performance area.
3. English Language Progress: Our Emergent Bilingual students declined in their progress towards English Language proficiency.
4. Suspension Rate: While we maintained our suspension rate, it is still higher than the state target.

School	Rate	School 2023-24	District 2023-24	State 2023 24
Santa Paula High	Suspensions	5.3%	4.6%	3.2%
N = 1787	Expulsions	0.1%	0.1%	0.1%

5. **Grades (First Semester)**

	A	B	C	D	F
English:					
2024-2025	**34.9**	**27.3**	**19.9**	**10.6**	**7.3**
2023-2024	28.3	29.1	21.4	11.2	10.1
Mathematics:					
2024-2025	**22.2**	**22.1**	**26.1**	**15**	**14.6**
2023-2024	28.3	25.3	23.2	11.4	11.9
Science:					

We had 47.5% of students that received at least one D or F for the first semester.

Steps Taken to Address These Areas:
- Targeted Intervention in all core areas: before and after school tutoring for students, Saturday School for students.
- English Learner/Emergent Bilingual Support: provided additional support for Emergent Bilingual students in the area of ELPAC testing; increase progress monitoring via Road to Reclassification; provide Instructional Assistants to support instruction for EB students
- Professional Development: Ongoing, in the area of student engagement, checking for understanding and supporting social/emotional learning
- Family Engagement and Support: provide monthly opportunities for parents to engage with school administration and personnel

SPHS remains committed to enhancing student achievement and actively engaging all educational partners within the school community .

Resource Inequities

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

Not applicable.

Goals, Strategies/Activities, and Expenditures

Goal 1:

Improve academic achievement (as measured by CAASPP, grades, promotion, graduation rates) for all students at all grade levels and students groups in Math and ELA.

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California Accountability Dashboard shows that Santa Paula High School students are performing 17.3 points below standard in ELA and 132.2 points below standard in Math as measured by the CAASPP.

CAASPP Assessments
- English Learners: 70.5 points below standard in ELA, 195.9 points below standard in Math
- Long-Term English Learners: 77.8 points below standard in ELA, 216.8 points below standard in Math
- Students with Disabilities: 96.7 points below standard in ELA, 228.9 points below standard in Math
- Hispanic: 19.3 points below standard in ELA, 135 points below standard in Math
- Socioeconomically Disadvantaged: 23.4 points below standard in ELA, 144.1 points below standard in Math
- Graduation Rate: 93.9% graduated (EL 88.2 graduated; SWD 79% graduated)

Grades (First Semester)

		A	B	C	D	F
English:						
2024-2025		**34.9**	**27.3**	**19.9**	**10.6**	**7.3**
2023-2024		28.3	29.1	21.4	11.2	10.1
Mathematics:						
2024-2025		**22.2**	**22.1**	**26.1**	**15**	**14.6**
2023-2024		28.3	25.3	23.2	11.4	11.9
Science:						

While English has made some improvements, there continues to be a need for additional support for our students in both English and Math.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	47.96% (23-24) At or above standard	Increase by 5%
CAASPP Math	15.66% (23-24) At or above standard	Increase by 5%
Grades - English	17.9 % D and F (Fall Semester)	Decrease by 5%
Grades - Math	29.6% D and F (Fall Semester)	Decrease by 5%
Graduation Rate - Overall	93.9% graduated (2024)	Increase by 5%
Graduation Rate - EL	88.2% graduated (2024)	Increase by 5%
Graduation Rate - SWD	79% graduated (2024)	Increase by 5%

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#1	Counselor to monitor and provide guidance on current academic achievement	EL (newcomers and long term)	$58,000 (Salary $45,000 Fringes $13,000)	Title I
#2	Bilingual Instructional Assistant	EL (newcomers and long term)	$54,000	Title 1
#3	Intensive Intervention Teachers to address gaps in English and Math	Incoming 9th grader EL	$74,708	Title 1
#4	Guest Speakers to help motivate and mentor at promise students; provide additional on site support	Incoming 9th grader (having been at risk of not promoting)	$15,000	Title I

