

Santa Paula Unified School District

School Plan for Student Achievement



Santa Paula High School

56 76828 5635776

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Fiscal Year 2026-2027

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The School Plan for Student Achievement

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

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

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

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

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

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

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

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

Recommendations and Assurances

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

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- 3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Council
Leadership Team / WASC Committee

Signature of Authorized
Representative

Javier Magaña
Amber Mc

- 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: 4/22/2026

Attested:

D. Guzman
Daniel Guzman, Principal

Amber Mc
SSC Chairperson

4/22/2026

Date

4/22/2026

Date

School Site Council Membership

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

Name of Members	Principal	Certificated Staff	Other or Classified Staff	Parent or Community Member	Student
Daniel Guzman	X				
Michael Goldberg		X			
Emily Held		X			
Ryan Young		X			
Christina Ines-Solis			X		
Nora Perez			X		
Ana Arenas			X		
Rosa Martha Magana				X	
Jose Arana				X	
Sonia Maganaz				X	
Xochil Gomez				X	
Mia Arteaga					X
Asher Gonzalez					X
Monica Valdovinos					X
Number of members in each category	1	3	3	4	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 Summary 2026–2027
Local Control and Accountability Plan



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 by a highly skilled team in a safe, supportive learning environment, while remaining fiscally responsible.

STATE PRIORITIES ADDRESSED

- 1 Basic Services or Basic Conditions at Schools
- 3 Parent Engagement
- 5 Student Engagement
- 7 Access to a Broad Course of Study

- 2 Implementation of State Academic Standards
- 4 Student Achievement
- 6 School Climate
- 8 Outcomes in a Broad Course of Study

GOAL 1 College, Career & Life Readiness

The 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. Progress is measured by the key performance indicators in Metrics — Goal 1.

- P1a Professional Development
- P1b Data Service Specialist
- P1c Directors of Elementary & Secondary
- P1d TK and K Bilingual IAs
- P1e Expanded TK/Preschool
- P1f DLI Support
- P1g ELD Task Force
- P1h Newcomer Teacher
- P1i AP Program/Exam Fees
- P1j CTE Support
- P1k Field Trips — Standards Aligned K-6 / University (6,8, & 10)
- 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 Engagement, Family Partnership & Climate

Student Engagement: engaging students through innovative site academies, project-based learning, and differentiated pathways. Parental Involvement: strengthening parent engagement through diverse participation opportunities. School Climate: enhancing student safety, well-being, and success through a comprehensive Multi-Tiered System of Supports (MTSS) addressing academic, social-emotional, and mental health needs.

- P3a Support Educational Outcomes / Development of Academies
- P3b STEAM TOSA
- P3c Mentoring Program
- P3d Restorative Justice
- P3e PBIS – Positive Behavior
- P3f Counselors/Mental Health
- P3g Wellness Center Support
- P3h Support Teen Parents
- P3i Parent Involvement
- P3j District Communication
- P3k MTSS/Attendance

GOAL 2 Literacy & Math Proficiency

The district will ensure all students achieve grade-level proficiency in literacy and math through evidence-based instruction, targeted interventions, and progress monitoring (Metrics — Goal 2), focusing on equity and closing gaps for English Learners, Foster Youth, Low-Income, and students with disabilities.

- P2a Itinerant Academic Support Teachers
- P2b Literacy Support
- P2c Parent Literacy Academy
- P2d Supplemental Math & Science Resources
- P2e Reading Supports (K-6)

GOAL 4 Equitable Conditions for Learning

The district will ensure equitable conditions of learning for all students by recruiting and retaining highly qualified and diverse staff, maintaining safe and modern facilities, providing rigorous standards-aligned curriculum, and regularly addressing disparities in resources and opportunities.

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

GOAL 5 Renaissance HS — Student Stability

With the collaboration of staff, parents, and students, Renaissance High School will increase the school's student stability rate to 80%.

- P5a Implement a Multi-Tier System of Supports

GOAL 6 Outreach & Attendance Support

Provide outreach support services to improve student attendance, engagement, and stability.

- P6a Community School Outreach Coordinator

LEARN MORE—The full Local control and Accountability Plan, including metrics, goals and budgeted actions for each priority, is available on the district website, www.santapaulausd.org

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 2025-2026 school year, 1,456 students were enrolled, including 13.6% qualifying for English Language Learner support, 83.4% socioeconomically disadvantaged, 15.9% students with disabilities, 2.7% migrant, 0.1% foster youth, and 5.7% homeless youth.

School Mission

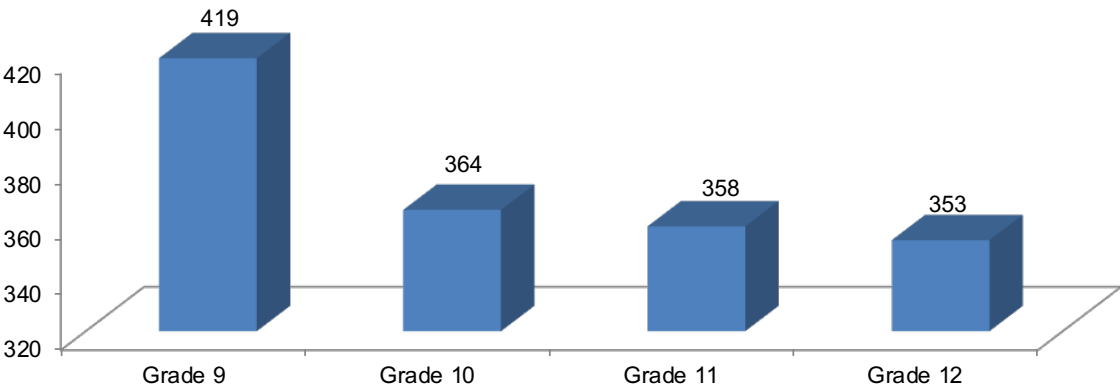
It is the mission of Santa Paula High School to encourage and educate all students to reach their fullest potential, to be global citizens, life-long learners, and to acquire the academic skills to prepare for post-secondary opportunities, through a rigorous curriculum and safe environment.

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.

