

FOCUS ON LEARNING

Self-Study Report WASC/CDE Edition

Prepared for the Accrediting Commission for Secondary Schools
Western Association of Schools and Colleges

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March 1999

**Santa Paula High School
404 N. 6th Street
Santa Paula, CA 93060
(805) 525-4406**

SANTA PAULA HIGH SCHOOL

500 E. Santa Barbara Street
Santa Paula, CA 93060

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Coordinator of Campus Security.....	Tony Atilano
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Information Systems Technician.....	Allen Moulder

SANTA PAULA HIGH SCHOOL CLASS ADVISORS

Freshman	Basil Augustine
Sophomore.....	Karen Soble
Junior.....	Elsa Williams
Senior.....	Jeffre West-Hayes

SANTA PAULA SCHOOL CLUB AND ACTIVITY ADVISORS

Academic Decathlon.....	Tom Wallace
Art Club.....	Marianne Romero
Associated Student Body.....	Lisa Salas
Auto Tech Club.....	Bill Atwood
AVID.....	Steve Halverson
Band.....	Ed Roina
California Scholastic Federation (CSF).....	Roger Ferris/Susanne Bowerman
Creative Writing Club.....	Valerie Gomez
Cross Club.....	Paul Royle
Drama/Theater Club.....	Basil Augustine
Foreign Language Club.....	Orlando Leon
Future Farmers of America (FFA).....	Bob Young
Geography Bowl.....	Don Thomas
Interact Club.....	Kit Picard
Key Club.....	Kit Picard
Knowledge Bowl.....	Paul Royle
MeCHA Club.....	Ray Pinedo
Migrant Club.....	Dora Madrigal
Mock Trial.....	Ed Arguelles
National Honor's Society.....	Pamela Thompson
Pep Squad.....	Dahlia Van Winkle
Science Club.....	Christine Wilkinson
Student Senate.....	Lisa Salas
Yearbook.....	Jeri Cook

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PREFACE

Dear Visiting Committee Members,

Santa Paula High School's Focus on Learning Self-Study reflects the collaborative efforts of our entire school-community to ensure the integrity of our educational programs. Our commitment and dedication to the self-study process allowed us to reflect on the development of our Expected Schoolwide Learning Results and the recognition of responsibilities to provide a challenging and rigorous learning for all students.

Our self-study indicates that over the last six years Santa Paula High School has taken giant strides forward to provide the best educational programs for all students that will prepare them for the 21st Century.

By implementing change staff have now become more empowered to build and implement programs and provide resources so all Santa Paula High School's students can receive rigorous and challenging educational programs. In the fall of 1995-96, Santa Paula High School went to a Block Schedule schoolwide. In the spring of 1997, Santa Paula High took a bold stand to eliminate all lower level classes, and redirected 800 students into a college prep, Honors, Advanced Placement Curriculum. In the summer of 1997, Santa Paula High implemented a Summer Institute for incoming freshmen. Since the last visit the Advanced Placement course offerings have increased from two to twelve courses. During the 1997-1998 school year a tutorial program, Saturday Enrichment Program, and a Bridge/Opportunity Program were implemented to provide a safety net for at risk students during the transition to a college prep curriculum. In the summer of 1998, our SAT results were reported with an increase of, a remarkable, 84 points, the highest increase in Ventura County. In September of 1998, TIME Magazine published a story showcasing the academic success at Santa Paula High School. Over the last two years Santa Paula High School has established partnerships with the University of Santa Barbara, California State University Channel Islands, California Lutheran University, Ventura and Oxnard community colleges, and a partnership with the Carnegie Art Museum. Also, Academic and Career Paths have been developed and implemented in Agricultural Science, Health Careers, and Computer Science.

In conclusion, I would like to express my gratitude and appreciation to the self-study coordinator, focus group leaders, dedicated staff, parents and students who gave so much of their time to this endeavor. I also wish to acknowledge the valuable guidance and support of the District Administration and the Board of Trustees in bringing this project and Santa Paula High School to a turn of new perspectives and remarkable accomplishments. The future graduates of Santa Paula High School will be the beneficiaries of an organization with an intact reputation for remarkable accomplishments and investments for productive citizens.

Respectfully,

J. Antonio Gaitan
Principal

VISITING COMMITTEE MEMBERS

Committee Chairperson

Mr. Richard P. Fragale
Superintendent
Trona Joint Unified
Trona, California

Committee Members

Mrs. Linda L. Janzen
Director of Career Education
Paso Robles Joint Unified
Paso Robles, California

Ms. Angela M. Boyle
Special Projects Coordinator
Righetti, Ernest High School
Santa Maria, California

Lorraine Dyson
Assistant Principal
Jurupa Valley High School
Mira Loma, California

Ms. Virginia B. Parsons
Dean of Activities
San Luis Obispo High School
San Luis Obispo, California

Mrs. Jacquelyn Jaenicke
Instructor
Lompoc High School Agriculture Dept.
Lompoc, California

SANTA PAULA HIGH SCHOOL

VISITING COMMITTEE SCHEDULE

Tuesday, March 23, 1999

- | | |
|--------------------------------|--|
| 7:30 a.m. – 8:15 a.m. | Meeting with Leadership Team |
| 8:45 a.m. – 9:30 a.m. | Discipline Specific/Support Staff Meetings |
| 8:30 a.m. – 10:00 a.m. | Meeting with Assessment and Accountability Focus Group |
| 10:30 a.m. – 11:30 a.m. | ADHOC Student Committee |
| 12:00 p.m. – 12:30 p.m. | Lunch in school cafeteria |
| 12:35 p.m. – 2:05 p.m. | Meeting with the Support for Student Personal and Academic Growth Focus Group |
| 2:30 p.m. – 3:30 p.m. | Meeting at District Office |

Wednesday, March 24, 1999

- | | |
|--------------------------------|--|
| 7:30 a.m. – 8:15 a.m. | Meeting with Leadership Team |
| 10:30 a.m. – 12:30 p.m. | Meeting with the Leadership Team and others invited by the school, to discuss/clarify findings of visit and the Visiting Committee report. (Lunch Provided) |
| 2:30 p.m. | Report to staff/stakeholders |

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CHAPTER 1

STUDENT COMMUNITY PROFILE

SANTA PAULA HIGH SCHOOL
Western Association of Schools and Colleges
Self-Study Report-March, 1999

STUDENT/COMMUNITY PROFILE

The tradition of academic excellence in the Santa Clara Valley is over one hundred years old. In August of 1888, the board of trustees selected a campus site for a high school in Santa Paula. The boundary lines that bordered on the east and west of the new school were 5th and 6th Streets, Virginia Terrace on the north and on the south by a line adjacent to Pleasant Street (During the Academy years, these streets were yet to be given these names). The caliber of education the town's first high school would offer young people was explained in this Santa Paula Chronicle newspaper advertisement:

"Santa Paula Academy is situated on the Southern Pacific Railroad between Santa Barbara and Los Angeles and twelve miles from the Pacific Ocean. Temperature uniform and unexcelled. Scenery of mountains, valley and stream. A picture of rare beauty. Young gentlemen and ladies are prepared with the utmost thoroughness for College or Business Life. An elegant and commodious building. Abundant opportunities for manly and healthful sports and recreations. A mental, moral and physical training school. Christian but not Sectarian. "

On September 16, 1889, the community of Santa Paula established the Santa Paula Academy, a college preparatory high school. The Santa Paula Academy's first student body consisted of 51 boys and girls. The teaching staff was composed of Principal-teacher Murphy and a second classroom teacher. The Academy's student tuition for the first year was \$42 and \$63 for each succeeding year. Tuition expenses proved to be a major factor in the decision of residents to eventually establish a public high school. The Academy held its first graduation in 1891.

In September of 1891, the name "Santa Paula Union High School" replaced the "Santa Paula Academy" name over the school house entrance. The new public high school's first principal was C. T. Meredith who had classroom-teaching responsibilities. A second classroom teacher rounded out the school's first faculty. It was not until the late 1890s that a third classroom teacher was added to the staff. Twenty-nine students attended the first day of school in October of 1891. By the mid-90s over 40 students were attending the school and by the end of the decade over 60 were in attendance. The first students to earn graduation diplomas from Santa Paula High School were the four members of the class of 1894.

Soon after the school was founded in 1891, the "Red and White" school name was adopted. The "Cardinal" name was not adopted until the late 1920s. Athletics at Santa Paula High School has a long and glorious history. School tradition, pride and loyalty are an intricate part of the campus and community. Santa Paula High School is the home of many championship teams in athletics. The student body wrote this victory cheer to show its loyalty and pride to their athletic heroes:

Boom! Boom! Rah! Rah!
Sis boom Bah!
Rackety, hackety, wha who wha!
Sis boom bah!
Rackety, hackety, wha who wha!
Santa Paula High School!
Rah! Rah! Rah!

On March 10, 1939 the new Spanish style one story frame and stucco buildings with tile roofs, all connected and forming a quadrangle were completed. This Great Depression Era structure still stands today. During World War II, the high school newspaper coined the name "Joe Cardinal" as the student body's nickname.

In 1989, Santa Paula High School celebrated its centennial. Many changes have occurred since the first 51 students walked onto the campus in 1889. Santa Paula High School has continued to expand to accommodate the growing needs of the student body. Beginning in 1990, as the school enters its second hundred years, reconstruction began. On October 11, 1995 the Humanities building was completed and added an additional fifteen classrooms to the campus. The Math/Agricultural building was completed on October 8, 1996 adding another eight classrooms and an agricultural workshop. As Santa Paula High School approaches the next millennium, the school continues to prepare its students for college with a rigorous and challenging curriculum. Santa Paula High School also keeps abreast of the latest technological advances and is preparing its students to be successful in the business community.

STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA

1. Student Indicators

Santa Paula High School is one of two schools in the Santa Paula Union High School District (SPUHSD) with traditions dating back to 1889. Santa Paula High School is the only public high school in the City of Santa Paula. Santa Paula High School's student population is diverse and consists of Native American, Asian, African American, White and Hispanic. Santa Paula High School is the only comprehensive high school in Santa Paula. Santa Paula High School students are served by a dedicated staff. Both staff and parents comment on the positive changes and challenges that are ongoing in our school. The economy of the community is based on agriculture and light industry.

Santa Paula High School has an enrollment of 1,424 pupils in grades 9 to 12. Pupils from this school come from families with average family mobility. Approximately 680 or 48% of the pupils at Santa Paula High School are eligible for free or reduced meals. The ethnic makeup of the pupil population is 80% Hispanic, 19% Anglo and 1% Other. Our pupils have a variety of life experiences. Some pupils have recently arrived from foreign countries while others have never left their neighborhood.

There are five feeder schools to Santa Paula High School. Three of the feeder schools, Briggs, Mupu and Santa Paula, are K to 8 public schools and the remaining two, John Jenkins Christian Academy and St. Sebastian, are K to 8 private parochial schools.

a. Enrollment Patterns

The High School's attendance boundaries have not changed for over a decade. The City of Santa Paula General Plan was recently revised to allow for an increase in the city's population. There has been a steady increase in student population over the past six years.

October 1993	1,213 students
October 1994	1,246 students
October 1995	1,266 students
October 1996	1,381 students
October 1997	1,424 students
October 1998	1,438 students

b. Transiency of Students (P-2 Data)

All new student entries/re-entries are processed through the high school's Admissions and Placement Committee once the new school year begins in September.

Year	1993	1994	1995	1996	1997
New Student Entry/Re-entry	165	162	148	127	146
Students Transferred or Left	323	231	260	332	350
Transferred to SPHS Alt. Ed.	—	144	233	150	210
Dashes (—) denote missing, incomplete or, otherwise questionable data.					

The Santa Paula Union High School District offers the following alternative educational programs. Renaissance High School, Independent Study Program, Adult Education, Home & Hospital Teaching and, the Bridge Program.

c. Ethnicity Total Number/Percent (CBEDS 1998)

White	Hispanic	Afro-American	Asian	Native American
278/19.3%	1150/80%	3/.20%	5/.34%	2/.13%

Ethnic Trends (Outcomes 1997-98)

	1994-95	1995-96	1996-97	1997-98	1998-99
White	305	276	258	292	278
Non-White	941	990	1123	1132	1160

d. English Proficiency (Language Assessment Scales (LAS) test data)

There has been a steady increase in the number of students classified as Limited English Proficient (LEP). The LEP percentage for the entire student body is 23%. English Language Learners (ELL) students comprise 19.3% of our student population.

e. Gender/Grade Mix (CBEDS Oct. 1998)

Enrollment for October 1998

Grade Level	Male	Female	Total
9	201	201	402
10	238	181	419
11	166	171	337
12	146	134	280
Totals	751	687	1438

e. Participation in Free/Reduced-Price Lunch Program (based on Applications submitted)

Of the entire student population of Santa Paula High School, 42.8% participate in the Free Lunch Program. Students participating in the Reduced-Price Lunch Program are 10.8%. Over 53% of our entire student population participate in the Free/Reduced-Price Program.

h. Special Needs Populations (LAS, Home Visits, CTBS, Free/Reduced Lunch Applications, Testing)

Students who qualify for Aid to Families with Dependent Children (AFDC), Migrant Education, Special Education, ELL/LEP and Title 1 programs have steadily risen over the past three years. There has been a noticeable increase over the past three years of students classified as Special Education and Migrant. Six percent of our students receive AFDC. Students identified as Migrant equal 12.7% of the total school enrollment. Special Education comprises 10.2% of our student population.

Students enrolled in English language Development (ELD)/ English Language Learners(ELL) courses amounted to 262, and students identified as LEP is 313. Over 38% of our students qualified for Title 1.

i. Discipline, Suspensions and Expulsions (Annual Discipline report)

Principally the Assistant Principal in charge of school discipline handles discipline, suspensions and expulsions at Santa Paula High School. There are four (4) full time Campus Security personnel working the school day. In addition, four part time Noon Supervisor personnel work the school day. Both Campus Security and Noon Supervisors are under the command of our Coordinator of Campus Security. Our Campus Security staff is responsible for maintaining the safety all students and school staff during the school day and at after school activities. The Assistant Principal in charge of discipline compiles referral, suspension and expulsion reports at the end of year. A comparison between SY 1996-97 and SY 1997-98 indicates an overall decrease in the three reported areas. In addition, there was a decrease in vandalism, fights and weapons on campus.