ANNUAL REVIEW

SPSA Year Reviewed: 2024-25

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

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

> In evaluating the strategies implemented, it is clear that some were successful in achieving their intended outcomes, while others only showed partial success.
>
> The translation devices that allowed for concurrent translation at parent meetings was a notable success. This initiative minimized disruptions and ensured that all families could engage fully in the discussions, thereby promoting inclusivity and empowering parents to support their children's education. The library acquired additional high-interest books based on student requests.
>
> The ELPAC boot camp was an initiative that was implemented on one Saturday. The goal was to have provided students with concentrated instruction and practice across several Saturdays. While Lexia was purchased as a tool for supporting the literacy instruction of EB students, its usage has been limited. Increased monitoring and encouragement for teachers to incorporate Lexia more consistently could enhance its effectiveness. There is a clear need for more robust training for teachers regarding effective strategies for teaching Emergent Bilingual students. English teachers initiated discussions to begin the crucial work of identifying ELD standards that align with ELA standards, but this process is still in its infancy. Ongoing collaboration among educators is necessary to create an effective integration of standards which will enhance instructional coherence for students. While Saturday school was conducted across most Saturdays, the interventions provided were limited in their targeting. A more focused approach to interventions is needed. Bilingual Instructional Assistants did support EB students in their classrooms, but many students still demand additional classroom support.

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

> There are no major differences between the intended implementation or budgeted expenditures to implement the strategies or activities to meet the articulated goal.

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

> For the 2025-26 school year, we have developed a more targeted approach in order to improve student achievement.

Goal 2:

Increase parent involvement in school activities and enhance student engagement in learning by implementing targeted strategies that foster collaboration between families, educators and students.

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increasing parent involvement and enhancing student engagement through diverse enrichment opportunities can significantly improve academic outcomes by fostering a more supportive and stimulating learning environment. When parents are actively engaged in their children's education, by attending school events or participating in decision-making, students benefit from a reinforced belief in the value of learning.

The California Accountability Dashboard shows that Santa Paula High School students are performing 17.3 points below standard in ELA and 132.2 points below standard in Math as measured by the CAASPP.

CAASPP Assessments
- English Learners: 70.5 points below standard in ELA, 195.9 points below standard in Math
- Long-Term English Learners: 77.8 points below standard in ELA, 216.8 points below standard in Math
- Students with Disabilities: 96.7 points below standard in ELA, 228.9 points below standard in Math
- Hispanic: 19.3 points below standard in ELA, 135 points below standard in Math
- Socioeconomically Disadvantaged: 23.4 points below standard in ELA, 144.1 points below standard in Math
- Graduation Rate: 93.9% graduated (EL 88.2 graduated; SWD 79% graduated)

Grades (First Semester)

	A	B	C	D	F
English:					
2024-2025	34.9	27.3	19.9	10.6	7.3
2023-2024	28.3	29.1	21.4	11.2	10.1
Mathematics:					
2024-2025	22.2	22.1	26.1	15	14.6
2023-2024	28.3	25.3	23.2	11.4	11.9
Science:					

While English has made some improvements, there continues to be a need for additional support for our students in both English and Math.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Coffee with the Principal Meetings	8 meetings held this year	Maintain a minimum of 9 meetings annually
Number of College Campus Study Trip (EB/At Promise)	No baseline at this time	At least one college campus trip specifically for EB/at promise
Guest Speaker for students and their parents	No baseline at this time	At least one guest speaker

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#1	Provide parents with the opportunity to meet with the school administration team to discuss academic achievement, LCAP	All Students	$382	Title I
#2	Provide parents the opportunity to attend workshops or conferences that will help student learning.	All Students	$900	Title I
#3	Provide EL/at promise students with the opportunity to attend college field trip	EB students and incoming 9th grade students	$18,040 ($15,000- buses; $3,040 - study trip fees)	Title I
#4	Provide guest speaker to discuss with students and their families the importance of overcoming barriers to success	EB students and incoming 9th grade students	$15,000 (Repeated Expenditure)	Title I

ANNUAL REVIEW:

SPSA Year Reviewed: 2024-25
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.
Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This is a new goal that will address current LCAP goal 3.