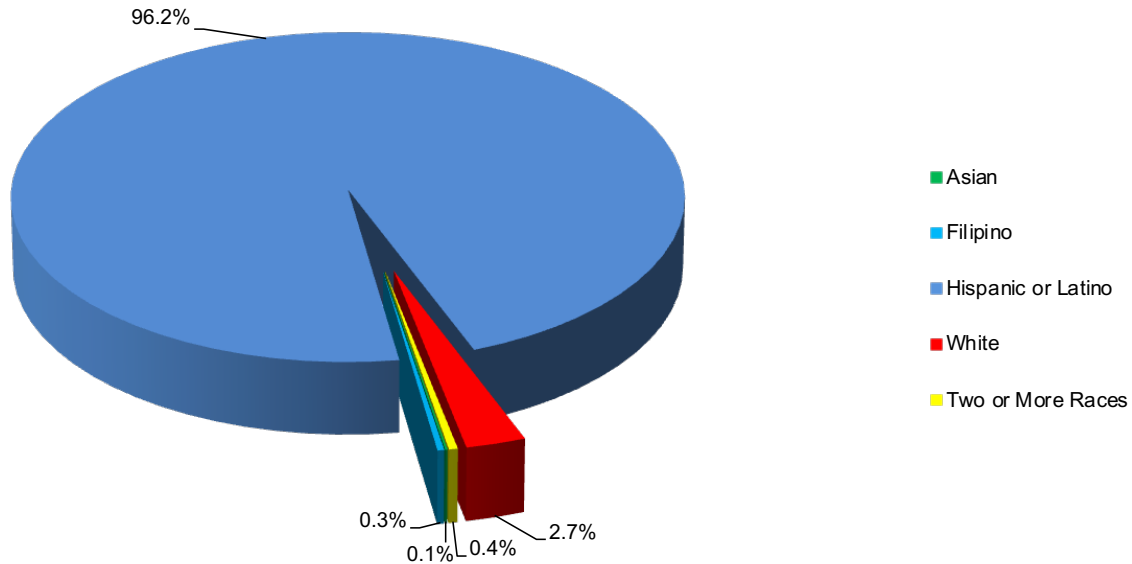
Student Enrollment by Grade

Source: Data Quest 2025-2026



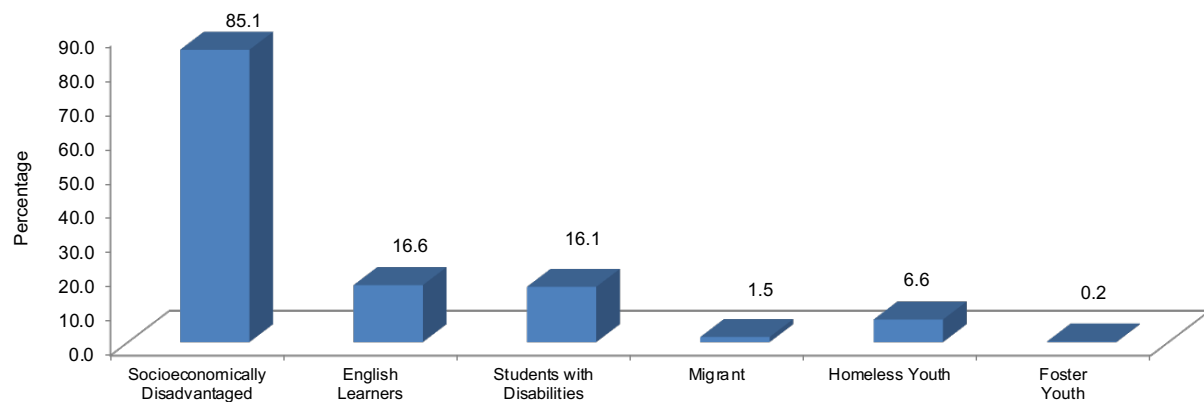
Student Enrollment by Ethnicity

Source: Data Quest 2025-2026



Student Enrollment by Subgroup

Data Source: Data Quest 2025-2026



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:
 - CAASPP Reports
 - District Assessments (io Assessment Reports)
 - Teacher & Staff Feedback
 - Student Feedback
 - QGIS Reports
 - 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 2026-2027 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 lifestyles 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
 - Summer Math Academy
 - 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	April 22, 2026	

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	4/22
ELAC	4/29
SPHS Staff	5/18

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. Our 2024-2025 CAASPP scores showed improvement in ELA and Math. However, certain subgroups continue to score significantly below state targets in both ELA and Math.

1. **Mathematics Proficiency:** Our Math scores increased 2.03%. Our LTEL students scored in the red band. Two subgroups were in the orange band (Emergent Bilingual and Students with Disabilities). Our Socioeconomically Disadvantaged subgroup fell in the yellow band. Our overall math scores are as follows:

	2020-21	2021-22	2022-23	2023-24	2024-25
Std Exceeded Level 4	N/A	3.88 %	3.52 %	3.57 %	6.19 %
Std Met Level 3	N/A	12.54 %	11.97 %	12.09 %	11.5 %
Std Nearly Met Level 2	N/A	21.79 %	21.36 %	15.93 %	25.37 %
Std Not Met Level 1	N/A	61.79 %	63.15 %	68.41 %	56.93 %

2. **English Language Arts:** Our ELA scores improved; however, the LTEL subgroup fell within the red band. Our EB subgroup and Students with Disabilities subgroups fell within the orange band. Our overall ELA scores are as follows:

	2020-21	2021-22	2022-23	2023-24	2024-25
Std Exceeded Level 4	N/A	10.68 %	14.79 %	11.72 %	15.98 %
Std Met Level 3	N/A	27.6 %	30.05 %	36.24 %	35.8 %
Std Nearly Met Level 2	N/A	35.01 %	29.11 %	25.07 %	29.29 %
Std Not Met Level 1	N/A	26.71 %	26.06 %	26.98 %	18.93 %

3. **English Language Progress:** Overall, our EB subgroup maintained steady progress at 33.3%. However, the progress made continues to keep us in the orange band.

4. **Suspension Rate:** Our suspension rate increased .6%.

Suspensions	2022-23	2023-24	2024-25	State 2025
Total	5.3%	5.3%	5.9%	2.9%

5. Grades (First Semester)

	A	B	C	D	F
English:					
2025-2026	41.3	27.7	17.1	7.4	6.5
2024-2025	34.9	27.3	19.9	10.6	7.3
Mathematics:					
2025-2026	23.6	23.2	22.4	14.9	16.1
2024-2025	22.2	22.1	26.1	15	14.6
Science:					
2025-2026	34.4	28.2	21.5	8.6	7.3
2024-2025	34	34.6	18.5	7.1	5.9
Social Science:					
2025-2026	30.6	29.3	22.8	11.7	5.7
2024-2025	33.4	27.7	23	8.9	7

6 **College and Career:** Based on the California Dashboard, our scores fell within the green band with 56.9% of students being identified as “prepared.” This was an increase of 3.6% from the previous year.

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 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 student subgroups 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 **3.1 points above standard in ELA** and **99.7 points below standard in Math** as measured by the CAASPP.