Areas of concern are disruption, defiance, confrontations, sexual harassment, student threats, staff threats and profanity. Overall and with most code violations, more males than females committed the offense. Fighting is the one area where both sexes are roughly equal. The break down by grade indicates that freshmen in both years had the highest suspension figures followed by sophomores, juniors and then seniors. An overall decrease from one year to the next, in occurrences of violations committed by grade level is evident. One of two plausible explanations is that students have matured and know better or students were transferred to another school. SY 1995-96 was not used in the analysis due to all suspensions were coded as 30 for all infractions. The totals still indicate that the number of occurrences of violations committed by grade level decreased. It also indicates that more males than females were suspended. Of the three reported years, the SY 1997-98 had the least number of occurrences of students who were suspended. SY 1996-97 had the highest number of occurrences of students suspended.

j. Health Issues/Child Abuse (Health Office records)

A qualified, full-time Health Assistant on campus deals with health issues and needs of the students. Our Health Assistant was previously a Licensed Vocational Nurse (LVN). She handles between ten to fifteen student cases per day.

k. Course Enrollment (CBEDS/Guidance '98)

Course	White	Hispanic	Afro-Am	Asian	Native Am.	Male	Female	Total
Int Alg	37	113	0	0	0	69	81	150
Adv Math	12	36	0	0	0	23	25	48
Chemistry	12	46	1	0	1	31	29	60
Physics	7	11	0	1	0	14	5	19
Voc Ed	102	428	1	0	1	284	248	532
Honors	107	285	3	7	0	158	244	402
AP	96	124	2	2	0	89	135	224

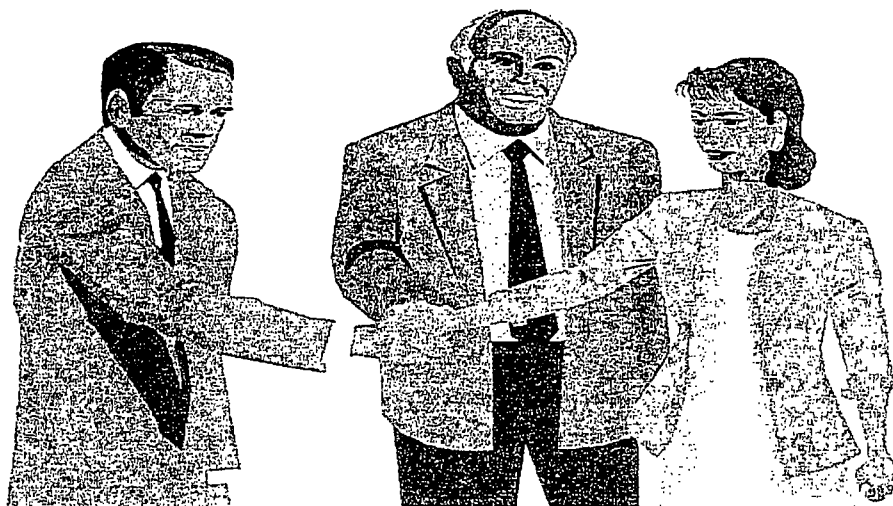
The data indicates that 19.3% or 227 students are enrolled in upper division Math and Science courses. Students enrolled in upper division Math is 198 or 13.8% and in Science 79 or 5.5%. Hispanics comprise 80% of the entire student population and when compared to enrollment in upper division Math and Science, 74.4% are Hispanic students. There are 409 Hispanic students enrolled in our Honors and AP courses. This represents a percentage of 65.3%. White students represent 19.3% of the schools population but equate to 20.9% of the student enrollment in upper division Math and Science and 32.4% in Honor and AP courses. The remaining .7% are Native Am. , Afro-Am., and Asian.

We have 532 students enrolled in Vo. Ed. courses in grades 9 – 12. Enrollment by the two main groups, Hispanic 80.6% and White 19.5%, is extremely reflective of the overall school wide percentages. These courses include Business, Industrial Arts, Consumer and Family Services, Computer Technology and other career electives.

L Students Meeting the UC a-f Subjects (CBEDS)

The data below shows a total number of graduates, total number and percentage of graduating seniors who have met the University of California a-f requirements.

Met UC a-f Requirements	White	Hispanic	Afro- Am.	Native Am.	Asian	M/F	Total/%
Class of 1998	20	27	0	0	0	16/31	47/18.8%
Class of 1997	14	20	2	0	1	22/18	40/17.8%
Class of 1996	27	30	0	0	0	24/33	57/27.8%
Class of 1995	29	36	0	0	1	24/42	66/30.8%
Class of 1994	22	22	0	0	1	23/22	45/21.4%
Class of 1993	31	19	0	0	0	26/24	50/19.8%



2. Attendance Patterns

a. Attendance/Dropout Data All Students (annual P-2 Report)

Our two full time attendance office personnel maintain the school's attendance records. Starting in the 1993-94 school year a concerted effort to track and verify all absences was lead by the Attendance Office.

The Attendance Office in conjunction with the staff succeeded in increasing the Apportionment Attendance to 98.25. The average Apportionment Attendance since 1993-94 is 98.11%. The Actual Attendance average since 1993-94 is 91.62%.

Years	Actual Attendance	Apportionment Attendance
1992-93	93.45%	95.52%
1993-94	92.90%	98.25%
1994-95	91.49%	98.33%
1995-96	90.80%	98.05%
1996-97	91.24%	98.03%
1997-98	91.66%	97.89%

An examination of the last six years resulted in an average daily attendance of 97.68%. The actual attendance rate for the same period revealed an average of 91.92%

Years	1993	1994	1995	1996	1997	1998
Dropouts Reported	49	26	10	8	2	6

3. School Surveys

Surveys were administered to parents, staff and students in January 1999. The results of the surveys are to be found in the appendix. The student survey was administered on January 15, 1999. The sampling resulted in 426 (29.6%) students being surveyed. The parent survey was given on January 15, 1999 and 168 parents responded. Both English and Spanish speaking were surveyed. Staff surveys were conducted on January 15, 1999. Seventy-seven staff members (71.9%) responded to three (3) survey topic areas: (1) Vision, Leadership and Culture; (2) Powerful Teaching and Learning and; (3) Assessment and Accountability. (Appendix, Parent, Staff and Student Surveys)

The following are sample responses from the **parent** survey. An overwhelming percentage of our parents agreed that SPHS is a safe and enjoyable school to attend. In addition our parents agree that we deal effectively with cultural issues and prepare our students for college or the work force.

Santa Paula High School is a safe place for my student to attend school.

Percentage	Total	Spanish Speaking	English Speaking	9	Grades		
					10	11	12
Agree	89.2	97.6	80.2	90.3	92.7	86.2	80.0
Disagree	10.8	2.3	19.8	9.7	7.3	13.8	20.0

Overall, SPHS is a good school and I am happy that my student is here.

Percentage	Total	Spanish Speaking	English Speaking	9	Grades		
					10	11	12
Agree	93.3	98.8	87.7	96.8	94.4	90.0	84.2
Disagree	6.6	1.2	12.3	3.2	5.6	10.0	15.8

The SPHS staff deals effectively with cultural diversity and makes my student feel welcomed and valued.

Percentage	Total	Spanish Speaking	English Speaking	9	Grades		
					10	11	12
Agree	88.5	94.2	82.3	95.1	85.5	89.2	75.0
Disagree	11.5	5.8	17.7	4.9	14.5	10.7	25.0

The courses my student is taking at SPHS will prepare him/her to enter college or the work force.

Percentage	Total	Spanish Speaking	English Speaking	9	Grades		
					10	11	12
Agree	87.3	94.1	80.0	93.5	90.9	79.3	70.0
Disagree	12.6	5.9	20.0	6.5	9.1	20.6	30.0

The following are some sample responses from the **student** survey. Of our students surveyed, 88.5% agree that SPHS is a safe school to attend. Over 87% of the students also agree that SPHS is a good school and enjoy attending it. Seventy-nine percent agree that there is no major racial/ethnic tension at SPHS. When queried about detracking, 75.9% agreed with the move to an all college preparatory high school.

Santa Paula High School is a safe place to attend.

Percentage	Total	Spanish Speaking	English Speaking	9	Grades		
					10	11	12
Agree	88.5	96.1	86.7	89.5	89.4	88.0	86.9
Disagree	11.5	3.9	13.3	10.5	10.6	12.0	13.1

Overall, SPHS is a good school and I am happy to be here.

Percentage	Total	Spanish Speaking	English Speaking	9	Grades		
					10	11	12
Agree	87.4	92.1	86.3	90.7	86.6	86.7	82.0
Disagree	12.6	7.8	13.6	9.3	13.4	13.3	18.0

There are no major racial/ethnic tensions at SPHS.

Percentage	Total	Spanish	English	Grades			
		Speaking	Speaking	9	10	11	12
Agree	79.3	79.5	79.3	86.6	74.4	72.1	81.9
Disagree	20.6	20.5	20.7	13.3	25.7	27.8	18.0

Detracking (changing to college prep) was a good idea for SPHS.

Percentage	Total	Spanish	English	Grades			
		Speaking	Speaking	9	10	11	12
Agree	75.9	84.5	74.0	85.8	82.8	68.0	56.5
Disagree	24.1	15.6	26.0	14.2	17.3	31.9	43.6

The following are sample responses from the **staff** survey regarding **Vision, Leadership and Culture**. The majority of the staff is pursuing an informal or formal professional growth to improve their teaching effectiveness. The staff characterizes SPHS as a place of professionalism among the staff, and a school that seeks to continuously improve itself.

Does the district promote professional growth for all staff?

Agree 84%
Disagree 16%

Professional development and inservice improves my professional effectiveness.

Agree 83%
Disagree 17%

The culture of SPHS is characterized by professionalism among staff.

Agree 74%
Disagree 26%

The culture of SPHS is characterized by continuous school improvement.

Agree 91%
Disagree 9%

The following are sample responses from the staff survey on **Powerful Teaching and Learning**. Five (5) areas were covered, with each area containing two (2) to four (4) survey statements. Some staff chose not to respond in all five (5) areas and their survey statements.

Area 1: All students at SPHS are given the opportunity to be involved in challenging learning experiences.

Agree 85.6%
Disagree 14.4%

Survey Statement: Critical thinking and learning skills are encouraged.

Agree 84%
Disagree 16%

Area 2: Teachers use a variety of strategies and resources to encourage students to actively participate and learn at SPHS.

Agree 79.0%

Disagree 21.0%

Survey Statement: Teachers effectively use cross-curricular activities in their lesson plans.

Agree 72%

Disagree 28%

Area 3: All students and teachers at SPHS are subject to the necessity of emphasizing high order thinking skills.

Agree 88.1%

Disagree 11.9%

Survey Statement: All students and teachers have been affected by the elimination of "standard level" courses.

Agree 90%

Disagree 10%

Area 4: Collaboration occurs among staff, students, community and school.

Agree 85.6%

Disagree 14.4%

Survey Statement: Staff (staff development, inservice, conferences, etc.)

Agree 80%

Disagree 20%

Area 5: Students use a variety of resources for learning experiences beyond the classroom.

Agree 85.9%

Disagree 14.1%

Survey Statement: Students actively use the school library.

Agree 85%

Disagree 15%

Assessment and Accountability survey topic area results are below. Two (2) subgroup areas were surveyed, Assessment Methods and Purpose of Assessment. The survey resulted in a majority identifying the Monitoring and Evaluating Student Progress as the most important Purpose of Assessment. The comment "The main purpose of assessment is for continual positive evaluation on improvement on the part of students, curriculum, and staff", best sums up the purpose of assessment.

The five (5) most Often Used methods of assessment (in rank order) identified were:

1. Quiz
2. Objective Test
3. Individual Project
4. Group Project
5. Process Writing

The five (5) most Seldom Used methods of assessment (in rank order) identified were:

1. Student Exhibitions
2. Oral Presentations
3. Group Exam
4. Essay Test
5. Other(s): Test from Notes, etc.

4. Schoolwide Data on Student Performance, by Sub-Population

Schoolwide data on student performance includes the following: (1) Cumulative Grade Point Average (GPA) summaries, 1994-97; GSE summaries 1996-98; AP scores 1994-97; PSAT results, 1994-97; SAT results 1993-97; SAT 9 scores 1998. ("Outcomes" 1996-1997 & 1997-98).

Grade Point Average

The 1994-95 school year marked the end of the traditional six (6) period school day. Santa Paula High School instituted a three (3) block/class schedule in 1995. Two dips are noted, a decrease in the grade 12 GPA between 1995-96 and 1996-97 and from grade 11 to grade 12 in 1997-98. The average GPA reflects and increase from a of C letter grade in 1994-95 to a B- letter grade in 1997-98. As each class advanced towards graduation, their cumulative GPA has steadily increased year to year. Females consistently outperformed the males from year to year and grade to grade. One exception can be noted in the 1995-96 school year where the male GPA was higher by .20. Title 1 students showed a steady improvement over the last three (3) years. The Migrant, LEP and Special Education Program student's Grade Point Averages either increased or decreased from one year to the next.

Cumulative GPA	1994-95	1995-96	1996-97	1997-98
Grade 9	2.04	2.25	2.41	2.55
Grade 10	2.29	2.33	2.60	2.71
Grade 11	2.40	2.63	2.68	2.79
Grade 12	2.94	2.94	2.72	2.73
Average	2.42	2.54	2.61	2.70
GPA by Subgroup	1994-95	1995-96	1996-97	1997-98
Male				
9 th	1.99	2.15	2.32	2.45
10 th	2.18	2.43	2.40	2.62
11 th	2.26	2.59	2.42	2.62
12 th	2.79	2.69	2.68	2.53
Average	2.31	2.47	2.46	2.56

GPA by Subgroup	1994-95	1995-96	1996-97	1997-98
Female				
9 th	2.09	2.35	2.49	2.64
10 th	2.40	2.23	2.80	2.79
11 th	2.53	2.66	2.94	2.95
12 th	3.09	3.18	2.75	2.92
Average	2.53	2.61	2.75	2.83
Migrant	—	2.29	2.65	2.54
LEP	—	2.22	2.70	2.53
Title 1	—	2.20	2.26	2.32
Sp. Ed.	—	2.34	2.24	2.36

Dashes (—) denote missing, incomplete or, otherwise questionable data.

Golden State Exam

There has been a dramatic increase in the number of students taking the Golden State Exam (GSE). Four additional GSE subjects were offered for the 1998 GSE. Sixty-five students received GSE award recognition in 1998.