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

This is a new goal.

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

This is a new goal.

Goal 3:

SPHS will maintain and evaluate the existing interventions for all 9th graders and at-risk students, as well as develop and implement an RtI program with a focus on the following subgroups: Hispanic, Emergent Bilinguals, Students with Disabilities, Socio-economically Disadvantaged, Homeless, and Foster

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California Accountability Dashboard shows that Santa Paula High School students are performing 17.3 points below standard in ELA and 132.2 points below standard in Math as measured by the CAASPP.

CAASPP Assessments
- English Learners: 70.5 points below standard in ELA, 195.9 points below standard in Math
- Long-Term English Learners: 77.8 points below standard in ELA, 216.8 points below standard in Math
- Students with Disabilities: 96.7 points below standard in ELA, 228.9 points below standard in Math
- Hispanic: 19.3 points below standard in ELA, 135 points below standard in Math
- Socioeconomically Disadvantaged: 23.4 points below standard in ELA, 144.1 points below standard in Math
- Graduation Rate: 93.9% graduated (EL 88.2 graduated; SWD 79% graduated)

Grades (First Semester)

	A	B	C	D	F
English:					
2024-2025	**34.9**	**27.3**	**19.9**	**10.6**	**7.3**
2023-2024	28.3	29.1	21.4	11.2	10.1
Mathematics:					
2024-2025	**22.2**	**22.1**	**26.1**	**15**	**14.6**
2023-2024	28.3	25.3	23.2	11.4	11.9
Science:					

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grades - GPA 9th Grade (S1)	4.0 and higher = 77 students 3.5 - 4.0 = 85 students 3.0 - 3.5 = 86 students 2.1-2.9 = 89 students 0.0-2.0 = 90 students	5% Increase in students having a GPA of 3.0 and higher
Reclassification Rate	9% (24 students)	Increase by 5%
Suspension Rate	5.3% (2024)	Decrease by 3 %

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#1	Intensive Intervention Teachers to address gaps in English and Math	Incoming 9th graders, EL students with D's and F's	$74,708 (Repeated Expenditure)	Title I
#2	Counselor to monitor and provide guidance on current academic achievement	EL (newcomers and long term) Incoming 9th graders	$58,000 (Repeated expenditure)	Title I
#3	Guest speakers to help motivate and mentor at promise students and provide additional on site support	Incoming 9th graders (having been identified at risk of not promoting)	$15,000 (Repeated Expenditure)	Title I
#4	Provide EL/At promise students with the opportunity to attend college field trip	Incoming 9th grade students, EL students with D's and F's	$18,000 ($15,000 - transportation; $3,040 fees) (Repeated Expenditure)	Title I
#5	Purchase books that will support students development of a literary identity - selection of relevant and student identified genres; provide encouragement to increase reading	All students	$2,000	Title I

ANNUAL REVIEW:

SPSA Year Reviewed: 2024-25
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.
Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The outcome of this goal has shown promising progress in several key areas. Link Crew members successfully engaged with their freshman mentees, providing essential support and facilitating opportunities for socialization, which helped strengthen these mentor-mentee relationships. Academic counselors took proactive steps by hosting parent conferences specifically for students who were receiving Ds and Fs. Additionally, every student received an agenda/student planner, and our weekly homeroom presentations emphasized the importance of using this tool to monitor academic progress. Counselors also conducted grade-level assemblies to communicate vital graduation requirements, and at least one evening parent meeting per grade level was organized to ensure that all educational partners were informed and involved of the graduation and A-G requirements.