CAASPP Assessments

- **English Learners:** 87.5 points below standard in ELA, 155.9 points below standard in Math
- **Long-Term English Learners:** 87.5 points below standard in ELA, 194.6 points below standard in Math
- **Students with Disabilities:** 87.1 points below standard in ELA, 228.9 points below standard in Math
- **Hispanic:** 2.1 points above standard in ELA, 102.4 points below standard in Math
- **Socioeconomically Disadvantaged:** 1.8 points below standard in ELA, 105.9 points below standard in Math
- **Graduation Rate:** 98.3% graduated (EL 96.1% graduated; SWD 94.9% graduated)

Grades (First Semester)

		A	B	C	D	F
English:						
2025-2026		41.3	27.7	17.1	7.4	6.5
2024-2025		34.9	27.3	19.9	10.6	7.3
Mathematics:						
2025-2026		23.6	23.2	22.4	14.9	16.1
2024-2025		22.2	22.1	26.1	15	14.6

While CAASPP test scores have improved, there continues to be a need for additional support for our students in both English and Math, with a specific focus on our EB and SWD subgroups.

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	51.78% (24-25) At or above standard	Increase by 5%
CAASPP Math	17.34% (24-25) At or above standard	Increase by 5%
Grades - English	13.9 % D and F (Fall Semester)	Decrease by 5%
Grades - Math	31% D and F (Fall Semester)	Decrease by 5%
Graduation Rate - Overall	98.3% graduated (2025)	Increase by 5%
Graduation Rate - EL	96.1% graduated (2025)	Increase by 5%
Graduation Rate - SWD	94.9% graduated (2025)	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 (Repeated Expenditure)	EB (newcomers and long term)	\$ 58,000 (Salary \$45,000 Fringes \$13,000)	Title I
#2	Bilingual Instructional Assistant (Repeated Expenditure)	EB (newcomers and long term)	\$54,000	Title 1
#3	Intensive Intervention to address academic and social emotional gaps (repeated expenditures)	9th-12th Grade students with a GPA of 2.0 or below	\$72,708	Title 1
#4	Guest Speakers to help motivate and mentor at promise students; provide additional on site support (Repeated Expenditure)	9th- 12th grade students with a GPA of 2.0 or below or are credit deficient	\$10,000	Title I
#5	Provide opportunities for Math teachers to learn and practice evidence-based strategies that increase student achievement; provide release time for teachers to collaborate, review data and plan reteaching opportunities	9th - 12th grade students who have not mastered key mathematical concepts	\$5,000	Title 1

ANNUAL REVIEW

SPSA Year Reviewed: 2025-2026

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 counselor actively monitored English Learner (EB) students, providing college and career awareness through classroom presentations and supporting students with course registration. She also provided students with a-g information. An area still unmet is meeting with non reclassified students to review ELPAC and academic progress as well as reclassification requirements. The counselor also attended all ELAC meetings.

The Bilingual Instructional Assistants worked alongside teachers to directly assist non-reclassified EB students as well as Newcomer students, ensuring they received targeted academic support.

Funds designated for Intensive Intervention were effectively used to support students attending Saturday School, where they received additional help in core academic subjects.

At the start of the school year, a guest speaker was invited to motivate students to set and pursue their goals.

As a result of these combined efforts, there was an overall increase in test scores in both ELA and Math, including gains across all subgroups; however, there remains room for continued improvement. Additionally, the number of D's and F's decreased compared to the previous year, indicating positive progress in student achievement.

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 goals.

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 2026-2027 school year, we will continue to target our funds to support improved student academic and social emotional outcomes.

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—whether by attending school events or participating in decision-making—students develop a stronger sense of the value of learning.

The California Accountability Dashboard shows that Santa Paula High School students are performing **3.1 points above standard in ELA** and **99.7 points below standard in Math** as measured by the CAASPP. This is an improvement from the previous year.

CAASPP Assessments

- **English Learners:** 87.5 points below standard in ELA, 155.9 points below standard in Math
- **Long-Term English Learners:** 87.5 points below standard in ELA, 194.6 points below standard in Math
- **Students with Disabilities:** 87.1 points below standard in ELA, 228.9 points below standard in Math
- **Hispanic:** 2.1 points above standard in ELA, 102.4 points below standard in Math
- **Socioeconomically Disadvantaged:** 1.8 points below standard in ELA, 105.9 points below standard in Math
- **Graduation Rate:** 98.3% graduated (EL 96.1% graduated; SWD 94.9% graduated)

Grades (First Semester)

		A	B	C	D	F
English:						
2025-2026		41.3	27.7	17.1	7.4	6.5
2024-2025		34.9	27.3	19.9	10.6	7.3
Mathematics:						
2025-2026		23.6	23.2	22.4	14.9	16.1
2024-2025		22.2	22.1	26.1	15	14.6

While CAASPP test scores have improved, there continues to be a need for additional support for our students in both English and Math, with a specific focus on our EB and SWD subgroups.

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 8 meetings annually
Number of College Campus Study Trip (EB/At Promise)	2 field trips to college campus, one of those included EB (newcomer) students	Maintain a minimum of 2 field trips to college campuses, specifically for EB/at promise students
Guest Speaker for students and their parents	August guest speaker - first day of school	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	\$2,100	Title I
#2	Provide parents the opportunity to attend workshops or conferences that will help student learning.	All Students	\$2,000	Title I
#3	Provide EL/at promise students with the opportunity to attend college field trip	EB students and incoming 9th grade students	\$7,500	Title I
#4	Provide guest speakers to discuss with students and their families the importance of overcoming barriers to success (repeated expenditure)	EB students and incoming 9th grade students	\$10,000	Title I

ANNUAL REVIEW:

SPSA Year Reviewed: 2025-2026

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.

Parents were provided with multiple opportunities to engage with the SPHS administration team, including Coffee with the Principal, ELAC, SSC, parent conferences, 504 meetings, and IEP meetings. During these gatherings, families received important information related to academic progress, college applications, and financial aid awareness. Individual conferences were also held to discuss students' academic progress on a more personalized basis, and overall attendance at meetings was strong. Parent participation in additional conferences and workshops was limited, highlighting an area of focus for the upcoming school year.

Students benefited from several field trips to college campuses, including one specifically designed for EB Newcomer students, which provided them the opportunity to visit both a university and a local community college.

The school collaborated with the local police department to host a community forum aimed at increasing parent awareness of drug and alcohol use, as well as effective parenting strategies. This well-attended event featured several local organizations that offered valuable and timely resources to 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 expenditure to implement the strategies or activities to meet the articulated goals.