GSE	1996	1997	1998
Students Tested	0	57	284
Highest Honors(HH)	0	2	11
Honors(H)	0	8	21
School Recognition (R)	0	8	33



GSE Subject	1997		1998	
	# Tested	Recognition	# Tested	Recognition
Algebra I	27	2 -1H/1R	98	11 - 3 HH/7H/1R
U. S. History	0		45	4 R
Government	12	11-1HH/6H/4R	25	18 - 6 HH/4 H/ 8 R
Reading/Lit.	0		29	10 R
Geometry	18	5 -1HH/1H/3R	39	12 - 2 HH/8 H/2
Economics	0		22	3 - 1 H/2 R
Written Comp.	0		26	7 - 1 H/6 R
Total Awards 1997: 18			Total Awards 1998: 65	

Preliminary Scholastic Aptitude Test

The Preliminary Scholastic Aptitude Test (PSAT) is administered to 11th grade students. The results of the last four years indicate a pattern of consistency in the number of students tested and their Verbal and Math scores.

PSAT	1995-96	1996-97	1997-98	1998-99
# 11 th Tested	83	85	89	79
Verbal Score	44	41	44	41
Math Score	40	40	42	40

Scholastic Aptitude Test

The Scholastic Aptitude Test (SAT) is administered to 12th grade students. An analysis of last five years revealed a one year high balanced with a one year low in the number of student tested. Math scores, in general, were lower than the Verbal score. Both Verbal and Math scores decreased gradually until 1997-98 school year. The 1997-98 Verbal scores dramatically rose by 51 points and the Composite score rose by 104.

SAT	1993-94	1994-95	1995-96	1996-97	1997-98
# 12 th Tested	43	61	46	45	36
Verbal Score	476	462	430	434	485
Math Score	477	460	420	435	468
Composite Score	953	922	850	869	953

Advanced Placement Test

The number of students attempting the Advanced Placement (AP) exam for college credit increased two-fold between 1995 and 1998. The overall percentage of students passing the AP exams has steadily declined since 1995. Biology AP was added to U. S. History, Government and, Spanish AP courses offered at SPSHS.

AP	1995	1996	1997	1998
Tests Attempted	40	26	38	82
Test Passed	37	22	30	53
% Passed	93%	84.6%	78.9%	64.6%

Stanford Achievement Test

The Stanford Achievement Test 9 (SAT 9) scores for 1998 represent baseline figures. All Grade level scores fell within one standard deviation below the mean. Grade 9 consistently outperformed both Grades 10 and 11 in Reading, Math, Language, Science and Social Science. An exception to note is the Grade 11 performance in Social Science. Of the five (5) test examined, Reading is consistently on the lower end of the grade level range (Grade level is defined as between 34 and 66 NCE and 50 NCE defined as grade level proficient).

Overall general performance for all grade levels in a test areas were at the lower to middle grade level range. Males out performed females in two areas, Math and Science. Migrant, LEP, Title 1 and, Special Education student scores in general fell below the average grade level range. Math and Social Science scores were typically higher than the Reading, Language and Science scores. Tenth grade students produced the lowest scores in all subgroups, except in Special Education.

SAT 9

1998 Results	Reading NCE	Math NCE	Language NCE	Science NCE	Social Science NCE
Grade 9	37.1	46.1	45.7	44.0	44.3
Grade 10	31.0	36.8	35.7	38.5	35.6
Grade 11	36.8	38.7	40.9	39.9	48.7
Subgroup Results	Reading NCE	Math NCE	Language NCE	Science NCE	Social Science NCE
Male					
9 th	36.5	46.4	43.7	44.3	45.7
10 th	29.3	37.1	32.4	39.5	36.3
11 th	34.5	38.7	37.7	39.9	48.8

Subgroup Results	Reading NCE	Math NCE	Language NCE	Science NCE	Social Science NCE
Female					
9 th	37.8	45.7	48.1	43.7	42.7
10 th	32.7	36.7	38.6	37.7	34.9
11 th	39.4	38.7	44.6	39.9	48.4
Migrant					
9 th	27.9	39.3	35.7	36.4	39.8
10 th	15.5	29.7	21.6	28.6	24.2
11 th	25.2	33.5	31.9	29.4	39.4
LEP					
9 th	30.2	43.8	38.8	41.1	39.8
10 th	13.9	27.7	22.1	27.9	20.8
11 th	24.3	31.4	28.0	28.3	37.4
Title I					
9 th	28.4	37.6	37.2	36.3	38.1
10 th	25.5	33.2	30.1	33.7	31.3
11 th	30.3	34.5	35.0	33.2	42.3
Sp. Ed.					
9 th	21.4	33.1	29.0	28.0	30.7
10 th	18.8	26.8	18.9	29.1	26.5
11 th	11.8	25.7	16.9	24.6	35.8

5. School Wide Trends of Student Intentions After Graduation

Attendance in Post-Secondary Education ("Outcomes" 1996-1997 & 1997-98)

	2-Year College	4-Year College	Total
Class of 1995	38.3%	9.3%	47.6%
Class of 1996	48.5%	5.4%	53.9%
Class of 1997	60.0%	6.0%	66.0%
Class of 1998	60.0%	6.0%	66.0%

6. Staff (CBEDS 1998)

a. Composition/Ethnicity/Mobility of All Staff

1998-1999

<u>Assignment</u>	<u>Number of Classified</u>
Service and Skilled (Groundsmen, Bus Drivers, Custodians, Cafeteria and, Maintenance Employees) Clerical and Secretarial	15 Male 8 Female 15 Minority/Hispanic 1 Male 12 Female 12 Minority/Hispanic
Instructional Aides/Attendance	3 Male 8 Female 8 Minority/Hispanic
Total	47

1998-1999				
<u>Assignment</u>	<u>Men</u>	<u>Women</u>	<u>Minorities</u>	<u>Total</u>
1) Management (Principals and Assistant Principals)	2	1	2	3
2) Support Personnel (Counselors, Nurse, Librarian)	1	5	1	6
3) Classroom Teachers	28	23	11	51
Totals	31	29	14	60

<u>Courses Taught</u>	<u>1998-1999 Term One Staff Ethnicity</u>
AP Classes	3 White and 2 Hispanic
Honors Classes	4 White and 2 Hispanic
Sp. Ed. Classes	5 White and 0 Hispanic
SADIE Classes	2 White and 1 Hispanic
Vo. Ed. Classes	7 White and 0 Hispanic

b. Qualifications/Certifications for Assignments

All teaches are properly credentialed or authorized for their teaching assignments.

c. Professional Development

The Staff Development program of Santa Paula High School is funded through SB 1882 and Title 1. The SB 1882 Committee is composed of administrators, classified personnel and teachers. Request for funds are reviewed by the SB 1882 Committee and are released based on how they support our School Vision and ESLRs. All departments and staff members at SPHS participate in staff development activities. Expense records of SB 1882 funded activities are available as part of the evidence collected.

7. Staff/Pupil Ratios by Program/Discipline

Teacher /student class size ratios are analyzed each school year during the months of October, February and April/May. The October analysis of the average class size for Santa Paula High School was 28.2.

8. School/District Growth Needs

Enrollment over the past six years indicated a steady growth range of 45 to 55 per year. Between the school years 1997 and 1998 resulted in an increase of fourteen (14) students. From this it appears that we are reaching an enrollment plateau. Future growth will be dependent on the proposed growth of the City of Santa Paula. Santa Paula High School could accommodate an additional 200 to 300 students.

9. District Policies/School financial Report

Financial support for school sites within the Santa Paula Union High School District is calculated by an allocation formula and the district Budget Advisory Committee. Our intent is to fairly distribute the district's resources and include the staff and community in the decision making process. The district Budget Advisory Committee has representatives from administration, certificated, classified, community, Board of Trustees and District Office. Allocation formulas are based on the annual CBEDS report.

The Board of Trustees annually reviews and adjusts, if needed, the funds allocated to the various programs. The district Budget Advisory Committee meets monthly to review budgetary revenues and expenses and to make fiscal recommendations to the Board of Trustees. Each site Department receives funds based a per student or section formula from the Principal's budget. The Department Chairperson then allocates their funds to their teachers.

10. External Factors

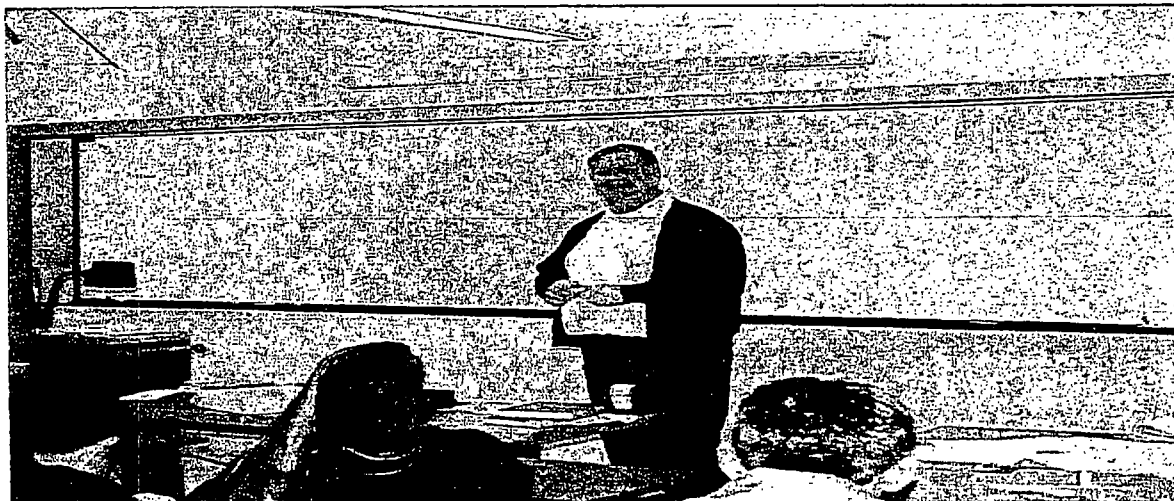
a. State/Federal Program Mandates

Santa Paula High School abides by all State/Federal Mandates and Ventura County Superintendent of Schools Office guidelines. The district's Director of Educational Services and the site Principal oversee the implementation and monitoring for compliance.

The following are some examples of State or Federal Programs administered at SPHS. Gifted And Talented Education (GATE), Migrant Education, Special Education, Title 1, Carl Perkins Vocational Education, Title 9 and, Physical Fitness Testing.

b. School/Business Relationships

Santa Paula High School is involved in the California Schools Employees Benefit Organization. This group is designed to help keep benefit costs at a reasonable level. The local Chevrolet dealership has donated cars to our automotive shop and we are currently involved in the Toyota T-10 program with a local community college. The high schools Automotive Program feeds into the Toyota T-10 Program. A student in the Toyota T-10 Program interns at a local Toyota dealership. When the student completes the program, the sponsoring Toyota dealership employs them. Our Agricultural Magnet Program is actively support by our local agricultural businesses and farmers. The Santa Paula High School Vocational Education Department offers job shadowing opportunities with our local hospital, dentists and, optometrists. Our Elementary T. A. and Pre-School Programs were developed with the local elementary school district and are a resounding success. Our local service organizations, Rotary International and Kiwanis work closely with our school. Through the District Office, we are involved in Technology Users Group, Superintendents Council and Chief Accountants organizations.



c. Parent/Community Organizations

Santa Paula High School encourages and supports parent involvement on our campus. Opportunities for parents to participate at SPSHS include:

1. FFA Advisory Committee
2. Budget Advisory Committee
3. Migrant Education Advisory Committee
4. Student Cub/Organization Sponsors
5. Pep Squad Parent Group
6. Comprehensive School Safety Plan Committee
7. Bilingual Advisory Committee
8. PACE Committee
9. Athletic Boosters Club per Individual Sport
10. SPSHS Band Parent Support Group
11. School Site Council
12. Vocational Education Parent Support Groups
13. SPSHS Drama Parent Support Group

d. National/International Community Projections/Trends

With the recent destruction caused by Hurricane Mitch to Central American nations, it likely that many will migrate to the United States looking for work. Due to the agricultural nature of Santa Paula, it can be expected that Central Americans will seek employment as farm laborers.

CHAPTER 2

EXPECTED SCHOOLWIDE LEARNING RESULTS



SANTA PAULA HIGH SCHOOL
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**DEVELOPMENT OF SANTA PAULA HIGH SCHOOL'S
EXPECTED SCHOOLWIDE LEARNING RESULTS
(ESLRs)**

Santa Paula High School began the development of creating ESLRs for our students during the 1997-1998 school year. The first step in this process was to give all staff members information on what Expected Schoolwide Learning Results are and why Santa Paula High School needed to establish our current ESLRs. The next step was to inform parents and students about our process of creating ESLRs via newsletters, the School Site Council Committee, and the Parent Advisory Committee.

In order to provide all community members information about Santa Paula High School information, our mailings are translated in Spanish and English and on-site committees maintain student representatives and parent representatives that represent both our English and Spanish clientele.

Before beginning the process of how Santa Paula High School would establish ESLRs, we as a staff looked at our Mission Statement. The Mission Statement was revised by staff members and through committees during the 1997-1998 school year. Our Mission Statement was to be our background for the creation of ESLRs for Santa Paula High.

The process for allowing all stakeholders to be a part of creating the ESLRs was the job of the Leadership Team. The Leadership Team has been attending the California Schools Leadership Academy since 1996 and has formed a bond to work towards implementing change at Santa Paula High School. As a team, we decided that it would be best to form focus groups. We placed all staff on a focus group committee to work towards the goal of creating ESLRs for Santa Paula High School. Each group had a group facilitator, who was a part of the Leadership Team. As facilitators, we set ground rules and objectives for our groups. After sharing each focus groups response with each other the staff compiled ideas and adopted ESLRs for Santa Paula High School.

Santa Paula High School Leadership Team

- ♦ J. Antonio Gaitan, Principal
- ♦ Eddie Arguelles, Social Science Teacher
- ♦ Lisa Salas, Activities Director/Alt. Ed. Teacher
- ♦ Zbig Zielina, Math Teacher
- ♦ Ray Sepulveda, Science Teacher
- ♦ Dora Madrigal, Spanish Teacher
- ♦ Deanna Collins, Counselor

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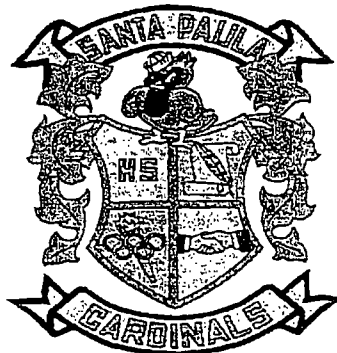
(Santa Paula High School ESLRs Development Continued)

Following the adoption of the ESLRs and presenting them to the Board of Education for approval, in October 1998, posters were published and now hang in every classroom and office. Santa Paula High School held two Town Hall Meetings to present the ESLRs to community members, parents, and students. At the time of these meetings, the stakeholders had the opportunity to make suggestions towards the ESLRs.