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

There are no major differences between the intended implementation or budgeted expenditures to implement the strategies or activities to meet the articulated goal.

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

For the 2025-26 school year, we have developed a more targeted approach in order to improve student achievement.

Goal 4:

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

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increasing parent involvement and enhancing student engagement through diverse enrichment opportunities can significantly improve academic outcomes by fostering a more supportive and stimulating learning environment. When parents are actively engaged in their children's education, by attending school events or participating in decision-making, students benefit from a reinforced belief in the value of learning.

The California Accountability Dashboard shows that Santa Paula High School students are performing 17.3 points below standard in ELA and 132.2 points below standard in Math as measured by the CAASPP.

CAASPP Assessments
- English Learners: 70.5 points below standard in ELA, 195.9 points below standard in Math
- Long-Term English Learners: 77.8 points below standard in ELA, 216.8 points below standard in Math
- Students with Disabilities: 96.7 points below standard in ELA, 228.9 points below standard in Math
- Hispanic: 19.3 points below standard in ELA, 135 points below standard in Math
- Socioeconomically Disadvantaged: 23.4 points below standard in ELA, 144.1 points below standard in Math
- Graduation Rate: 93.9% graduated (EL 88.2 graduated; SWD 79% graduated)

Grades (First Semester)

	A	B	C	D	F
English:					
2024-2025	34.9	27.3	19.9	10.6	7.3
2023-2024	28.3	29.1	21.4	11.2	10.1
Mathematics:					
2024-2025	22.2	22.1	26.1	15	14.6
2023-2024	28.3	25.3	23.2	11.4	11.9
Science:					

While English has made some improvements, there continues to be a need for additional support for our students in both English and Math.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey (2025)	School Connectedness - 9th - 50%; 11th 47% Caring Adults in School: 9th - 48%; 11th - 59% Feel Safe at School: 9th - 54%; 11th - 57%	Increase by 5%
Wellness Visits	1969 visits	Increase by 5%
Suspensions	129 Off Campus (2024-2025)	Decrease by 5%

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#1	Intensive Intervention Teachers to address academic gaps- to serve as mentors	Incoming 9th graders; EL students with Ds and Fs	$74,708 (Repeated Expenditure)	Title I
#2	Guest speakers to motivate and monitor students	Incoming 9th graders; EL students with Ds and Fs	$15,000 (Repeated Expenditure)	Title I
#3	Provide parents with the opportunity to meet with the school administration team to discuss academic achievement, LCAP	All Students	$382 (Repeated Expenditure)	Title I
#4	Provide parents the opportunity to attend workshops or conferences that will help student learning.	All Students	$900 (Repeated Expenditure)	Title I

ANNUAL REVIEW:

SPSA Year Reviewed: 2024-25
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.
Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

CHAMPS was not utilized as intended. We use 5-star as a data management system to monitor students on campus as well as incentive participation in school activities and work completion. While PD in SEL was provided, the staff surveys indicated a demand for additional strategies to support students emotionally. This reflects a successful initial step but points to ongoing needs for professional development, potentially indicating a gap between provided training and staff capacity to implement strategies effectively. There was improved attendance at parent meetings. The purchase of translation devices promoted inclusivity and aimed at reducing the language barrier faced by families.

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

There are no major differences between the intended implementation or budgeted expenditures to implement the strategies or activities to meet the articulated goal.

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

For the 2025-26 school year, we have developed a more targeted approach in order to improve student achievement. We believe that the Intensive Intervention will provide students and their families with the resources needed to increase student academic success.

Goal 5:

Santa Paula High School will increase the number of students completing career technical education pathways and meeting UC a-g programs thereby qualifying to attend post-secondary college and career programs, with a special emphasis on Emergent Bilinguals enrollment and completion in CTE pathways, meeting A-G requirements and participating in Dual Enrollment courses.