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 2026-2027 school year, we will continue with the same goal; however we will have a stronger focus on increasing parent participation in outside conferences and workshops.

Goal 3:

SPHS will maintain and evaluate the existing interventions for all 9th graders and any at-risk students (grades 9-12), 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 **3.1 points above standard in ELA** and **99.7 points below standard in Math** as measured by the CAASPP.

CAASPP Assessments

- **English Learners:** 87.5 points below standard in ELA, 155.9 points below standard in Math
- **Long-Term English Learners:** 87.5 points below standard in ELA, 194.6 points below standard in Math
- **Students with Disabilities:** 87.1 points below standard in ELA, 228.9 points below standard in Math
- **Hispanic:** 2.1 points above standard in ELA, 102.4 points below standard in Math
- **Socioeconomically Disadvantaged:** 1.8 points below standard in ELA, 105.9 points below standard in Math
- **Graduation Rate:** 98.3% graduated (EL 96.1% graduated; SWD 94.9% graduated)

Grades (First Semester)

		A	B	C	D	F
English:						
2025-2026		41.3	27.7	17.1	7.4	6.5
2024-2025		34.9	27.3	19.9	10.6	7.3
Mathematics:						
2025-2026		23.6	23.2	22.4	14.9	16.1
2024-2025		22.2	22.1	26.1	15	14.6

Suspension Rate: Our suspension rate increased .6%.

Suspensions	2022-23	2023-24	2024-25	State 2025
Total	5.3%	5.3%	5.9%	2.9%

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)	Grades - GPA 10th Grade (S1) 4.0 and higher = 90 students 3.5 - 5.0 = 50 students 3.0 - 3.5 = 66 students 2.1 - 2.9 = 95 students 0.0 - 2.0 = 62 students Grades - GPA 9th Grade (S1) 4.0 and higher = 100 students 3.5 - 4.0 = 52 students 3.0 - 3.5 = 52 students 2.1 - 2.9 = 101 students 0.0 - 2.0 = 76 students	5% Increase in students having a GPA of 3.0 and higher
Reclassification Rate	(25 students)	Increase by 5%
Suspension Rate	5.9% (2025)	Decrease by 2 %

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#1	Intensive Intervention to address academic gaps and social emotional gaps (repeated expenditures)	Students in grades 9-12, students with D's and F's	\$72,708	Title I
#2	Counselor to monitor and provide guidance on current academic achievement (Repeated expenditure)	EL (newcomers and long term) Incoming 9th graders	\$58,000	Title I
#3	Guest speakers to help motivate and mentor at promise students and provide additional on site support (Repeated Expenditure)	9th-12th graders with a GPA below 2.0 or at least one suspension	\$10,000	Title I
#4	Provide EL/At promise students with the opportunity to attend college field trip (Repeated Expenditure)	Incoming 9th grade students, EL students with D's and F's	\$7,500	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	\$5,000	Title I

ANNUAL REVIEW:

SPSA Year Reviewed: 2025-2026

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.

Funds allocated for Intensive Intervention teachers were instead used to compensate teachers for supporting students during Saturday School. During these sessions, teachers provided assistance across all core subjects, with an emphasis on Math and ELA. Although average attendance exceeded 100 students, it was difficult to disaggregate data to determine whether this initiative directly led to improved grades, particularly because the group of participating students was constantly changing, making it challenging to track outcomes.

While one counselor was designated to support EB Newcomer students, all counselors also carried caseloads that included at-risk ninth graders, resulting in inconsistent monitoring. At the start of the second semester, a new course was created for ninth-grade students who were not making sufficient academic progress and were experiencing social-emotional challenges; however, data on its effectiveness is not yet available.

A guest speaker was brought in at the beginning of the school year to address goal setting, and the new ninth-grade course has since incorporated multiple guest speakers focused on mentoring and emotional regulation.

EB Newcomer students participated in a university field trip, though at-risk students did not have similar opportunities to visit a university or local community college. Additionally, new books were added to the library collection, and a monthly reading challenge was implemented during the second semester, with an average of 25 students participating each month.

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 expenditure to implement the strategies or activities to meet the articulated goals.

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 2026-2027 school year, we have developed a more efficient method in maintaining data so that interventions can be better monitored for efficacy.

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 expanding student engagement through diverse enrichment opportunities can improve academic outcomes by creating a more supportive and stimulating learning environment. When parents actively participate in their children's education—by attending school events or engaging in decision-making—students are more likely to recognize and value the importance of learning.

The California Accountability Dashboard shows that Santa Paula High School students are performing **3.1 points above standard in ELA** and **99.7 points below standard in Math** as measured by the CAASPP.

CAASPP Assessments

- **English Learners:** 87.5 points below standard in ELA, 155.9 points below standard in Math
- **Long-Term English Learners:** 87.5 points below standard in ELA, 194.6 points below standard in Math
- **Students with Disabilities:** 87.1 points below standard in ELA, 228.9 points below standard in Math
- **Hispanic:** 2.1 points above standard in ELA, 102.4 points below standard in Math
- **Socioeconomically Disadvantaged:** 1.8 points below standard in ELA, 105.9 points below standard in Math
- **Graduation Rate:** 98.3% graduated (EL 96.1% graduated; SWD 94.9% graduated)

Grades (First Semester)

		A	B	C	D	F
English:						
2025-2026		41.3	27.7	17.1	7.4	6.5
2024-2025		34.9	27.3	19.9	10.6	7.3
Mathematics:						
2025-2026		23.6	23.2	22.4	14.9	16.1
2024-2025		22.2	22.1	26.1	15	14.6

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)	2025 data - no new data 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	1185 visits (as of 2/25)	Increase by 5%
Suspensions	5.34% (as of 4/18) **how many suspensions	Decrease by 2%

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#1	Intensive Intervention to address academic gaps and social emotional gaps (repeated expenditures)	Incoming 9th graders; EL students with Ds and Fs	\$72,708	Title I
#2	Guest speakers to help motivate and mentor at promise students and provide additional on site support (Repeated Expenditure)	9th-12th graders with a GPA below 2.0 or at least one suspension	\$10,000	Title I
#3	Provide parents with the opportunity to meet with the school administration team to discuss academic achievement, LCAP(repeated expenditure)	All Students	\$2100	Title I
#4	Provide parents the opportunity to attend workshops or conferences that will help student learning. (repeated expenditure)	All Students	\$2000	Title I

ANNUAL REVIEW:

SPSA Year Reviewed: 2025-2026

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.