Each department has been working on ways to showcase the ESLRs to their students. For example, the Physical Education Department went through each of the ESLRs to show students how PE is working towards the goal of our Expected Schoolwide Learning Results. This process has been very productive and insightful for all stakeholders, including students, parents, teachers, classified staff, and administration.

Santa Paula High School's goal is to promote the ESLRs to all stakeholders, including community organizations. Administration works towards publicizing and sharing our achievements through mailings, newsletters, and public speaking events. The Rotary Club of Santa Paula received a presentation on the ESLRs and the achievements our high school have accomplished. The Rotary Club of Santa Paula is a vital source of community awareness in Santa Paula. They provide Junior Achievement Awards to eleventh grade students, a mentorship program to a large number of Seniors and distribute many scholarships at our Senior Awards Night. The next step is to have all departments continue to look at ways to promote the Santa Paula High School's Expected Schoolwide Learning Results to all students. Because all stakeholders had a part in creating the ESLRs, Santa Paula High School feels that we have people "buying into" them.

Santa Paula High School will continue to assess and evaluate our Expected Schoolwide Learning Results as a staff and a community. As students, parents, and others assist with the assessment and become aware of the ESLRs significance, we will begin to promote data that indicates we are achieving our goals.



Expected Schoolwide Learning Results (ESLRs)

All students at Santa Paula High School will demonstrate:

- ◆ **The ability to research and access information from various sources and use information to achieve personal goals**
- ◆ **An understanding and respect for individuals' differences and similarities including those from diverse cultures and backgrounds**
- ◆ **The ability and skills necessary to set lifelong physical fitness and health goals**
- ◆ **The ability to solve problems in a way that considers information, evaluates alternatives, and makes informed choices**
- ◆ **The ability to read the English Language competently (either for functional or recreational purposes)**
- ◆ **The ability to use current technology as a tool to access information, plan, make presentations and communicate convincingly**
- ◆ **An awareness of the valuable contributions they can make to society and to develop a sense of responsibility**

Expected Schoolwide Learning Results



ELSRs

**Santa Paula High School agrees
that ALL students will learn:**

- ✓ **RESOURCES**
- ✓ **INTERPERSONAL SKILLS**
- ✓ **PERSONAL QUALITIES**
- ✓ **THINKING SKILLS**
- ✓ **BASIC SKILLS**
- ✓ **TECHNOLOGY**
- ✓ **SOCIAL RESPONSIBILITY**

CHAPTER 3

PROGRESS REPORT

SANTA PAULA HIGH SCHOOL
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Progress Report

Major Recommendations

1. The administration and staff develop a plan for providing critical thinking skills training which will allow teachers in all disciplines to learn and to reinforce the skills across all curricular areas.
2. The administration, students, and staff develop a process for improving the participation of underrepresented minorities (ELL and Migrant) in co-curricular activators as well as the student leadership class in order to involve more students in the total educational process.
3. The District, administration, and staff to research areas outside of normal school funding to provide the school with financial support of the educational programs.
4. The staff continues to participate in workshops, inservice programs, and conferences in order to learn the most current and innovative teaching techniques.
5. The Administration and staff develop a plan that provides for more articulation between the ELL department and mainstream departments so that effective instructional techniques, as well as information about student needs, can be shared for the mutual benefit of all ELL students' academic, social, and personal success.

Response to Major Recommendation #1:

The administration and staff develop a plan for providing critical thinking skills training which will allow teachers in all disciplines to learn and to reinforce the skills across all curricular areas.

- ◆ Santa Paula High School's Physical Education Department is using reading and writing make-up work for students who have clothes cuts, tardies, and extensive absences. The department also uses written exams to test the knowledge of physical education rules.

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Response to Major Recommendation #1:

The administration and staff develop a plan for providing critical thinking skills training which will allow teachers in all disciplines to learn and to reinforce the skills across all curricular areas.

- ◆ On a staff development day the English Department paired up with History/Social Science and shared concerns, strategies, and curriculum with our grade level counterpart.
- ◆ All English classes except for one or two English classes have been transformed into College Preparatory levels.
- ◆ AVID class initiated in fall of 1997.
- ◆ Initiated a reading class for remediation of students substantially below grade level in reading in the spring of 1998.
- ◆ Implemented Accelerated Reader computer program in the library in the spring 1998, which serves all freshmen and sophomores.
- ◆ Special Education students are now involved using real-life math curriculum that deals with problem solving and critical thinking.
- ◆ Special Education students are now working toward creative writing and persuasive writing skills in English.
- ◆ Teachers in Special Education are now using role-playing techniques in the area of History/Social Science.
- ◆ The ASB Advisor has been trained by the California Association of Student Councils for the past three years in the areas of personal goal setting, conflict resolution, project planning, facilitative leadership, and interactive meeting procedures. For the past three years students now attend leadership conferences regularly in order to meet students from diverse backgrounds, but similar situations. CASC's mission is to provide student and advisor leadership development for grades K-12, emphasizing ethics, integrity, and collaborative decision making.

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Response to Major Recommendation #1:

The administration and staff develop a plan for providing critical thinking skills training which will allow teachers in all disciplines to learn and to reinforce the skills across all curricular areas.

- ◆ Social science faculty continue to attend workshops in history and social science
- ◆ Some new faculty members are continuing credential training/work in progress
- ◆ Social science department continues to attend history alive workshops
- ◆ More classes of Advanced placement in social science areas are now available
- ◆ Social science department have attended Reading/writing conferences
- ◆ Social science department have attended a SDAIE workshop
- ◆ In order to raise academic standards, the Foreign Language Department transformed its standard level classes to college preparatory, and now offers an Advanced Placement Spanish Language class.
- ◆ Students develop critical thinking skills in learning a second language. The reading, writing, listening to and speaking skills of a different sound system and its structures entails a secondary benefit: better understanding that of their own language. As a result students become better readers and writers in other academic subjects.
- ◆ The Accelerated Reader Program, an integral part of beginning Spanish classes allows the students to read in their primary language, English, and to prepare reports in the target language, Spanish.
- ◆ Students in higher proficiency Spanish classes become better prepared to pursue college level coursework, since the nature and the level of the skills they develop is appropriate for advancement into college.

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Response to Major Recommendation #2:

The administration, students, and staff develop a process for improving the participation of underrepresented minorities (ELL and Migrant) in co-curricular activators as well as the student leadership class in order to involve more students in the total educational process.

- ◆ Our Physical Education department has always encouraged our best PE athletes to go out for our schools athletic teams. We have “recruited” for many of our coaches. We have encouraged our coaches to come and talk to our PE students on an individual and group basis.
- ◆ Annette Halpern, our bilingual ELL teacher, apprises students in Spanish of all school activities and encourages them to participate.
- ◆ Spring of 1998 the English Department recognized a number of ELL Migrant students in Junior Achievement through the Rotary Club.
- ◆ Counselors present opportunities to take PSAT in English classes and provide fee waivers to students in need.
- ◆ English department continues to offer and produce Creative Writing Magazine.
- ◆ Drama and Theater Team productions and enrollment are attracting more and more minority students.
- ◆ Janet Borchert arranged for the noted Chicana author Michele Serros to speak to Special Education and English students from her book of essays, *Chicana Falsa*.
- ◆ Special Education teachers have strongly encourage their students to participate in clubs and sports by offering extra credit in their RSP classes and apprising them of upcoming events.
- ◆ The Associated Student Body invites all faculty to select one or two members of their class to attend the annual CASC Leadership Conference in Oxnard, CA. These students who include special education students, Migrant students (ELL), and other students funded categorically attend the leadership conference with the ASB class.

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Progress Report

Response to Major Recommendation #2:

The administration, students, and staff develop a process for improving the participation of underrepresented minorities (ESL and Migrant) in co-curricular activators as well as the student leadership class in order to involve more students in the total educational process.

- ◆ Our school is the only school who invites potential leaders who are not affiliated with the Associated Student Body Leadership Class to attend this conference.
- ◆ For the last two years the Migrant Club President has been invited to attend the CASC Summer Camp Conference at the University of California at Santa Barbara along with delegates from the Associated Student Body leadership class. Our first summer camp (1997) we took six students. Included in the six were the Migrant Club Vice-President and the Migrant Club President. The second camp in 1998 we again invited the Migrant Club President who attended with the six students from the 1998-1999 student body leadership class. Juan Viramontes, the Migrant Club President for 1998-1999 now actively involves his club in activities provided by the Associated Student Body.
- ◆ Teachers announce school bulletin items in Spanish; when necessary, the nature of the school academic, and extracurricular activities is explained, and students are encouraged to participate.
- ◆ Students are required to participate in the Accelerated Reader Program by selecting and reading literature in Spanish, thus augmenting their literacy skills in Spanish while participating in a school program.
- ◆ The Migrant Club, a student organization to which one of our faculty is advisor, involves campus visits to colleges/universities. It is also actively involved in organizing the annual Cinco De Mayo festivities at SPSHS, which they help finance from their fundraisers.
- ◆ ELL and Migrant students are encouraged to become involved in the following activities, clubs, clubs, and organizations: Geo bowl-2/3 of the members are of Hispanic origin, Mock Trial, Basketball team, Wrestling team, Key Club-all officers are Hispanic, Interact Club, MEChA.

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Response to Major Recommendation #2:

The administration, students, and staff develop a process for improving the participation of underrepresented minorities (ELL and Migrant) in co-curricular activators as well as the student leadership class in order to involve more students in the total educational process.

- ◆ ELL students are invited to join the AVID program when they reach at least level #3. This year, 4 of the 26 AVID students come from an ELL background.
- ◆ An EOPs Counselor from the community college speaks specifically to ELL students twice per year. During her talk she works on their self-concepts and explains the advantages of staying in school, getting good grades, and going to college.
- ◆ ELL students are participate in the construction of an ELL Memory Book. This book is similar to a yearbook and gets published so that all can share it and be proud of their accomplishment. This project is funded by the school.
- ◆ ELL students participate and have been recognized by the Santa Paula Blanchard Community library during Teen Read Week. Photos were taken and students were praised for their accomplishments.

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Response to Major Recommendation #3:

The District, administration, and staff to research areas outside of normal school funding to provide the school with financial support of the educational programs.

- ◆ Outside funding has been through our own staffs (PE staff) fundraiser and donations. The Physical Education Department solicited donations from parents and community members to provide a stereo system in the weight room area. The PE department now has a current account with ASB for this fundraiser.
- ◆ The Fine Arts department has received donations from the community such as, ceramic molds, a drying wrack, and some shelving. Other donations from companies have also been such as, computers, paper and cardboard.
- ◆ The Fine Arts department is looking into the Arts Advantage Program for more funds and support.
- ◆ The band regularly receives cash donations made by local businesses.
- ◆ Drama has supplies donated from various local businesses throughout the year.
- ◆ In accordance with technological committee, Science and English departments pooled grant funds to meet needs to improve technology access for students. We created a computer lab, which is accessible to a great, many students.
- ◆ Annette Halpern, ELL Teacher, and Celia Ward, Classified Librarian, wrote and received a grant for the Accelerated Reader computer program in the library, which services all freshmen and sophomores.
- ◆ Mrs. Colvard, a parent volunteer, is currently soliciting local businesses for funds and books to be used in and by the library.
- ◆ Lanny Kaufer's Special Day Class was adopted by the Ojai Studio Artist, who donated their time and materials for art workshops.
- ◆ Mr. Neal donated money to sponsor a field trip for Ms. Smith's special education students.

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Response to Major Recommendation #3:

The District, administration, and staff to research areas outside of normal school funding to provide the school with financial support of the educational programs.

- ◆ The Associated Student Body holds many functions throughout the year. Students from the Associated Student Body raise \$6,000 to \$10,000 per year through fundraising and the student store, but the events for students would not be possible without the generous donations from community individuals, organizations and businesses.

Below is a partial list of people who donate to SPHS:

City of Santa Paula
SP Police Department
Cecil Preciado
Black Tie Formal Wear
Crown Dodge
Vista 126
Weyerhaeuser
Gilbert Marshall
Jenny Flores
Fransica Guzman
Lee Schoff's Hardware
Santa Paula Hardware
Marty Pettit
Ralph's Taco House
Mr. Garcia
Sandra Gaitan
Chinna's Market
Luana Lindsey
Maria Blackshear
Mandle Carpet
Heidi Mayorga
Peggy Fox
Gina Coker
Danny Coker

SP Fire Department
Santa Paula Times
De La Rosa Towing
Pollo Bravo – Mr. & Mrs. Soltero
Jack-in-the-Box
La Cabana
Angel's Donuts
Cyrstal Bakery
Bob Dryden
Thomas Gleason
Lindsey Excavating
Frank's Paint Center
Gabriel Leon
Ralph Ramos
Mr. Lloyd
Mrs. Jauregui
Mrs. Pidduck
Susan Gallimore
Carl's Jr.
Taco Bell
Round Table
The Reyes Family

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Response to Major Recommendation #3:

The District, administration, and staff to research areas outside of normal school funding to provide the school with financial support of the educational programs.

- ♦ Library grant
- ♦ Community support for materials: Sunkist, Union Oil, Weyerhaeuser, Limonera, Los Angeles Times, Daily News, Ventura County Star, CSPAN, CNN.
- ♦ Kiwanis and Rotarians- essay writing grants, college scholarships, computer technology
- ♦ As the number of Advanced Placement Exam candidates increased, the Foreign Language Department voiced concern of students who were not able to incur the cost. As a result our Special Services administrator received Board approved funding to assist these students.



Senator Jack O'Connell and Santa Paula High School students, Miss Santa Paula-Liz Bonds, and Miss Teen Ventura County- Adrina Ramos accepting donation of \$80,000 from the State of California to the Swimming Pool Partnership Fund

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Response to Major Recommendation #4:

The staff continues to participate in workshops, inservice programs, and conferences in order to learn the most current and innovative teaching techniques.