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increasing parent involvement and enhancing student engagement through diverse enrichment opportunities can significantly improve academic outcomes by fostering a more supportive and stimulating learning environment. When parents are actively engaged in their children's education, by attending school events or participating in decision-making, students benefit from a reinforced belief in the value of learning.

The California Accountability Dashboard shows that Santa Paula High School students are performing 17.3 points below standard in ELA and 132.2 points below standard in Math as measured by the CAASPP.

CAASPP Assessments
- English Learners: 70.5 points below standard in ELA, 195.9 points below standard in Math
- Long-Term English Learners: 77.8 points below standard in ELA, 216.8 points below standard in Math
- Students with Disabilities: 96.7 points below standard in ELA, 228.9 points below standard in Math
- Hispanic: 19.3 points below standard in ELA, 135 points below standard in Math
- Socioeconomically Disadvantaged: 23.4 points below standard in ELA, 144.1 points below standard in Math
- Graduation Rate: 93.9% graduated (EL 88.2 graduated; SWD 79% graduated)

Grades (First Semester)

	A	B	C	D	F
English:					
2024-2025	**34.9**	**27.3**	**19.9**	**10.6**	**7.3**
2023-2024	28.3	29.1	21.4	11.2	10.1
Mathematics:					
2024-2025	**22.2**	**22.1**	**26.1**	**15**	**14.6**
2023-2024	28.3	25.3	23.2	11.4	11.9
Science:					

While English has made some improvements, there continues to be a need for additional support for our students in both English and Math.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CTE Completion Rate	75 students	Increase by 5%
College/Career Prepared	48.7% prepared (CA Dashboard)	Increase by 5%
A-G Eligible	44.6% (174 student)	Increase by 5%

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#1	Counselor to monitor and provide guidance on current academic achievement	EL (newcomers and long term) Incoming 9th graders	$58,000 (Repeated Expenditure)	Title I
#2	Guest speakers to help motivate and mentor at promise students and provide additional on site support	Incoming 9th graders (having been identified at risk of not promoting)	$15,000 (Repeated Expenditure)	Title I
#3	Provide EL/At promise students with the opportunity to attend college field trip	Incoming 9th grade students, EL students with D's and F's	$18,040 ($15,000 - transportation; $3040 fees) (Repeated Expenditure)	Title I

ANNUAL REVIEW:

SPSA Year Reviewed: 2024-25
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.
Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This goal aimed to enhance the academic support and opportunities for students through the AVID program, the Early Academic Outreach Program (EAOP), and various partnerships with alumni and industry representatives. The intent was to provide comprehensive support that would encourage students to stay on track for college readiness and success. The goal was partially met. The presence of AVID tutors and their support for students indicates a strong commitment to academic assistance. This has likely contributed to student engagement and access to resources. The allocation of PD time to learn AVID strategies for use across content areas was a strong initiative. The recognition opportunities provided by EAOP and DCAC for students maintaining their UC a-g track demonstrate a supportive environment that values academic dedication and achievement. While we did have a college fair, we did not have assemblies featuring college/universities representatives and industry leaders. This may have limited our students' exposure to potential partnerships and mentor opportunities. There was limited monitoring for EB students in CTE pathways, a-g completion and dual enrollment. Consistent tracking is crucial to identify challenges and provide necessary support.

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

There are no major differences between the intended implementation or budgeted expenditures to implement the strategies or activities to meet the articulated goal.

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

We have tried to be more intentional with a stronger focus on providing mentoring to our students. We believe that mentoring coupled with focused college field trips will increase student interest and motivation to pursue higher education opportunities.