Saturday School was offered consistently throughout the year, with the exception of long weekends and instructional breaks; however, attendance varied, making it difficult to track individual student progress or disaggregate data, as the current focus has been on attendance rather than outcomes.

A guest speaker presented on the first day of school, emphasizing the importance of a strong start, goal setting, and finding one's passion; while students and staff found the message valuable, many felt it may have been more impactful if delivered after the school year was underway. Additional guest speakers visited ninth-grade transition classes to provide mentoring and support in emotional regulation.

Parent events were generally well attended, though an area for growth is empowering parents to take advantage of external workshops and conferences.

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 expenditure to implement the strategies or activities to meet the articulated goals.

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 2026-2027 school year, we have developed a more efficient method in maintaining data so that interventions can be better monitored for efficacy. We will also have a stronger focus on increasing parent participation in outside conferences and workshops.

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.

Students who complete Career Technical Education pathways and meet UC a-g requirements are better positioned to access expanded opportunities in both the workforce and higher education, including college admission, acceptance, and completion. SPSHS is committed to supporting all students, across every subgroup, in achieving these milestones and preparing for success beyond high school.

The California Accountability Dashboard shows that Santa Paula High School students are performing **3.1 points above standard in ELA** and **99.7 points below standard in Math** as measured by the CAASPP.

CAASPP Assessments

- **English Learners:** 87.5 points below standard in ELA, 155.9 points below standard in Math
- **Long-Term English Learners:** 87.5 points below standard in ELA, 194.6 points below standard in Math
- **Students with Disabilities:** 87.1 points below standard in ELA, 228.9 points below standard in Math
- **Hispanic:** 2.1 points above standard in ELA, 102.4 points below standard in Math
- **Socioeconomically Disadvantaged:** 1.8 points below standard in ELA, 105.9 points below standard in Math
- **Graduation Rate:** 98.3% graduated (EL 96.1% graduated; SWD 94.9% graduated)

Grades (First Semester)

		A	B	C	D	F
English:						
2025-2026		41.3	27.7	17.1	7.4	6.5
2024-2025		34.9	27.3	19.9	10.6	7.3
Mathematics:						
2025-2026		23.6	23.2	22.4	14.9	16.1
2024-2025		22.2	22.1	26.1	15	14.6

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	61 students	Increase by 5%
College/Career Prepared	56.9% prepared (CA Dashboard)	Increase by 5%
A-G Eligible	% (217 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 (Repeated expenditure)	EL (newcomers and long term) Incoming 9th graders	\$58,000	Title I
#2	Guest speakers to help motivate and mentor at promise students and provide additional on site support (Repeated Expenditure)	Incoming 9th graders (having been identified at risk of not promoting)	\$10,000	Title I
#3	Provide EL/At promise students with the opportunity to attend college field trip (Repeated Expenditure)	Incoming 9th grade students, EL students with D's and F's	\$7,500 (\$5,500 - transportation; \$2,000 fees)	Title I

ANNUAL REVIEW:

SPSA Year Reviewed: 2025-2026

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.

A counselor partially funded by Title I provided targeted support for EB students, while all counselors assisted students with course selection and college applications. Counselors worked closely with College and Career staff, EAOP staff, and local community colleges to support students and families throughout the college admission process, including providing financial aid awareness and FAFSA assistance.

A guest speaker addressed students on the first day of school; although the information was helpful, student survey results indicated it may have been more impactful later in the year.

EB Newcomer students were given the opportunity to participate in a college visit. At risk 9th graders have had guest speakers in their transitions class. The focus of these visits have been emotional regulation, high school graduation requirements, a-g requirements. Guest speakers have also provided mentoring opportunities have also been available to these identified 9th graders.

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 expenditure to implement the strategies or activities to meet the articulated goals.

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

There are no changes to this goal.

Budget

Budget Summary Table

Description	Amount (\$)
Total Funds Provided to the School Through the ConApp	\$221,967.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$0.00

Overall total of funds included for this school: **\$221,967.00**

Other Federal, State and Local Funds

The School Site Council intends for School Name to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2025-2026 Carryover	\$0.00
Title I 2026-2027 Allocation	\$221,967.00

Subtotal of additional federal funds included for this school: **\$221,967.00**

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: **\$221,967.00**

Title I Allocations – 2026-2027

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

		Resource	Title I	Remarks
		Allocation: 25-26	\$221,967.00	
		Carry Over		
OBJ.	Function	DESCRIPTION		
1102	1000	Substitutes		
1103	1000	Tchr. Extra Duty	72708	Intensive Intervention; \$5000 math
1203	1000	Counselor Extra Duty	45,000	EB Counselor
2100	1000	Instructional Asst.	54000	IA Bilingual (6 hours)
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	EB Counselor;
4200	1000	Other Books- students	5000	Literary Identity
4200	3110	Other Books - counselor		
4200	2700	Other Books - Admin		
4300	1000	Supplies - Students		
4300	2420	Supplies - Library		
4300	2495	Supplies – Parent Inv.	4048	Have to set aside
4300	2700	Supplies – Office		
4300	3140	Supplies-Health		
4325	1000	Technology		
4395	1000	Site Reserve 5%		
4399	1000	Unallocated funds	10,711	
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	10000	Guest Speakers
5850	1000	Study Trip Fees	3000	Entrance fees
5860	1000	Transportation	4,500	Buses for Field Trips
Total Spent			221,967	
Available Balance			0.00	

SSC Chair Signature: _____

Date: 4/22/20

Principal Signature: _____

Date: 4/22/20

References

2024-2025 CAASPP – Grade 11 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2024-25						
	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	341	338	338	15.98%	35.80%	29.29%	18.93%
Male	179	178	178	11.24%	34.27%	30.34%	24.16%
Female	178	177	177	16.38%	39.55%	25.42%	18.64%
African American							
American Indian or Alaskan Native							
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	329	326	326	15.64%	35.58%	30.06%	18.71%
Hawaiian or Pacific Islander							
White (not Hispanic)	11	11	11	27.27%	36.36%	9.09%	27.27%
Two or More Races							
Socioeconomically Disadvantaged	294	291	291	13.40%	35.74%	30.58%	20.27%
English Learners	48	47	47	0.00%	12.77%	29.79%	57.45%
Students with Disabilities	41	39	39	0.00%	15.38%	33.33%	51.28%
Migrant Education	4	4	4	*	*	*	*
Homeless Youth	20	19	19	5.26%	42.11%	15.79%	36.84%