- ◆ The entire physical education department in 1995 attended a physical education framework conference. Individual PE teachers have attended several workshops on physical education over the years. This is an ongoing process by our department. Our female PE teachers attended the Physical Fitness Testing Conference in February 1998.
- ◆ Staff members from the Fine Arts department have participated in the following workshops and/or conferences:
 - AP workshop
 - National Art Educators Association State Conference
 - California Association of Bi-lingual Educators
- ◆ English teachers, Karen Soble and Steve Halverson along with other staff attended the AVID Training Institute in San Diego during the summer of 1997. Steve has made a couple of presentation on recommended AVID teaching strategies.
- ◆ English teacher, Steve Halverson with other staff attended a one-day seminar at UCSB for AP English and other AP classes.
- ◆ English teacher, Steve Halverson continues to participate and attend AVID Coordinator conferences and workshops throughout the 1997—1998 school year.
- ◆ English teachers, Paul Spinner and Karen Soble attend classes at Cal State University at Northridge.
- ◆ English teachers, John Merrill and Basil Augustine attend South Coast Writing Project Conferences and workshops on a regular basis.
- ◆ Conferences and inservices attended by Special Education staff:
 - Access to the Core Curriculum
 - Positive Behavior Support
 - Woodcock-Johnson-R- Training

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Response to Major Recommendation #4:

The staff continues to participate in workshops, inservice programs, and conferences in order to learn the most current and innovative teaching techniques.

- ◆ Conferences and inservices attended by Special Education staff: (cont.)
 - ADHD inservice
 - Non-violent Crisis Intervention
 - WASC training
 - Art as a Catalyst for Learning
 - Creativity Training through Artists-In-Residence Program at UCLA
- ◆ Garfield High School spoke to entire staff in regards to our transition from standard to college prep courses
- ◆ California State University Channel Islands piloting of partnership program between the county high schools and the Cal State system for the purpose of improving student language and math skills
- ◆ Social Science department participated in Jane Schaffer workshop to instruct on how to teach language skills
- ◆ To keep abreast of current and innovative teaching approaches, faculty has attended:

Ventura County Schools Bilingual Education Conference	Every Fall
LA Stars-Training Workshop for Spanish for Native Speakers	'96-97,97-98
AVID conference, San Diego	Summer 97
AVID workshops, Pleasant Valley	Spring 98
TRICOFLA, Simi Valley	Spring 98
Advanced Placement Workshops, UC Santa Barbara	1995-1996
New faculty have actively worked on their credential requirements, including taking university classes	1996-1999
- ◆ In addition, the Department Chair has participated in the school leadership team and is in the third year of California Schools Leadership Academy training.

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Response to Major Recommendation #5:

The Administration and staff develop a plan that provides for more articulation between the ELL department and mainstream departments so that effective instructional techniques, as well as information about student needs, can be shared for the mutual benefit of all ELL students' academic, social, and personal success.

- ◆ Physical Education has always been a class that ELL students have been mainstreamed into. To have success in our PE program mastery of the English language is not essential. We have learned to accommodate all students. Over the years, we have also used student translators to assist our teaching staff.
- ◆ Fine Arts monies spent in bi-lingual textbooks to assist mainstreamed ELL students.
- ◆ Fine Arts Department person attended CABE
- ◆ Accelerated Reader has become one of the many tools Ms. Halpern uses to bring ELL students into the academic mainstream.
- ◆ Tutoring is available in the cafeteria on a daily basis.
- ◆ AVID class meets daily during period B.
- ◆ Conferences and inservices attended by Special Education staff:
 - California Association of Resource Specialists Conference in San Diego
 - Orange County Special Education Conference in Palm Springs
 - California Association of Bilingual Educators in San Diego
 - Positive Behavior Support
 - Teach (for autistic students) in Eureka
 - Computer Applications
 - Lindemood-Bell Reading Training
 - Learning Disabilities Association Conference
 - It's Lonely Out There (for New Resource Teachers)
- ◆ Annette Halpern implement reading across the curriculum-accelerated reader
- ◆ Greater coordination between other disciplines

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Progress Report

Response to Major Recommendation #5:

The Administration and staff develop a plan that provides for more articulation between the ELL department and mainstream departments so that effective instructional techniques, as well as information about student needs, can be shared for the mutual benefit of all ELL students' academic, social, and personal success.

- ◆ Working to arrange a planning time to formulate a plan to coordinate ELL and mainstreaming integration.
- ◆ ELL students are concurrently enrolled in English-Language Learner classes and Spanish, allowing them to improve their literacy/proficiency skills in their own language while developing their new English skills.
- ◆ Foreign Language offers Spanish courses for native –speakers where instruction and materials are in Spanish; where students' own language and culture is validated; and where students enjoy reading literature of Hispanic authors.
- ◆ Selections from American Literature are read in the beginning level of Spanish for native speakers; this compliments the English literature content, for which students may not yet have the reading skills to do in English.
- ◆ The Foreign Language department has always offered classes where ELL students are mainstreamed, and where students are not required to use English to succeed.
- ◆ The ELL staff frequently make recommendations to staff and the counseling department for student placement and the satisfaction of ELL transition requirements. When necessary testing can be done to facilitate this purpose.
- ◆ ELL teachers also provide input regarding the ELL program to the school wide department chair meeting held each month, and additionally provide data and assistance to the assistant principal's office during the design of the master schedule.
- ◆ To facilitate communication and interdepartmental contact within the school telephones have been installed in departmental offices so that staff may be in direct communication at all times.

CHAPTER 4

SELF-STUDY FINDINGS

SANTA PAULA HIGH SCHOOL
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CATEGORY A

**VISION,
LEADERSHIP,
and
CULTURE**

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Vision, Leadership, and Culture
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Focus Group Facilitator:

- | | |
|-----------------|-----------------|
| ♦ Ray Sepulveda | Science Teacher |
|-----------------|-----------------|

Focus Group Members:

- | | |
|---------------------|---|
| ♦ Emily Stenzel | Health Teacher |
| ♦ Valorie Potter | Special Education Teacher |
| ♦ Rachel Bustillos | Instructional Assistant II |
| ♦ Esmeralda Arballo | Campus Security |
| ♦ Raymundo Pinedo | Instructional Assistant I |
| ♦ Helen Hernandez | Instructional Assistant II |
| ♦ Sam Cathcart | Physical Education Teacher |
| ♦ Michael Luna | English Teacher (ESL, English Transition) |
| ♦ Winny Lyter | Instructional Assistant I (Special Education) |
| ♦ Suzanne Bowerman | Math Teacher |
| ♦ John Merrill | English Teacher |
| ♦ Margaret Booker | Social Science Teacher |
| ♦ Laura Hanson | Foreign Language Teacher |
| ♦ Rosa Limon | Registrar |
| ♦ Justin Schmidt | Instructional Assistant I (Special Education) |
| ♦ Victor Yzaguirre | Maintenance/Bus Driver |
| ♦ Laura Menchaca | Outreach Coordinator |
| ♦ Mike Reeder | Cafeteria |
| ♦ Susan Hughey | Instructional Assistant |

"Do not let what you cannot do interfere with what you can do."

John Wooden



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A. Vision, Leadership, and Culture

VLC-A1:

Does the school have a clearly stated vision based upon its beliefs, student needs and current educational research?

Is the vision supported by the governing board and the central administration?

Is the school's purpose defined by expected schoolwide learning results?

After revising the mission statement into a more cogent and lucid declaration, the Vision Leadership, and Culture Committee feels that it clearly portrays our beliefs and is based on student needs and educational research.

Our focus group committee feels that the governing board and administration do give their unqualified support to the goals of the mission statement. For example, they enthusiastically approved the aforementioned revisions.

The committee feels that Santa Paula High School's purpose, as defined in the mission statement, is unequivocally aligned with our Expected Schoolwide Learning Results (ESLRs) which were collaboratively developed by our entire staff.

Our school community respects and values its culturally diverse ethnic population. We are inspired by the tradition of our historic building and the community's recent affirmation of their confidence in us through the approval of a bond in 1994, which allowed the construction of wonderful new Math and Humanities buildings. We seek and promote partnerships with the parents and community in all of the following:

- ♦ **Technology:** Once far behind the information age, Santa Paula High school is taking large strides towards student and staff computer literacy. Computer skills are now taught in many areas of the curriculum (English, English Language Learners, Social Science, Science, Math, and Graphic Arts) and the staff has noted an enthusiastic student response. Currently, Santa Paula High School has 300+ computers available to students.

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- ◆ **Academic Excellence:** Our school has renewed emphasis in creating a quality, college preparatory curriculum for all students. All classes have been designated as College Prep and the staff has diligently striven to revise their classroom strategies to reflect this effort. Our high school is now in several partnerships with several institutes of higher education to abet our success. The partnerships include the following: Oxnard Community College, Ventura Community College, Moorpark Community College, University of California at Santa Barbara and Davis, Cal Poly Pomona and San Luis Obispo, California Lutheran University, and California State Universities Channel Islands, Fresno and Northridge.
- ◆ **Literacy:** Because the majority of entering 9th graders are below grade level in reading and writing proficiencies. Santa Paula High School has initiated efforts to address these deficiencies through programs such as Accelerated Reading, after school tutoring by staff, the Summer Institute Program, and our continuing efforts in our classes to promote reading fluency, reasoning and insightful response. The Summer Institute is designed to work with incoming freshmen during the summer prior to them entering as freshmen in the fall. On average, reading levels on the Basic Skills Inventory test (BSI) generally improves by 2-3 grade levels after completing the Summer Institute.
- ◆ **Preparation:** Our focus will continue as one which prepares students, irrespective of their ethnic heritage or scholastic ability, for a healthy, participatory life style. Whether students choose career paths in the service sector or professional fields, our institution and staff emphatically promote continuing education through programs like our Agricultural Science Magnet, childcare qualification program, Career Center, career faire, Eureka Program, career day and college/university informational symposiums.
- ◆ **Safety:** Our uniquely beautiful campus is characterized by an abiding feeling of safety, student congeniality and campus life which unwaveringly seeks to include everyone. Concerted efforts by staff and administration have created one of the safest school environments in the county. Our Campus Security Team has established a friendly relationship and a high degree of trust with the students on campus.

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A. Vision, Leadership, and Culture

- ◆ **Safety:** (cont.) Currently, Santa Paula High School funds a full-time Campus Security Coordinator, four full-time Campus Security employees and seven part-time employees. Our Campus Security Team attends all athletic events and school sponsored activities.
- ◆ **Respect:** Our ESLRs are defined by the fact that our students and staff, as in an enlightened society, are measured by the degree of respect which individuals are accorded.

Our programs and employees are dedicated to the ideals of serving young adults by helping them to set and attain realistic goals. Our curricular and extracurricular programs like our award winning Mock Trial Team, Knowledge Bowl team, Geography Bowl team, band, Ventura County Science fair winners, and drama club accomplishments, are achieved by a diverse cross section of our students. We take pride in those distinctions especially because they bolster the dignity that is essential in a pluralistic society.

Some achievements are as follows:

- ◆ **Knowledge Bowl:** 1st place in Ventura County in '96-'97
- ◆ **Mock Trial:** team in last 12 years have place in top 25% in Ventura County
- ◆ **Drama:** In 1998 produced two major plays ("The Wizard of Oz" and "The Velveteen Rabbit") with McKeveitt Arts Magnet Elementary school. Drama has theater work liaisons with Saint Bonaventure, a private high school in Ventura. Together Santa Paula High School Drama team works to tour schools with "teen issue" shows.
- ◆ **Geo Bowl:** seven years entry into competition, four years group trophies for 2nd and 3rd place in Ventura County have been given to SPHS for team competition. In '96-'97 Santa Paula received 2nd place individual geography award by student Steven Reeder and in '97-'98 he received 1st place in the county.
- ◆ **Ventura County Science Fair-** Santa Paula High have won more awards at county level than any other school in Ventura County over the past 10 years. Santa Paula High has won six consecutive AMGEN \$1,000 awards for best of fair. SPHS have also won a state championship and a state 1st runner-up

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A. Vision, Leadership, and Culture

VLC- A2:

Does the school leadership make decisions and initiate activities that focus on all students achieving the ESLRs?

Does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?

School leadership is usually defined as administration. The vision committee wishes to stress and corroborate in the following response, that our staff makes every effort to ensure that Santa Paula High School's leadership is collaborative and not from the "top.. down."

- ◆ Santa Paula High School ESLRs were conceived and articulated by our entire staff in 1997 which, the Vision committee feels, provides authentic "ownership" of the goals we have established for student learning.
- ◆ In 1996, after substantial inquiry, forethought and planning, SPHS adopted a flexible, block schedule. Our accommodated curriculum, we feel, has not simply been altered but improved as a result.

Other decisions, to enhance specific progress, or to initiate activities designed to address specific basic skills shortfalls have been:

1. Due to the significant numbers of entering 9th grade students who were below grade level in reading writing competencies, SPHS initiated the AVID reading program, commenced an adult monitored and assisted tutoring program; established PASS (Portable Assisted Student Study: and required students who were deficient in basic skills, to attend the Summer Institute. 44 students attended the Summer Institute during 1997 and 54 in 1998. . In 1997, 23 of the 44 students who exited the program scored at a 7.1 or above reading level. In 1998, 35 of the 54 students existed the program scoring a 7.1 or above reading level.

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A. Vision, Leadership, and Culture

2. Because we recognized that many of our staff and most of our students had limited computer and internet skills, the district leadership comprised of administration and the Technological Goals and Review Committee, endeavored to make computer skills a primary focus of campus learning. We now have two labs, computers in most classrooms, and a curriculum in Mathematics, the sciences, English, Art and Agricultural Science in which computer skills are required and taught. Almost all of our staff is now computer literate and several are professionally adept in hardware and software applications. These staff members are currently mentor teachers and are assisting to enhance our curriculum through technology. There is a consensus that Santa Paula High's students are making significant scholastic and technological gains because of these efforts. The Vision Committee recognizes that we are still in the process of achieving a full spectrum of technological learning resources (e.g. a campus wide internet capability and a voice/video lab) but we are committed to eventual attainment of our technological goals.
- ◆ Our school recognized the low numbers of our graduates who continued their education after high school. To promote students' educational commitments and they foster their social responsibility, our district:
 - a) Initiated heterogeneous grouping in every part of our curriculum and the elimination of "Standard" classes.
 - b) In a pilot project, our leadership will link our curriculum to Cal State Channel Islands in a program designed to prepare students to pass the entrance examinations for English and Mathematics proficiencies. The program will in start in our students' 11th year.
 - c) Santa Paula High School is an Agricultural Science Academy campus, which provides preferential admission to agricultural universities to students who successfully complete the rigorous, four-year science and agricultural curriculum. These colleges include UC Davis, Cal State Chico, Cal State Fresno, Cal Poly Pomona, and Cal Poly San Luis Obispo. 50 businesses and ranchers also participate in the program.
 - d) In December, 1998, Santa Paula High School also received a grant to provide a Volunteer Academic Mentorship program. This grant is funded for three years at \$100,000 per year. This program would include bringing in community members to volunteer and mentor students.