Budget

Budget Summary Table

Description	Amount ($)
Total Funds Provided to the School Through the ConApp	$223,030.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$0.00

Overall total of funds included for this school: **$**

Other Federal, State and Local Funds

The School Site Council intends for <u>School Name</u> to participate in the following programs:

Federal Programs	Allocation ($)
Title I 2024-2025 Carryover	$0.00
Title I 2025-2026 Allocation	$223,030.00

Subtotal of additional federal funds included for this school: **$223,030.00**

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

State or Local Programs	Allocation ($)
N/A	$0.00

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

Total of federal, state, and/or local funds for this school: **$223,030.00**

Title I Allocations – 2025-2026

2025-26
2022-2023 Title 1 Budget Name of School: _Santa Paula High School_

OBJ.	Function	DESCRIPTION (Resource)	Title I	Remarks
		Allocation: 25-26	$223,030.00	
		Carry Over		
1102	1000	Substitutes		
1103	1000	Tchr. Extra Duty	74708	Goal 1:3, 3:1, 4:1
1203	1000	Counselor Extra Duty	45,000	Goal 1:1, 3:2, 5:1
2100	1000	Instructional Asst.	54000	Goal 1:2
2103	1000	IA Extra Duty - Translating		
2200	2420	Library Asst.		
2203	2420	Library extra duty		
2402	2700	Clerical sub.		
2403	2700	Cler. Extra Duty		
2940	1000	Noon Duty		
3000	1000	Fringes	13,000	Goal 1:1, 3:2, 5:1
4200	1000	Other Books- students	2000	Goal 3:5
4200	3110	Other Books - counselor		
4200	2700	Other Books - Admin		
4300	1000	Supplies - Students		
4300	2420	Supplies - Library		
4300	2495	Supplies – Parent Inv.	1282	Goal 2:1, 2:2, 4:3
4300	2700	Supplies – Office		
4300	3140	Supplies-Health		
4325	1000	Technology		
4395	1000	Site Reserve 5%		
4399	1000	Unallocated funds		
4400	1000	Uncap. Equip. +$500		
4400	2700	Uncap. Equip. +$500		
4425	1000	Tech Equipment		
5200	1000	Travel / Conf. – Teachers		
5200	2700	Travel/Conf. – Admin.		
5200	3110	Travel/Conf. – Counselor		
5200	1000	Travel/Conf Parents		
5610	1000	Equip. repair		
5620	1000	Serv. Agrmt		
5620	2700	Serv. Agrmt.		
5800	1000	Prof. Serv. Inst	15000	Goal 1:4, 2:4, 3:3, 4:2, 5:2
5850	1000	Study Trip Fees	3040	Goal 2:3, 3:4, 5:3
5860	1000	Transportation	15,000	Goal 2:3, 3:4, 5:3
Total Spent			223,030	
Available Balance			0.00	

SSC Chair Signature: _____ Date: _06/05/2025_

Principal Signature: _____ Date: _____

References

2023-2024 CAASPP – Grade 11 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2023-24						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 11						
All Students Tested	372	367	367	11.72%	36.24%	25.07%	26.98%
Male	194	190	190	7.37%	33.16%	24.74%	34.74%
Female	178	177	177	16.38%	39.55%	25.42%	18.64%
African American							
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	359	354	354	10.73%	36.72%	25.42%	27.12%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	10	10	10	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	290	285	285	9.12%	35.79%	27.02%	28.07%
English Learners	60	57	57	1.75%	15.79%	33.33%	49.12%
Students with Disabilities	55	53	53	0.00%	13.21%	26.42%	60.38%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	24	23	23	13.04%	39.13%	13.04%	34.78%

	Mathematics						
	2023-24						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 11						
All Students Tested	372	364	364	3.57%	12.09%	15.93%	68.41%
Male	194	188	188	3.72%	12.77%	14.89%	68.62%
Female	178	176	176	3.41%	11.36%	17.05%	68.18%
African American							
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	359	351	351	3.13%	11.68%	15.67%	69.52%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	10	10	10	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	290	282	282	2.84%	8.16%	16.31%	72.70%
English Learners	60	56	56	0.00%	1.79%	0.00%	98.21%
Students with Disabilities	55	52	52	0.00%	0.00%	5.77%	94.23%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	24	23	23	4.35%	0.00%	13.04%	82.61%

School-Parent/Home Compact

Santa Paula High School

School-Parent-Student Compact

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

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

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

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

_____ _____

Parent/Guardian signature   Student Signature

Santa Paula High School
School, Parent and Family Engagement Policy
2025-2026

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

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

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

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

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

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

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

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

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

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

Annual Title I Meeting

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

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

Title I Program and Services

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

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

- School Accountability Report Card.