	Mathematics						
	2024-25						
	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	341	339	339	6.19%	11.50%	25.37%	56.93%
Male	179	178	178	6.74%	11.80%	23.03%	58.43%
Female	162	161	161	5.59%	11.18%	27.95%	55.28%
African American							
American Indian or Alaskan Native							
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	329	327	327	5.50%	11.01%	25.99%	57.49%
Hawaiian or Pacific Islander							
White (not Hispanic)	11	11	11	27.27%	27.27%	9.09%	36.36%
Two or More Races							
Socioeconomically Disadvantaged	294	292	292	5.14%	10.96%	23.63%	60.27%
English Learners	48	48	48	0.00%	0.00%	12.50%	87.50%
Students with Disabilities	41	39	39	0.00%	0.00%	10.26%	89.74%
Migrant Education	4	4	4	*	*	*	*
Homeless Youth	20	19	19	0.00%	5.26%	15.79%	78.95%

School-Parent/Home Compact

Santa Paula High School

School-Parent-Student Compact

Santa Paula High School (SPHS), 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, scheduled parent-student-teacher conferences, and parent meetings.
- Parents will participate in a parent-teacher conference.
- 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 scheduled 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

Family Engagement Policy

**Santa Paula High School
School, Parent and Family Engagement Policy
2026-2027**

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 SPSHS 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 SPSHS 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;
- SPSHS 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 2026-2027 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 • Parent Ambassador
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 • Parent Ambassador
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 • Parent Ambassador
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 Ambassador

	● 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 2026-2027 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)



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 • CDS: 56768285635776

SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2024-25 ACTIVITY PUBLISHED IN 2025-26

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 with a mid-term review in January-February 2027, which is 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 one preschool, six elementary schools, one middle school, one comprehensive high school, one continuation high school, and one independent study school all nestled against the city's foothills. During the 2024-25 school year, the District served 4,575 students in grades TK-12. The demographic composition of the student body included 17.6% students identified with a disability, 29.4% qualifying for English learner support, 1.7% migrant, 0.1% foster youth, 9.0% homeless youth, and 85.8% socioeconomically disadvantaged.

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

Santa Paula Unified School District

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

Board of Trustees

Dr. Daniel Sandoval, President
Mr. Nathan Ramos Rodriguez, Vice President
Mrs. Anna Villicana-Arroyo, Clerk
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District Administration

Mr. Jeffrey Weinstein
Superintendent

Dr. Georgina Ramirez
Assistant Superintendent
EL Services & Community Engagement

Ms. Lori Toms
Chief Business Officer

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District Expenditures

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section and for the facilities section was acquired in November 2025.

district will use its resources to provide all students with diverse, equitable, differentiated experiences, and learning opportunities by a highly skilled educational team in a safe and supportive learning environment while remaining fiscally responsible.

Santa Paula High School

During the 2024-25 school year, Santa Paula High served 1,494 students in grades 9-12. Student enrollment included 16.6% qualifying for English learner support, 16.1% students identified with a disability, 1.5% migrant, 0.2% foster youth, 6.6% homeless youth, and 85.1% socioeconomically disadvantaged.

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.

Student Enrollment by Student Group	
2024-25	
Student Group	% of Total Enrollment
Female	48.9%
Male	51.1%
Non-Binary	0%
American Indian or Alaska Native	0.2%
Asian	0.1%
Black or African-American	0%
Filipino	0.3%
Hispanic or Latino	96.2%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	0.3%
White	2.7%
English Learners	16.6%
Foster Youth	0.2%
Homeless	6.6%
Migrant Services	1.5%
Socioeconomically Disadvantaged	85.1%
Students with Disabilities	16.1%

Student Enrollment by Grade Level	
2024-25	
Grade Level	# of Students
Grade 9	419
Grade 10	364
Grade 11	358
Grade 12	353
Total Enrollment	1,494

Local Control Accountability Plan (LCAP)

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

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

Parent Involvement

Parents and guardians are encouraged to get involved in Santa Paula High School's learning community by volunteering their time, attending school events, and/or sharing in the decision-making process. Back to School Night, the Annual Senior Awards Banquet, performing arts programs, School Site Council, Cardinal Night, the Parent Institute for Quality Education (PIQE), and Coffee with the Principal are only a few opportunities for parents and guardians to interact with school staff while supporting their student's academic efforts. The following district organizations provide additional opportunities for SPSHS 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 ParentSquare. ParentSquare is a versatile platform that keeps parents, guardians, and students informed about events, social media platforms, resources, and alerts, with automatic message translation for multilingual families. It also facilitates two-way communication between teachers and families and includes an integrated calendar for upcoming events. Parents can monitor student grades and progress through ParentConnect, though progress reports and report cards are also sent via ParentSquare. Additionally, the District's Facebook,

Instagram, and SPS 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.

Santa Paula High School has been assigned an outreach specialist who 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 oversees intensive intervention program support for the most at-risk students.

CAASPP Test Results in ELA and Mathematics for All Students
2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	48.0	52.0	34.0	35.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	16.0	18.0	20.0	22.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in ELA by Student Group
2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	344	341	99.13	0.87	51.61
Female	163	161	98.77	1.23	58.39
Male	181	180	99.45	0.55	45.56
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	332	329	99.10	0.90	51.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	11	11	100	0.00	63.64
English Learners	48	47	97.92	2.08	12.77
Foster Youth	0	0	0	0	0
Homeless	20	19	95.00	5.00	47.37
Military	0	0	0	0	0
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	275	272	98.91	1.09	46.69
Students with Disabilities	44	42	95.45	4.55	16.67

Student Achievement

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/.

CAASPP Test Results in Mathematics by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	344	342	99.42	0.58	17.54
Female	163	162	99.39	0.61	16.67
Male	181	180	99.45	0.55	18.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	332	330	99.40	0.60	16.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	11	11	100	0.00	54.55
English Learners	48	48	100	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	20	19	95.00	5.00	5.26
Military	0	0	0	0	0
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	275	273	99.27	0.73	16.48
Students with Disabilities	44	42	95.45	4.55	0.00

CAASPP Test Results in Science for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	17.77	19.29	15.95	17.78	30.73	32.33

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

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.