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A. Vision, Leadership, and Culture

There are many activities in our campus life, which emphasize our ESLRs.

- 1) To promote interpersonal skills we have many successful, ASB sponsored year round events, activities, dances, and contest, In addition to student service organizations (like the Key and Interact Clubs), our campus has active MECha and Migrant student clubs and popular Cinco de Mayo programs which highlight our ethnic diversity. From diverse ethnic backgrounds and all grades, our students participate in award winning extracurricular programs like Geo-Bowl, Mock Trial, Drama Club and the Ventura County Science Fair.

To abet student performance and the establishment of personal goals, ASB regularly awards and recognizes student of the month and our school has an increasingly well-attended academic awards luncheon for those with a G.P.A of 3.0 or better. California Scholarship Federation, an unparalleled indicator of student and academic achievement, has more members now than anytime in the past decade. CSF had 50 students in '96-'97 and at the end of the 1st semester of 1998-1999, 79 students are members. ASB also has a permanent representative to the Board of Trustees who attends all meeting and apprises them of student affairs, accomplishments and concerns.

To enhance student personal growth in setting goals, our school encourages enrollment in PSAT and SAT workshops by Pat O'Dowd, free to all, and which are held on campus. We have a schoolwide career day; a career center with a full time staff member and computer assisted vocational orientation, and an active outreach program with colleges and universities. During the 1997-1998 school year 200 students attended field trips to local universities and colleges. So far this year, 1998-1999, 170 students have attended field trips to universities and colleges. During the 1997-1998 school year 240 students attended PSAT and SAT workshops, and so far in 1998-1999 280 students have attended. In 1998 our SAT scores increased 84 points. Our career faire is open to all students and grade levels and is held during the school day so teachers can attend with their classes. Our Career Faire has over sixty businesses and colleges represented. Our career center is open to all students from 7:30 am to 4:00pm, Monday through Thursday. Mrs. De La Rosa, our Career Center Technician, is also bilingual.

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A. Vision, Leadership, and Culture

To foster student interpersonal skills, our guidance staff oversees a Peer Counseling program to assist student with personal issues.

Other activities include: regularly scheduled staff meetings, department chair meetings, and department meetings, in which we discuss, plan and problem solve matters pertinent to our ESLRs, and devise ways to improve our curriculum and promote student responsibility. Some current matters included establishment of an unambiguous, institutional attendance policy, the dress code, and the accommodation of Limited English Proficient students into our heterogeneous classes.

The administration makes every effort to publicize our achievements and to keep the staff informed through regular principal's letters, newsletters in the Santa Paula Times and board briefs.

The vision committee wishes to reiterate that empowerment is integral to our mission. Successful programs and curriculums require commitment and participation. While we may occasionally disagree on strategies, all of us are genuinely committed to the success of young people and the continued fulfillment of our mission statement.

Virtually all committees are either voluntary or filled by nomination and ballot procedures.

Our district is one of few in the state with a contract-ratified process of shared schoolwide responsibility in curricular and policy changes. The union negotiated Article 37 which provides certificated staff the opportunity to be a part of any policy changes.

Student achievement is recognized and advocated through the Scholarship Committee (comprised of teachers, community members, and administration) and through administration efforts to publicize our successes. Santa Paula High School works to recognize achievement by providing the following: Awards Assemblies (held 3 times per year), Senior Awards Night, press releases in the local and county paper, presentations at Board of Trustee meetings, and presentations at local community meetings such as Rotary.

To promote our educational staff's personal and professional growth, our district pays for conferences and provides salary advancement for courses taken which are relevant to their curriculum.

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A. Vision, Leadership, and Culture

Our SB 1882 Staff Development Committee which is composed of certificated, classified, and administrative employees, oversees and approves conferences. In addition, many of our staff have been mentor teachers and served on selection committees of future mentor candidates.

Focusing our school's commitment on student access to information, the Technological Goals and Review Committee makes its priority to have SPHS at parity with any district in the county. The Library Committee seeks to make our collection, with a newly computerized catalog system, more accessible to our staff and students. A Library Committee was organized this year to create a library plan to be presented to the state in regards to receiving funding to further library resources. This committee has representatives from certificated personnel, classified personnel, students, and administration. The library also offers the Accelerated Reading Program to all students to increase reading level and standardized test scores. Over 830 students have participated in this program this year, 1998-1999.

In a larger context, the School Site Council is our liaison to the community and to parental concerns about campus life. We hold two well publicized "Back to School" nights (one per term), in an effort to inform parents of our curriculum and expectations. In addition, every board meeting has a designated time during which anyone may voice issues pertinent to campus life.

In conclusion, we are justifiably pleased with the strides Santa Paula High has made in recent years. Our campus, newly renovated, is charged with a sense of enthusiasm and purpose. We also know that education is not a title but a process, that our vision may evolve but our commitment to the success of young adults will be uncompromising.

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A. Vision, Leadership, and Culture

VLC- A3: Is the staff supported, utilized and monitored to facilitate student achievement of ESLRs?

Are leadership and staff a part of an organized structure committed to professional development?

Our administration, in full compliance with the educational code, reviews the lesson plans, teaching strategies and classroom management skills of all untenured certificated employees yearly and tenured personal bi-yearly. Two meetings are held with the faculty member to discuss and review strengths and weaknesses. In the last, the observer documents the strengths of observed learning activities and makes recommendations to the educator to enhance his/her effectiveness.

In an effort to fulfill our ESLRs, particularly with low performing students, certificated staff from English, math and computers science, offer tutoring in programs like AVID, the Accelerated Reader Program, computer skills and math to all students. A database is being established by staff to enhance students' reading and math skills and to document improvement. One of the administration recent efforts towards fulfillment of the ESLRs was their successful application for a state grant to improve student academic performance on standardized tests. This program, to begin in January, will enlist community mentors to work with student on a 1-1 tutorial basis.

Our certificated staff is routinely utilized by coaches/advisors to verify school performance for such programs such as CSF, sports eligibility and citizenship, Ag. Science Magnet and cheerleading.

To Facilitate student achievement of our ESLRs, the district office data report for the 1997 -1998 shows that:

- ◆ 8 instructors attended the Advanced Placement Exam Workshop
- ◆ 22 training sessions were held in the area of technology
- ◆ 37 staff members attended English Language workshop and conferences for professional development
- ◆ 74 staff members attended 51 staff development conferences and/or workshops

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A. Vision, Leadership, and Culture

The 1998, Committee Report has shown that (since 9/98) 40 staff members from all departments have attended conferences and inservices.

Interviews with staff indicate that professional development has had a major impact on their instructional techniques e.g. South Coast Writing Project (SCWRP), California Mathematics Council Southern Section conference, History Alive!, and the South Coast Science Project.

The administration supports professional growth. Conferences and inservices may be attended (most expenses defrayed) with approval of the SB1882 Committee. In addition, classes for salary advancement are routinely approved if the units taken are within the major of the applicant or are related to technological skills. The district will also defray the costs of these classes if the employee does not want the units for salary increment.

The administration, in its commitment to professional development has:

- ◆ Provided mini grants for innovative curricular or educational projects totaling \$7,700
- ◆ Extra-Effort Curriculum Grants
- ◆ Allotted funds from various categorical programs for one time funding of specific departments for the enhancement of learning activities
- ◆ Acquired and allotted funds for technological applications, including instruction.
- ◆ Funded the position of reading coordinator.
- ◆ Administered Special Program Funding
 - TUPE/Title IV
 - GATE
 - Migrant Education
 - Bilingual
 - AVID Coordinator
 - AVID Grant
 - Eisenhower Grant
 - One-time funding opportunities over \$40,000
- ◆ Four mentor-teaching positions

Our district has an active mentor teaching program providing projects in many departments. Former mentor teachers serve on the selection and review committee. It is important to point out that any new mini-grant and one-time funding grants proposed must be presented for review and be aligned with our school improvement plan, goals, mission, vision, and expected schoolwide learning results.

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A. Vision, Leadership, and Culture

In related matters concerning professionalism of our staff and our educational mission:

- ◆ A Library Learning/Reading Center has been formed to apply for state funds to build an active computer, research and reading center for our students.
- ◆ A Technology Review Committee meets regularly to discuss and address the existing hardware and training issues of our staff and facility.

Finally, the Vision, Leadership, and Culture committee feels that one of the significant indicators of our commitment to professional growth are the number of educators who hold advanced degrees (20 Masters degrees and 2 PhD's) and 28 have 90 units or beyond their Bachelor degrees.

An educator's profession is among the most challenging because success requires substantial competence in diverse areas: mastery of field, social proficiency, and patience are just a few. It is a tribute to our staff that we continue to demonstrate through our professional growth, our convictions that one of the best ways to teach students is to be one.



1998 Homecoming Celebration – “Joe Goes Fiesta”

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A. Vision, Leadership, and Culture

VLC- A4:

Is the school a safe, clean, and orderly place that nurtures learning?

Is the culture of the school characterized by trust, professionalism, high expectations for all students, and focus on continuous improvement?

The consensus among staff, students and the community is that our high school is the most beautiful, safe facility in the county. Great care has been taken to maintain and upgrade our campus which is a historic site. The students and community proudly received the new state of the art classroom building which are architecturally confluent with the existing Spanish style.

We have policies in force which keep our campus secure and orderly. Students are aware of the dress code and routine classroom dress code sweeps are conducted on a weekly basis. Our attendance policy, currently under review and revision, is monitored by staff, guidance, counselors and the attendance offices. Our newly enlarged campus security team assists in locker and truancy sweeps, disaster drills, hall pass checks, and is positioned throughout the campus to assist staff in any circumstance. They communicate with each other by radio, are in constant communication with administration, and can contact the Santa Paula Police Department instantaneously.

We have a number of resources which make our facility, safe, clean and orderly. The entire school is gated and visitors must check in to be admitted. We have a closed campus policy for all students except juniors and seniors who have earned consent (a minimum grade point average of 2.0 is required) and parent permission to leave campus. The district has plans to install metal detectors, an entirely proactive measure since occurrences involving weapons are virtually nil. Most classrooms and offices are alarmed and have telephones both for intra-campus use and for local calls to emergency services.

If the administration feels that the students are remiss in their lunch-time clean up, areas of the campus are closed until these problems are addressed. Staff has clipboards in their room to communicate needs to maintenance personnel. Our maintenance staff makes a concerted effort to keep the school graffiti free with early morning inspections and immediately painting over these areas.

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A. Vision, Leadership, and Culture

In addition, vandalized facilities are repaired as quickly as possible. In a recent natural event, a tree was blown over by the wind onto a science classroom. Students were immediately evacuated and continued their instruction in a nearby room. The tree was removed within hours and the major repairs were begun immediately.

Finally, to encourage school pride, to contribute to our institution's appearance, and to fulfill obligatory community service units in some of their classes, our students help clean gyms, stadiums and walkways. Linking learning with practical application, the horticulture class has the campus resplendently abloom year round. In summary, staff and students recognize that our campus is extraordinary. Visitors, community members, and alumni all are dazzled by the unique blend of history, tradition and function which defines our buildings and grounds. Santa Paula High School is truly a safe place in which to learn and teach. Our plan is to keep it that way.

The educational staff and administration fosters a learning environment based on high expectations. Support services such as Special Projects and our Career Center offer field trips to colleges and universities as well as information on college and university partnerships. The Career Center offered 7 field trips in 1997-1998 and so far in 1998-1999, 8 field trips have occurred. Special Projects have already attended 3 field trips and the 1998 Summer Institute Program attended two field trips with incoming freshmen. Our curriculum now has been reorganized so that our students are expected to meet college prep standards. Teachers emphasize continually the benefits of continuing education. English and History AP in the 11th grade are integrated and Math and Science are in the incipient stages. Agriculture and Science are fully integrated in that their physical /life science classes are congruent and interchangeable. Child Care and some science classes also have inter-related curriculums. A college colloquium, attended by former Santa Paula High graduates is held annually in December so that prospective college or university bound 10th, 11th, and 12th grade students can listen to pertinent counsel and question them about college life, academics, financial aid, and living conditions.

Coordinated through Guidance, our school has active alcohol, tobacco and drug abuse prevention programs. In addition, Guidance also oversees peer counseling in which teens can speak to each other about sensitive matters and our tutoring program. The tutoring program numbers have been very steady over the last two years, each term has been averaging approximately 160 students. Our campus clubs and organizations (Key Club, MEChA, Interact, and ASB itself) promote food drives, charities in Santa Paula and relief efforts during times of world crisis (e.g. Hurricane Mitch.)

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A. Vision, Leadership, and Culture

Time constraints limit interdepartmental collaboration, however, efforts are ongoing towards improvement. In department meetings, time is allotted to share and discuss what staff has learned in a seminar, class, or inservice. Our district encourages staff to attend conferences to learn new developments in the state framework or for curricular enhancement. In addition, some of our department members have met with instructors and administration from the newly opened California State Channel Islands. Santa Paula High school will have the first partnership of its kind with the California State University system. This academic partnership will provide tutoring and assistance towards passing the entrance proficiency exams in English and Math. The focus will be on eleventh grade students.

Our staff, in class and outside, on the playing field and in the courtyard, continually complement student efforts, because praise is the operative word in a young person's achievements. Our educators are very much aware of the challenges we face. Equally, however, we are committed to the truth that nothing is more appurtenant to an individual's life than the quality of his/her education.



1997-1998 Geography Bowl Team and Mr. Thomas, Advisor

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A. Vision, Leadership, and Culture

Areas of Strength:

- ◆ Computers- more computers and an emphasis on technological improvement.
- ◆ Safe school, all staff assist
- ◆ All staff involved in policy changes
- ◆ Partnerships with other higher level educational institutions and industries
- ◆ Variety of extra-curricular activities and an emphasis on accomplishments
- ◆ Working well and often with the community
- ◆ Focus on improving reading scores
- ◆ More emphasis on AP, Golden State Exams, SAT, ACT, and other testing for baseline data
- ◆ College Prep curriculum for all
- ◆ Peer counseling/tutoring
- ◆ Staff development
- ◆ Intervene with incoming 9th graders to improve reading and math levels
- ◆ Cooperation and communication between school and community is positive
- ◆ GPA's of Honor Roll students (3.0 or above) are higher
- ◆ Tutoring programs increased
- ◆ Vision Statement is clear and reflects our work aligned with the ESLRs
- ◆ ESLRs developed by all staff
- ◆ Leadership is collaborative (not top down)
- ◆ Emphasis on commitment to improve
- ◆ All parts of school are positively extraordinary!