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

School Review and Improvement and Information about Student Achievement Progress

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

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

Flexible Number of Meetings

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

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

Parent Feedback and Input

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

- Incorporating suggestions into the school evaluation and/or the school plan, goals, and activities designed to achieve those goals;
- Developing differentiated instruction for students as needed;
- Tailoring intervention services to meet students' needs;
- Development of IEP (special education students);
- Surveying families in English and Spanish soliciting their input and suggestions for school improvement.

School-Parent Compact

SPHS distributes, to the parents and family members of Title 1 students, a school-parent compact. The compact has been jointly developed by all stakeholders. It describes how the school and families will

partner to help children achieve the challenging state academic standards. While the School-Parent Compact may include other items suggested by parents and family members, as required by Title I requirements; and it may include the following items:

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

Training for Parents and Staff

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

- School Site Council and ELAC;
- SPHS PTSA sponsored parent activities;
- Ventura County Office of Education workshops and events;
- Training provided to parents at Annual Title I meeting.
- Training and workshops regarding how to accessing school website and Parent Connect

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

- Parent conferences
- Newsletters
- Presentations at ELAC and SSC
- Annual Title I Meeting
- "Coffee with the Principal" event
- the development of a Parent Center
- Parent communication

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

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

Translation and Understandable Format

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

Parent Comments

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

Parent Involvement Calendar

Santa Paula High School welcomes and encourages parent involvement at the many school functions. The calendar below identifies many of the activities throughout the 2025-2026 school year that parents are encouraged to attend. If a parent would like to become more involved at the school, they can contact the principal, their child's teacher or any school office member for more information.

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

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

Professional Development Plan

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

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

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

During the 2025-2026 school year, Santa Paula High School teachers will focus on the following staff development topics:

- Supporting Social Emotional Learning (SEL)
- Practical Applications of AI in the Classroom
- Professional Learning Communities (PLC) Training
- Best Practices for Supporting Diverse Learners (EL, SpEd)

School Accountability Report Card

SANTA PAULA HIGH SCHOOL

Accredited by the Western Association of Schools and Colleges

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

Contents

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 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 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

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.

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/pf/.

School Facilities & Safety
Facilities Profile
Santa Paula High provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1933; ongoing maintenance ensures school facilities are kept safe and in good working condition, and continue to provide adequate space for students and staff. The following campus repair or improvement projects were planned (or completed) for the school site:

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	Good	Fair	Poor	Repair Needed and Action Taken or Planned
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
✓			

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)
PAWsitive 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+