CAASPP Test Results in Science by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	711	708	99.58	0.42	19.21
Female	339	338	99.71	0.29	21.30
Male	372	370	99.46	0.54	17.30
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	686	683	99.56	0.44	18.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	21	100	0.00	42.86
English Learners	98	97	98.98	1.02	0.00
Foster Youth	--	--	--	--	--
Homeless	47	45	95.74	4.26	6.67
Military	0	0	0	0	0
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	565	562	99.47	0.53	16.73
Students with Disabilities	89	86	96.63	3.37	1.16

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 grade nine. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

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

Physical Fitness Test

% of Students Participating in each of the Five Fitness Components

2024-25

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	95.3%	96.5%	96.8%	96.3%	96.8%

Note: The administration of the PFT requires only participation results for these five fitness areas.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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:

2024-25 Improvements:

- HVAC improvements in four classrooms of the 600 wing
- Modernization of the library
- Installation of 33 windows of the 100 & 200 wings
- Installation of 12 windows in rooms 214 & 216
- Roofing replacement project at east side of campus
- Roofing replacement project at McMahan Gymnasium foyer
- 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
- Soundproofing upgrades in rooms between 204-206

2025-26 Planned Improvements:

- Center court project to accommodate students during lunch and nutrition breaks (pavers and benches)
- Beautification projects
- Refinish/repaint gymnasium floor
- Kitchen three-compartment sink installation
- Second round of warehouse modernization improvements
- Library modernization project (bond)
- Baseball field fencing project (bond)
- 100 wing mechanical enclosure roofing replacement
- Restroom building upgrades
- Kitchen HVAC installation (bond)
- Room 421 flooring replacement
- Gymnasium weight room upgrades

Campus Description

Year Built	1933
Acreage	18.36
Square Footage	180904
	Quantity
Permanent Classrooms	53
Portable Classrooms	0
Restrooms (Sets)	5
Auditorium	1
Snack Bar	1
Band Room	1
Cafeteria	1
Career Center	1
Gym with 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

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, 2025. 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 2025-26 school year, 100% of restrooms were fully operational and available to students at the time of the inspection.

School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: October 30, 2025				
Systems	X			
Interior Surfaces	X			
Cleanliness	X			
Electrical	X			
Restrooms/Fountains	X			
Safety	X			
Structural	X			
External	X			

Overall Summary of School Facility Good Repair Status

	Exemplary	Good	Fair	Poor
Overall Summary	X			

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.

Deferred Maintenance

Santa Paula High School had deferred maintenance projects completed in 2024-25 in the amount of \$743,526. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. Deferred maintenance funds were utilized for door modifications, interior painting project, roofing project, counselor's office ceiling project, window project, fencing replacement, and auditorium lighting.

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 January 2026.

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.

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 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.

Suspensions & Expulsions			
	22-23	23-24	24-25
	School		
% Students Suspended	5.25	5.32	5.89
% Students Expelled	0.17	0.11	0.19
	District		
% Students Suspended	4.99	4.58	4.99
% Students Expelled	0.12	0.06	0.08
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group		
2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	5.89	0.19
Female	3.13	0.00
Male	8.49	0.37
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	6.00	0.20
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.04	0.00
English Learners	8.16	0.00
Foster Youth	0.00	0.00
Homeless	6.84	0.00
Migrant Services	12.50	0.00
Socioeconomically Disadvantaged	6.30	0.22
Students with Disabilities	12.79	0.78

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 College and Career Center.

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.

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)
PAWsitve Change Cardinals
Physics & Engineering Club
PTSA Ambassadors
Sociedad Honoraria Hispanica Club
SWENext (Society of Women Engineers)
Theater Club

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				
Subject	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
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
2024-25				
English	21.0	36	24	13
Math	22.0	25	32	7
Science	27.0	12	18	16
Social Science	22.0	27	30	6
*Number of classes indicates how many classes fall into each size category (a range of total students per class).				
***Other category, if applicable, is for multi-grade level classes.				

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			
	School		
	21-22	22-23	23-24
Dropout Rate (%)	3.4	2.2	1.4
Graduation Rate (%)	90.1	93.8	98.3
	District		
	21-22	22-23	23-24
Dropout Rate (%)	3.5	2.1	1.4
Graduation Rate (%)	90.1	92.5	96.9
	State		
	21-22	22-23	23-24
Dropout Rate (%)	8.2	8.9	8.0
Graduation Rate (%)	86.2	86.4	87.5

Graduation Rate by Student Group (Four-Year Cohort Rate)			
2024-25			
Student Groups	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	357	351	98.3
Female	173	169	97.7
Male	184	182	98.9
American Indian or Alaska Native	0	0	0
Asian	--	--	--
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	347	341	98.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	77	74	96.1
Foster Youth	--	--	--
Homeless	60	58	96.7
Migrant Services	--	--	--
Socioeconomically Disadvantaged	311	305	98.1
Students with Disabilities	57	54	94.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Santa Paula High School for the 2024-25 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."

Chronic Absenteeism by Student Group 2024-25				
Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1580	1543	306	19.8
Female	767	750	148	19.7
Male	813	793	158	19.9
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	1516	1484	297	20.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	49	44	6	13.6
English Learners	282	270	69	25.6
Foster Youth	--	--	--	--
Homeless	117	112	33	29.5
Migrant Services	32	32	6	18.8
Socioeconomically Disadvantaged	1364	1338	282	21.1
Students with Disabilities	258	251	78	31.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Curriculum & Instruction

Instructional Materials

All textbooks used in the core curriculum throughout Santa Paula Unified School District are currently being aligned to the California State Standards. Instructional materials are standards-based and approved by the district's Board of Trustees. The district follows the State Board of Education's adoption cycle for core content materials and for textbook adoptions in foreign language, visual and performing arts, and health.

On September 24, 2025, 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 2025-26:5 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 2025-26 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.

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, Interim ASB Director Nikola Lamb, the Athletic Director Kevin Walker, Lead Campus Security Officer Shane Norwood, Counseling Department Chair Ms. Marybel Dellgado, CNS Supervisor Genneah Figueroa and other leadership members. Principal Daniel Guzman is responsible for the day-to-day operations, working closely with the administrative team to align curriculum to state content standards and to provide curriculum recommendations and revisions related to student needs and 9-12 course requirements.

Santa Paula High School's Department 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's School Plan for Student Achievement (SPSA), approving the school safety plan, and overseeing the school budget. Council members meet monthly and serve as a liaison between the school and community.