Key Issues:

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CATEGORY B

CURRICULAR PATHS

Santa Paula High School
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B. Curricular Paths

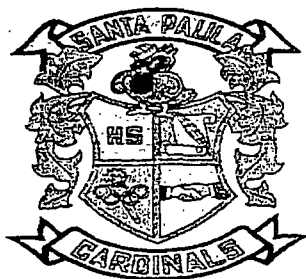
Focus Group Facilitator:

- | | |
|-----------------|--------------------------|
| ♦ Dora Madrigal | Foreign Language Teacher |
|-----------------|--------------------------|

Focus Group Members:

- | | |
|-----------------------|----------------------------|
| ♦ Cheryl Pazen | Attendance Technician |
| ♦ Christine Bruggman | Counselor |
| ♦ Debbie Bradburn | Campus Security |
| ♦ Chris Royce | Science Teacher |
| ♦ Joey Ramirez | Math Teacher |
| ♦ Steve Halverson | English Teacher |
| ♦ Christine Wilkinson | Science Teacher |
| ♦ Karen Soble | English Teacher |
| ♦ Luisa A. Cruz | Office Assistant III |
| ♦ Becky Martinez | Secretary |
| ♦ Phillip Villa | Social Science Teacher |
| ♦ Abel Macias | Maintenance/Bus Driver |
| ♦ Henry Jacinto | Physical Education Teacher |
| ♦ Elsa Williams | Home Economics Teacher |
| ♦ Rene Sanchez | Custodian |

"No man fails who does his best."
Orison Swett Marden



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B. Curricular Paths

CP- B1: Do all students participate in a rigorous, relevant , coherent curriculum that supports the achievements of the ESLRs?

At Santa Paula High School, curriculum development is driven by the ESLRs and is aligned with state frameworks. A Curriculum Binder and Course Guide Handbook is available to the staff and parents at SPHS. Department chairs at Santa Paula High School work as the Curriculum Council to provide curriculum revisions related to student needs and state course frameworks. The master and daily schedules are intended to provide students with an opportunity to participate in a curriculum, which will validate the achievement of the ESLRs.

Beginning in September of 1998, Santa Paula High School eliminated the standard level in the core subject areas. All students now choose to participate in College Preparatory, Honors, or Advanced Placement classes in all core subjects.

Santa Paula High School uses several measures of national standards to ensure that our students are being prepared for success. Students at SPHS may participate in at least six (6) SAT/PSAT preparedness workshops presented by a consultant from the Educational Testing Service. Forty-seven (47) seniors completed the SAT exams in the 1997-1998 school year. The average 1997 SAT Mathematics scores increased by 15 points compared to 1996 results. The Verbal scores increased by 4 points compared to 1996 levels. The numbers of students attending workshops have increased of students during the 1997-1998 school year 240 students attended PSAT and SAT workshops, and so far 280 students have attended in 1998-1999.

In 1996 SPHS had 105 students take the PSAT. In 1997 the number of students increased by 39, for a total of 144 students participating in the 1997 PSAT.

SPHS has implemented Advanced Placement courses in the subject areas of U.S. History, American Government/Economics, Biology, Spanish and Calculus. This year more AP Classes were added including English 11 AP, English 12 AP, Statistics, and Biology. Eighty-two (82) students took Advanced Placement (AP) examinations in 1997-1998, an increase of 31 over the 1996-1997 school year. Forty (40) students took Advanced Placement (AP) examinations in 1996-1997, an increase of 14 over the 1995-1996 school year.

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B. Curricular Paths

While attending Santa Paula High School, all students will have the opportunity to participate in a rigorous, relevant, and coherent curriculum that supports the achievement of ESLRs. Course outlines and curriculum has been developed with the goal of reaching those ESLRs for every student at SPHS.

- ◆ **RESOURCES:** The ability to research and access information from various resources and use the information to achieve personal goals.
- ◆ This ESLR is addressed at SPHS through a variety of resource opportunities that are available to all students at the high school. SPHS places a high priority upon ensuring that there are sufficient textbooks to support the school's instructional program. In addition to textbooks, students also have access to the library at Santa Paula, which has become a multifaceted resource center. There are computers located in the library for student use. The library has computers that are designated to aid students in research of particular subjects. Students also have access to the Electric Library program and the Internet. In addition to this computer system there are computers that are dedicated for the Accelerated Reader program in the library and there are over 800 students using the Accelerated Reader program. The library is in the process of procuring 8 more computers for the Accelerated Reading Program. The library provides books in English and in Spanish to better meet the needs of our students, as well as a wide variety of multimedia resources. Currently, Santa Paula High School has 300+ computers available to students.

All students at SPHS have available to them the use of the Cardinal Career Center and the Guidance Office to aid in addressing their vocational and academic needs. Students are given the opportunity to focus on their career paths through exposure to the Eureka program in the career center. During the 1997-1998 school year, 750 freshman and sophomores were introduced to the EUREKA Career Assessment Program as part of the English curriculum.

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B. Curricular Paths

RESOURCES: The ability to research and access information from various resources and use the information to achieve personal goals. (continued)

Students at SPHS receive non-instructional support from the Guidance office staff, which includes three full-time counselors, a Special Programs Counselor and an Outreach Coordinator. The majority of our counseling staff is bilingual and can assist our Spanish Speaking students and parents. Students come to the counseling office for help with registering for classes, making career decisions, improving classroom performance, and developing positive relationships with their peers, family and staff.

Student achievement is further enhanced through the use of programs that address the needs of the migrant, ELL, GATE, Title I and Special Education students. These programs operate through the Educational Services office. Students also receive assistance through departmental tutoring.

The Advancement Via Individual Determination (AVID) program was instituted last year and is aimed at helping middle-range students achieve greater success in high school and gain entrance into a four year university. Approximately 26 students from SPHS are participating in the AVID program. The AVID program is made up of 92.3% Hispanic and 7.7% Anglo students.

- ◆ **INTERPERSONAL SKILLS:** An understanding and respect for individuals' differences and similarities including those from diverse cultures and backgrounds.

This ESLR is addressed at SPHS through exposing all students to diversity, whether it is intellectual, cultural, or physical. This exposure was increased through the elimination of standard levels, which has allowed all students to participate in a college preparatory education. Further exposure is achieved through cooperative learning strategies and through the inclusion of special needs students in the general school population. Furthermore, all students at SPHS are aware of their responsibilities as members of the school community and that rules and regulations apply to all students equally whether they are of attendance, behavior, or discipline natures.

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B. Curricular Paths

- ◆ **PERSONAL QUALITIES:** The ability to set life long physical fitness and health goals.

This ESLR is addressed at SPHS by promoting health and personal fitness. All freshmen are required to take Health at SPHS. Further opportunities for students to address health issues are made available through Biology, Modern Living, Child Development, and Nutrition classes.

Physical Education classes are mandatory for all freshmen and sophomores. SPHS has a strong athletic program, which encourages a healthy lifestyle and promotes physical and mental fitness.

Social issues concerning drugs, alcohol abuse, and gang violence are addressed through the use of motivational speakers, assemblies and special activities throughout the year. During the 1996-1997 school year Mr. Chocolate, otherwise know as Richard Santana, Ed. M spoke to the students about staying in school, becoming educated, and staying away from drugs and violence. During the 1996-1997 and the 1997-1998 school year, Camfel productions presented a Multi-Media assembly on drug and alcohol prevention as well as promoting self-worth and values. Also during the 1997-1998 school year, Dale "Mad Dog" Messmer spoke to the students about the harsh realities of making poor decisions and turning these around to reach ones' life potential.

Student Assistance Program groups are conducted on campus and any student who is experiencing difficulty coping with the pressures of teenage life is encouraged to attend. Currently two smoking cessation groups are being attended by close to twenty students on a volunteer basis during school.

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B. Curricular Paths

- ◆ **THINKING SKILLS:** The ability to solve problems in a way that considers information, evaluates alternatives, and makes informed choices.

This ESLR is addressed at SPHS by providing the students with various opportunities to develop and use critical thinking skills. Higher order thinking skills are a priority in all classes. Students are required to produce research papers, give oral presentations, author original writings, graphics and other works, and participate in various composition projects. To further enhance their current knowledge, students are exposed to a variety of teaching methods.

Teachers incorporate the use of a variety of journals and portfolios in the classroom to improve writing skills, which encompasses analysis, synthesis and evaluation. Classes using folders, journals or student work samples include English, mathematics, foreign language, computer literacy, science, and fine arts. Student work provides evidence that the students are able to think, reason, and problem solve in-group and individual activities.

Extra-curricular activities that foster and enhance critical thinking skills are Mock Trial which placed fifth in Ventura county last year, Geo Bowl which placed third in Ventura County, Academic Decathlon, Knowledge Bowl which placed first in Ventura County last year, the Creative Writing Club, FFA summer county fair, and the Ventura County Science fair. Integration among disciplines that take place at SPHS can be credited to the innovation of individual instructors. Interdisciplinary collaboration has taken place with individuals in the science, social science, and English departments. Individual instructors in their own classrooms also provide interdisciplinary experiences. For example, English 11 AP and US History AP collaborate by conducting their courses concurrently.

- ◆ **BASIC SKILLS:** The ability to read the English language competently (either for functional or recreational purposes).

This ESLR is addressed by providing the students with coursework at all grade levels that will allow them to practice and improve their skills in the areas of reading, writing, speaking and listening. Student work shows that students are continuing to improve at gathering information and presenting it in written, oral or multimedia formats.

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B. Curricular Paths

◆ **BASIC SKILLS: The ability to read the English language competently (either for functional or recreational purposes).(cont.)**

SPHS has designed several classes and programs to aid students in obtaining basic skills such as: SDAIE classes, ELL classes, and the PASS program which is designed to help seniors who are behind in credits.

Departmental tutoring, a Saturday Enrichment program, and Summer school are available to all students who need to improve and enhance their basic skills and their proficiency levels. Over 800 students were contacted during the 1997-1998 school year. SPHS currently employs 11 instructional assistants to work in at least 30 classrooms each day, providing direct assistance to the students.

A grant from the Public School Protection Fund made it possible for the school to purchase the Accelerated Reader program. Accelerated Reader is located in the library and is used as a means of helping students improve their reading skills, which is a part of the school wide reading program. The grant and the district have also contributed over \$5,000 to this program.

For the past two years, SPHS has implemented the Summer Institute Program, which is aimed at helping academically at risk freshmen, who are identified as reading below grade level. The 1998 Summer Institute Program had 54 students complete the course with 35 students scoring 7.1 or above on the Basic Skills Inventory (BSI), as compared to 44 students with 23 students scoring a 7.1 or above on the BSI in the 1997 Summer Institute Program. On the average, reading levels improve by 2-3 grade levels after completing this program.

◆ **TECHNOLOGY: The ability to use current technology as a tool to access information, plan and make presentations and communicate convincingly.**

This ESLR is addressed at SPHS through the inclusion of technology in the curriculum. A technology committee has been established and meets on regular bases. A full-time Information System Technician was hired to assist in the advancement of technology and maintenance on the SPHS campus. SPHS has approximately 300+ computers on campus that are used for instruction available to students. Students use computers for word processing and research, which are available to all students.

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B. Curricular Paths

- ◆ **TECHNOLOGY:** The ability to use current technology as a tool to access information, plan and make presentations and communicate convincingly.
(cont.)

SPHS offers courses related to technology such as: Physics, Chemistry, Computer Literacy, Computer Fine Art, Applied Technology, Word Processing and Keyboarding. SPHS is in the process of implementing a new course for the 1999-2000 school year that involves computer aided drafting (CAD). Funding for these courses have been received through: vocational education, school to career, Carl Perkins grant, District Technology Funding, mini-grants, and one-time state funding. It is important to point out that any new mini-grant and one-time funding grants proposed must be presented for review and be aligned with our school improvement plan, goals, mission, vision, and expected schoolwide learning results.

SPHS is also equipped with TVs, VCRs, scientific and graphic calculators, video cameras, audiocassettes, and overhead projectors for use in the classroom as instructional tools. Several departments on campus use course specific equipment. The child development class uses computerized baby dolls to simulate childcare, the auto class uses diagnostic equipment to evaluate vehicle performance, and wood shop uses a variety of power woodworking machinery.

The implementation of more up to date technology at SPHS has increased the students' familiarity and comfort with technology and their ability to gather, organize, analyze, evaluate, and present information from a variety of sources.

- ◆ **SOCIAL RESPONSIBILITY:** An awareness of the valuable contributions they can make to society and to develop a sense of responsibility.

This ESLR is addressed at SPHS by promoting accountability. SPHS provides a disciplined climate for all students. Programs on campus which promote a positive learning environment include the Leadership Class for Student Governing, Student Study Team, Student Assistance Program, school clubs, drama, band, Mock Trial, Knowledge Bowl Team, athletics and other performance groups.

A campus wide discipline plan and dress code continue to be implemented. SPHS mails to all parents the SPHS discipline and dress code policy in both Spanish and English the beginning of each new school year.

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B. Curricular Paths

SOCIAL RESPONSIBILITY: An awareness of the valuable contributions they can make to society and to develop a sense of responsibility. (cont.)

SPHS administrators meet with all grade levels at the beginning of the school year to communicate higher expectations and to review the policies and procedures associated with the school.

Additionally, students are exposed to the growing concern for social and individual responsibility by means of mandatory health and physical education classes. Further opportunities to acquire social skills are available in modern living and nutrition classes. Various departments such as social science and English require students to engage in community service activities. Throughout the school year students will attend various activities related to social issues such as: substance abuse, gang violence, teen health issues and career choices to help them in making informed life choices. In social science the emphasis is to show the learner that they are a participant in society and that they have social responsibilities.

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B. Curricular Paths

CP-B2: **Do all students have access to the school's curricular paths, assistance with development, and ongoing adjustment of a personal learning plan and knowledge of post-secondary opportunities?**

Students have access to all curricular offerings. The elimination of the standard level in all core subject areas has made it possible for all students to participate in college prep level courses. This higher standard of learning has allowed for a wider range of post-secondary opportunities for the students.