Subject	Average Class Size	1-22	23-32	33+
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
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 Dellgado, CNS Supervisor Genneah Figuroa 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
• CORE Learning - Literacy Services	
• CGI Math - Teacher Learning Center	
• Report Card Entry Training for Q	
• EL Shadowing	
2023-24	2 days
• Project Based Learning with Trevor Muir	
• Active Intruder Training	
2024-25	2 days
• 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: *Literature and Language Arts*	0%
2018	*	Pearson: My Prespectives (ELA) ELD Companion (ELD)	0%
	*	California State University: ERWC (Online)	0%
Math			
2008	*	McGraw Hill: *Financial Math*	0%
2024	*	Bedford Freeman Worth Publishing Group: *Statistics AP*	0%
2024	*	Bedford Freeman Worth Publishing Group: *Statistics CP*	0%
2024	*	Cebgage/National Geographic: *Pre-Calculus*	0%
2013	*	W.H. Freeman and Co.: *Calculus*	0%
2014	*	CPM: Math Integrated 1-3	0%
Science			
2014	*	It's About Time: *Global Science*	0%
2008	*	McGraw-Hill Glencoe: *Biology CP*	0%
2013	*	McGraw Hill: *Biology AP*	0%
2015	*	It's About Time: *Chemistry*	0%
2014	*	It's About Time: *Physics*	0%
2008	*	G&W: *Anatomy*	0%
2010	*	McGraw-Hill: *Zoology*	0%
2023	*	BFW: *Environmental AP*	0%
Social Science			
2019	*	McGraw Hill: *World History*	0%
2019	*	McGraw Hill: *American Government*	0%
2019	*	McGraw Hill: *Economics*	0%
2019	*	National Geographic: *US History*	0%
2011	*	Pearson Prentice Hall: *Criminal Justice*	0%
2004	*	Houghton Mifflin: *AP US History*	0%
2014	*	Worth Publishing: *Psychology CP*	0%
2013	*	Cengage Learning: *Psychology AP*	0%
2014	*	Pearson Prentice Hall: *Sociology*	0%
Foreign Language			
2023	*	Carnegie Learning: *En Alta Voz 1, 2*	0%
2023	*	Vista Higher Learning: *Temas (Spanish AP)*	0%
2023	*	Vista Higher Learning: *Senderos Level 1, 2 & 3*	0%
Health			
2022	*	McGraw Hill: Glemcoe Health	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 Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Expenditures Per Pupil and School Site Teachers Salaries 2022-23					
	Dollars Spent Per Student				
Expenditures Per Pupil	SPHS	SPUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	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

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.

BYLAWS

SCHOOL SITE COUNCIL

Preamble

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

ARTICLE I - Name of Council

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

ARTICLE II - Role of Council

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

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

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

ARTICLE III - Members

Section 1 – Size and Composition

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

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

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

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

Section 2 - Term of Office

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

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

<center>Section 3 – Voting Rights</center>

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

<center>Section 4 – Termination of Membership</center>

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

<center>Section 5 – Transfer of Membership</center>

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

<center>Section 6 – Resignation</center>

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

<center>Section 7 – Vacancy</center>

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

<center>ARTICLE IV – OFFICERS</center>

<center>Section 1 – Officers</center>

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

<center>Section 2 – Election and Term of Office</center>

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

<center>Section 3 – Removal</center>

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

<center>Section 4 – Vacancy</center>

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

<center>Section 5 – Chairperson</center>

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

<center>Section 6 – Vice-Chairperson</center>

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

<center>Section 7 – Secretary</center>

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

- Promptly transmit to each of the members, to the principal, and to such other persons as the council may deem, true and correct copies of the minutes of such meetings;
- See that all notices of all meetings are duly given to the members in accordance with the provisions of these bylaws;

- See that agendas are posted in a location accessible to parents 72 hours in advance of a meeting;
- Be custodian of the School Site Council records; keep a register of the address and telephone number of each member of the School Site Council which shall be furnished to the secretary by such member; and, in general,
- Perform all duties incident to the office of secretary and such other duties as may be assigned to the office by the chairperson or by the School Site Council.

ARTICLE V – Committees
Section I – Standing and Special Committees

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

Section 2 – Membership

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

Section 3 – Term of Office

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

Section 4 – Rules

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

Section 5 – Quorum

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

Section 6 – Vacancy

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

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

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

Section 2 – Special Meetings

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

Section 3 – Place of Meetings

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

Section 4 – Notice of Meetings

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

Section 5 – Decisions of the School Site Council

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

Section 6 – Quorum

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

Section 7 – Conduct of Meetings

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

Section 8 – Meetings Open to the Public

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

ARTICLE VII – Amendments

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

In witness thereof, the Santa Paula High School Site Council has caused these bylaws to be duly executed on the 8th of May, 2025.

Name of School Site Council Chairperson: _____

Signed: _____