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2008	Holt, Rinehart, Winston: <i>Literature and Language Arts</i>	*	0%
2018	Pearson: <i>My Perspectivas (ELA) ELD Companion (ELD)</i>	*	0%
	California State University: <i>ERWC (Online)</i>	*	0%
History-Social Science			
2019	McGraw Hill: <i>World History</i>	*	0%
2019	McGraw Hill: <i>American Government</i>	*	0%
2019	McGraw Hill: <i>Economics</i>	*	0%
2019	National Geographic: <i>US History</i>	*	0%
2011	Pearson Prentice Hall: <i>Criminal Justice</i>	*	0%
2004	Houghton Mifflin: <i>AP US History</i>	*	0%
2014	Worth Publishing: <i>Psychology CP</i>	*	0%
2013	Cengage Learning: <i>Psychology AP</i>	*	0%
2014	Pearson Prentice Hall: <i>Sociology</i>	*	0%
Mathematics			
2008	McGraw Hill: <i>Financial Math</i>	*	0%
2024	Bedfor Freeman Worth Publishing Group: <i>Statistics AP</i>	*	0%
2024	Bedfor Freeman Worth Publishing Group: <i>Statistics CP</i>	*	0%
2024	Cengage/National Geographic: <i>Pre-Calculus</i>	*	0%
2013	W.H. Freeman and Co.: <i>Calculus</i>	*	0%
2014	CPM: <i>Math Integrated 1-3</i>	*	0%
Science			
2014	It's About Time: <i>Global Science</i>	*	0%
2008	McGraw Hill Glencoe: <i>Biology CP</i>	*	0%
2013	McGraw Hill: <i>Biology AP</i>	*	0%
2015	It's About Time: <i>Chemistry</i>	*	0%
2014	It's About Time: <i>Physics</i>	*	0%
2008	G&W: <i>Anatomy</i>	*	0%
2010	McGraw Hill: <i>Zoology</i>	*	0%
2023	BFW: <i>Environmental AP</i>	*	0%
Foreign Language			
2023	Carnegie Learning: <i>En Alta Voz 1, 2</i>	*	0%
2023	Vista Higher Learning: <i>Temas (Spanish AP)</i>	*	0%
2023	Vista Higher Learning: <i>Senderos Level 1, 2 & 3</i>	*	0%
Health			
2022	McGraw Hill: <i>Glencoe Health</i>	*	0%

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 regularly 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 2024-25 school year, Santa Paula High held sponsored staff development days with monthly 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
- 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
- Professional Learning Communities (PLCs)

During the 2023-24, 2024-25, and 2025-26 school years, Santa Paula Unified School District provided the following staff development training:

Number of School Days Dedicated to Staff Development and Continuous Improvement	
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	
2025-26	2 days
• AMIRA Reading • Cognitively Guided Instruction (CGI) • Social-Emotional Learning • Benchmark/Performance Matters • Mathematics, Science, History-Social Science/ELA • CAASPP Alignment • WASC Focus	

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.

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 (Emergent Bilinguals)

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 (LTEs) 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
- CyberHigh (online credit recovery)
- Group Counseling (Instructional Aides, Intervention Counselor, Intervention TOSA)
- Link Crew
- Mental Health Therapists
- 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 & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselor	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	1	As Needed
Wellness Coordinator	1	0.5
District Mental Health Counselor	1	As Needed
Intervention Counselor	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	1	As Needed

Note: 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.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA)

	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	4	0.0
Misassignments	3.8	1.7	2.2
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	3.8	5.8	2.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator

	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.5	0.8	2.1
Total Out-of-Field Teachers	0.5	0.8	2.1

Class Assignments / Indicator

	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	5.7	2.4	3.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.4	1.6	1.5

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

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialled for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialled Teachers Assigned Out-of-Field ("out-of- field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	71.8	3.7	2.2	2.1	3.2	83.2
School %	86.33	4.52	2.68	2.55	3.91	100
District #	240.7	4.2	4.7	5.9	12.2	267.9
District %	89.85	1.59	1.77	2.21	4.57	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	67	1.5	5.8	0.8	2.3	77.6
School %	86.32	2.0	7.54	1.03	3.08	100.0
District #	235.8	3.5	11.3	2.3	8.7	261.8
District %	90.06	1.36	4.33	0.91	3.34	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	70.3	1.3	3.8	0.5	1.5	77.6
School %	90.62	1.74	4.95	0.64	2.02	100.0
District #	213.6	2.8	12.8	2.2	7.2	238.7
District %	89.46	1.19	5.38	0.93	3.03	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.						

College Preparation & Career Readiness

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	
	%
2024-25 Pupils Enrolled in UC/ CSU Courses Required for UC/CSU Admission	98.73%
2023-24 Graduates Who Completed All Courses Required for UC/CSU Admission	48.73%

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.

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
- Building and Construction
- 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/.

Advanced Placement (AP) Courses 2024-25	
	No. of AP Courses Offered*
Fine Arts	1
English	7
Foreign Language	2
Math	2
Science	4
Social Science	11
Totals	27
Note: Cells with N/A values do not require data.	
*Where there are student course enrollments of at least one student.	

Career Technical Education Program Participation

2024-25

Total Number of Students Participating in CTE Programs	510
Percentage of Students Completing a CTE Program and Earning a High School Diploma	29%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	17.4%

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.

Teacher and Administrative Salaries

2023-24

	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$63,983	\$57,978
Mid-Range Teacher Salary	\$94,745	\$89,612
Highest Teacher Salary	\$119,305	\$117,194
Superintendent Salary	\$265,582	\$234,076
Average Principal Salaries:		
Elementary School	\$139,491	\$143,632
Middle School	\$142,631	\$149,447
High School	\$157,963	\$162,334
Percentage of Budget:		
Teacher Salaries	27.92%	27.81%
Administrative Salaries	5.24%	5.47%
<i>For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i>		

Expenditures Per Student

For the 2023-24 school year, Santa Paula Unified School District spent an average of \$23,412 of total general funds to educate each student (based on 2023-24 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.)

In addition to general fund state funding, Santa Paula Unified School District receives state and federal categorical funding for special programs. For the 2023-24 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 and Music in Schools (Prop 28)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- California Partnership Academies
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: California Partnership Academies
- LCFF Equity Multiplier
- Literacy Coaches and Reading Specialists Grant Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco Use Prevention Education

Expenditures Per Pupil and School Site Teacher Salaries

2023-24

	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$12,261	N/A	N/A	N/A	N/A
Restricted	\$3,216	N/A	N/A	N/A	N/A
Unrestricted	\$9,045	\$8,987	100.6%	\$11,146	81.2%
Avg Teacher Salary	\$91,530	\$97,134	94.2%	\$92,686	98.8%
<i>Note: Cells with N/A values do not require data.</i>					

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.

School Site Council Bylaws

**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.

Section 3 – Voting Rights

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.

Section 4 – Termination of Membership

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.

Section 5 – Transfer of Membership

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

Section 6 – Resignation

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

Section 7 – Vacancy

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.

ARTICLE IV – OFFICERS

Section 1 – Officers

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

Section 2 – Election and Term of Office

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

Section 3 – Removal

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

Section 4 – Vacancy

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.

Section 5 – Chairperson

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.

Section 6 – Vice-Chairperson

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.

Section 7 – Secretary

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: _____