Students are given periodic guidance in developing and adjusting their personal learning plan by the staff at SPHS. Students acquire knowledge of post-secondary opportunities through the Career Center, Guidance Office and classroom instruction. The school bulletin announces the availability of information and presentations provided by guest speakers on college, financial aid, scholarship opportunities, vocational training, military enlistment, and employment opportunities.

Throughout a student's experience at SPHS, a student will participate in a number of activities to help make plans for their future. The following services are offered to the various grade levels: Freshmen - EUREKA, Career Fair, self awareness and self-esteem class presentations, At-risk intervention, AVID program, Summer Institute, and the Bridge program: Sophomores - a four-year planning conference, EUREKA, Career Fair, At-risk intervention, AVID program, Bridge program, and career fair field trips to colleges: Juniors - ASVAB, PSAT, EUREKA, ROP, college night, SAT preparation workshop, Career Fair, career fair field trips to colleges and At-risk intervention. Seniors - mentor programs, Career Fair, UNOS (an organization from four-year colleges that works with students meeting financial aid requirements), College Night, financial aid workshop, ROP, letters of recommendation for school and scholarships, and assistance in finalizing post high school plans. In 1997-1998 only eleven students applied for a four year college, this year thirty-four applications were completed through workshops provided by the counseling department. The Career Fair held in the fall, had 60 employer/school representatives, thirteen of whom were new this year. In special education an Individualized Education Plan is developed for each student.

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B. Curricular Paths

To help students who are not experiencing success in the High School program, SPHS utilizes a Student Study Team, in which parents, teachers, counselors, administrators and the student discuss the student's progress. During the 1997-1998 school year the Guidance Office and Administration held 140 Student Study Team sessions.

The team reviews teaching styles and modalities and formulates a collaborative plan of action to ensure student success. In addition, on-going assistance programs are provided: SDAIE, ELL, PASS, departmental tutoring, Saturday Enrichment Program, Summer Institute, Summer School, Accelerated Reader Program, Bridge, Home Study Program, Independent Study Program and Adult Education (as mentioned in Question #1 -Basic Skills). Students who are deficient in credits and under 16 years of age may attend the Bridge Program that was implemented in 1997. These students are under a strict short-term independent study contract with a teacher two to three days per week. The focus in the Bridge Program is to assist students to maintain enough credits to be on track with their class. The program is designed as a prevention strategy and "bridge" back to the regular campus. The Saturday Enrichment program is a tutorial and study skills class that students attend on Saturday, after completing requirements the student can earn 2.5 credits.



Curricular Paths Focus Group

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<h2 style="margin: 0;">Curricular Paths</h2>
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**CP-B3: Are students prepared upon graduation to
continue their academic and occupational
goals?**

Santa Paula High School is committed to the task of preparing students to compete successfully in the 21st Century workplace. The goal is to have all students prepared upon graduation to continue their academic and occupational goals while also providing them with the technical and practical skills and attitude for job entry. Students have access to programs ranging from Special Education to Honors and Advanced Placement courses and at the end of four years are well prepared to achieve their goals. Through the Career Center, Guidance Office, Adult School and community service programs, students are able to explore various facets of life after high school.

Academic progress is carefully monitored throughout all grade levels by the Guidance office to insure that students will be equipped to meet the challenges of the 21st century. Each year, students meet to review and revise their four-year plan based on student interest and career assessment; and when a change in a student's schedule is required, counselors attempt to follow the personal learning plan or modify it appropriately. Students, parents and teachers may request a meeting with the counselor whenever they feel a need arises. SPHS is involved in a Carl Perkins plan that provides vocational and curriculum information. SPHS implemented an Agriculture/Science Magnet Program that ties into five universities in the state and 50 businesses and ranches in the county. The Ventura County Tech Prep Committee and SPHS are developing partnership with Ventura and Oxnard Community Colleges in order to provide academic and vocational programs for students. In a pilot project, the first of its kind, our leadership will link our curriculum to Cal State Channel Islands in a program designed to prepare students to pass the entrance examinations for English and Mathematics proficiencies. The program will be implemented to students in their junior year. The Volunteer Mentorship Program provides community mentors and Honors/AP students in tutoring academically-needy students to improve their content area skills and scores in standardized tests.

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<h2>Curricular Paths</h2>

Areas of Strength:

- ◆ Eliminated standard classes
- ◆ ESLRs aligned with state frameworks
- ◆ Increased participation of SAT, GSE, and PSAT exams
- ◆ Increase in Honors and AP courses
- ◆ Library resources have improved
- ◆ Accessibility of computers to all students
- ◆ Computers are being networked
- ◆ English and social science classes are participating in the Accelerated Reader Program
- ◆ Career Center is a resource available by all students
- ◆ Majority of guidance office personnel is bilingual
- ◆ Educational services provides a wide range of support for many students
- ◆ Assemblies are held which are open to all students concerning current social issues
- ◆ Many extra-curricular activities occur throughout the year that emphasize academics
- ◆ New programs are available to improve test scores and student achievement
- ◆ Wide variety of programs available for students with diverse needs and skills
- ◆ Number of computers is steadily increasing each year
- ◆ Programs such as support groups develop social responsibility.
- ◆ Effective implementation of policies, guidelines that promote a safe, learning environment
- ◆ The staff at SPHS represents a variety of backgrounds and experience
- ◆ Students are encouraged to be community minded through the curriculum and in several departments.

Key Issues:

- ◆ More articulation is needed between SPHS and our feeder schools and SPHS and colleges
- ◆ Not all classrooms are computer networked
- ◆ More support staff is needed for the Accelerated Reader Program in the library
- ◆ SAT9 student scores need to improve at all grade levels
- ◆ Need more software applications
- ◆ Departments need continued funding to update equipment in the areas of science and technology

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CATEGORY C

POWERFUL TEACHING and LEARNING

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Powerful Teaching and Learning

Focus Group Facilitator:

- | | |
|--------------------|------------------------|
| ♦ Edward Arguelles | Social Science Teacher |
|--------------------|------------------------|

Focus Group Members:

- | | |
|--------------------------|---|
| ♦ Lori Sliger | Campus Security |
| ♦ Bill Atwood | Auto Teacher |
| ♦ Joe Riccio | Health Teacher |
| ♦ Nancy Smith | Special Education Teacher |
| ♦ Jody Whaley | Math Teacher |
| ♦ Tom Donahue | Social Science Teacher |
| ♦ Jill Sweet Gregory | Child Development/PE Teacher |
| ♦ Cynthia Cobos | Instructional Assistant, Special Education |
| ♦ Rosie Del Rio | Instructional Assistant, Special Education |
| ♦ Steve Lopez | Science Teacher |
| ♦ Pam Thompson | Special Education Teacher |
| ♦ Travis Northey | Keyboarding, Word Processing Teacher |
| ♦ Manny Elizzaraz | Associated Student Body, Student Store Accountant |
| ♦ Carmen Curiel-Terrazas | Attendance Technician |
| ♦ Valerie Gomez | English Teacher |
| ♦ Paul Tonello | Assistant Principal |
| ♦ Johnny Jacinto | Head Custodian |
| ♦ Letty Marquez | Instructional Assistant |
| ♦ Cesar Hernandez | Custodian |
| ♦ Ray Cardenas | Bus Driver/Maintenance |

**"Minds are like parachutes;
they only function when open."
Lord Dewar**



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C. Powerful Teaching and Learning

PTL- C1:

Are all students involved in challenging learning experiences to achieve the ESLRs?

Do teachers use a variety of strategies and resources, including technology, to engage students' actively and help them succeed at high levels?

The staff of Santa Paula High School makes every effort to provide each student, regardless of level, with challenging learning experiences in order to achieve the ESLRs. To this end, the majority of our students, including some students who have been mainstreamed from special education classes, are enrolled in college prep classes.

There are many resources available to the students in our school and students in all classes are trained to use and acquire information to be used in term or research papers, individual or group projects, or class presentations. Other resources include investigative programs that may prove helpful in identifying aptitude for certain vocations. Santa Paula High School currently offers the Eureka Program; this program offers an opportunity for all freshmen to complete the initial interest survey called Occ-U-Sort. Students can continue using the program to research information on specific job occupations and programs available. Students in need of additional assistance in their classes may find help by taking advantage of the many tutorial programs offered before or after school, on Saturday, or during the summer. During the 1996-1997 school year approximately 800 student contacts were made through tutorial programs. These programs are instructed by faculty members, peer tutors, and instructional assistants. The Special Projects Office provides tutoring support for special education students, migrant education students, and English Language Learners (ELL) students. Many of the resources accessed by our students are available through the tools of modern technology; these include computer labs in the library, career center, computer literacy room, and in the math, science, vocational and art departments. According to the October 1998, CBEDS, there are 204 computers in labs.

While academics are extremely important at Santa Paula High school, we also provide ample opportunities for each student to develop the personal and interpersonal skills he/she may find invaluable thought life.

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C. Powerful Teaching and Learning

In addition to sports teams, many of our students participate in cultural clubs, the Associated Student Body, and other clubs or service organizations in an area of interest. Currently, Santa Paula High School has 23 clubs and service organization. Orlando Leon, Spanish Teacher, is currently obtaining ASB approval to implement a Foreign Language Club. Our Athletic Program offers 12 sports for both female and male students throughout the year. Because of the cultural, social, and economic diversity of our student population, participation in daily campus life offers an opportunity for each student to learn respect and tolerance for those who may be different.

It is of the utmost importance to the staff that the students under our tutelage realize the value of the contributions they may make to society. As opportunities arise, students are encouraged to participate in community service in hope that such service will foster a sense of personal responsibility for others. Each year the Associated Student Body and our FFA Club promote a canned food drive during the holidays. The items collected are given to our local Rotary Club who create Christmas Baskets for local citizens in need. This year, the MEChA Club held a drive for victims of Hurricane Mitch. Many teachers promote community service by requiring students to participate in community hours as part of their course description. Students also participate in Campus Clean-Ups prior to Back to School Nights to dress up the campus for visitors. We strive to impress on our students the importance of the work ethic and a positive attitude in his/her responsibility to self, family, and community.

Finally, in the creation of daily lesson plans, the teachers at Santa Paula High School make certain that each student is involved in learning basic skills and critical thinking and problem-solving skills. Regardless of the subject, our teachers make every effort to stimulate learning in their students. They are every mindful of the California State Frameworks and the responsibility that rests on each one of them to teach the information that will enable our students to attain the level of education that they need for a productive and fulfilling life in the adult world.

Teachers are using a variety of strategies and resources to engage students actively and help them to succeed at high levels. Through collaboration, the focus group has found evidence to support this statement.

Strategically speaking, we have found that integration of disciplines is a vital aspect that most teachers use. For example, cross-curricular activities are emphasized in consumer and family services where the students research and write a paper on a topic related to the course. Also, we have found that in math students, analyze scientific data and use algebraic content.

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Projects in math also combine geography and English. Within the Social Studies Department, cross-curricular lesson plans are implemented in daily lesson activities.

Teachers use collaborative learning in an effort to enhance the various learning modalities. Learning, defined as teachers in different disciplines working together to provide students with opportunities to reach common objectives in those disciplines. Resources available to promote collaborative learning include computer classroom labs in keyboarding, yearbook, computer literacy, and graphic arts. A math lab is currently being completed. Other computer labs are also available in the Career Center and in the library. Lessons that teachers use result in classroom discussions in which students are engaged in critical thinking and analyses of the subject area.

Therefore, relevant questions are analyzed and student based activities ensue. Therefore, communication is emphasized amongst the students as a teaching method in preparation for the transition from school to work. Additionally, teachers as a creative alternative assessment use projects, portfolios, and notebooks. These teaching tools may be presented orally, visually, tactically, and kinesthetically.

Students are introduced to opportunities that the community provides via field trips and the invitation of guest speakers. This strategy is used to enhance and reinforce the learning that has already taken place. Some field trips include excursions to: Santa Paula Memorial Hospital, the Museum of Tolerance, Civil War Reenactment, Santa Paula Union Oil Museum, Ronald Reagan Museum, Getty Museum, Los Angeles County Museum of Art, Television Productions, Colleges, Sporting Events, and the beach. Guest speakers have included: Consumer Services, Florists, Revolutionary War Reenactment participant, ITT Technical Institute, season speakers, Planned Parenthood, nurse practitioners, and the Ventura County health department.

Classroom teachers use current technology such as computers, televisions, videos, books on tape, slides, calculators, CD-ROMs, laser discs, graphs, and the Internet. Computers are also accessible to students in the library, the computer literacy lab, and the career center. A bilingual technician is available to guide students in the use of the Eureka Program and other career awareness resources such as college catalogs, college pamphlets, financial aid forms, guest speakers, college representative, community mentors, and armed forces recruiters.

All of the strategies mentioned above, help all students to succeed at the highest level possible.

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PTL-C2:

Do all students experience learning opportunities that emphasize high order thinking skills and integrate academic and applied content?

Does collaboration occur 1) among staff, 2) among staff and students, 3) among students, and 4) between school and community?

Santa Paula High School provides a vast and extensive network of student services that is geared to precisely answering this one very important question. Because the school believes that power learning (and teaching) involves challenging the student in different yet meaningful ways, nearly every single student is touched in one way or another, by the development and relevance of their high thinking and applicable skills.

In the 1995-1996 school year, the school and the community proposed and adopted a revolutionary Block Scheduling approach. This experimental tool was utilized in remedying the poor attendance and grade failures primarily experienced by the 9th and 10th grade students of the school. For two consecutive years, studies proved that overwhelming improvement in both areas was largely the result of the decision to go to a three period instructional workday. Block Scheduling led teachers (and students) to believe that structural change, enacted by bold thinkers, could produce favorable results by our students.

In the 1997-1998 school year, it was decided that there was little value to be earned by our students in offering "standard levels" of instruction in content area. Standard level courses were eliminated and all students were informed of the elimination by the start of the 1997-1998 school year. The elimination of homogeneous grouping was seen as a critical step in the development of an integrated approach to student learning. It now meant that all students would become, "college prep" learners in their, as well as in their teacher's minds. Perceptual change meant that teachers at Santa Paula High School were going to have to adapt subject matter to students' in "heterogeneous" rather than "homogeneous" groups.

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The staff collaborates through monthly staff meetings, monthly department meetings, staff development days, Student Study Teams and on occasion one department will meet with another i.e., English/History/Social Science and Math/Science. Our GATE, Counselors, SB1882, Security, teachers, AP teachers, Special Education Teachers, SADIE, and AVID teachers all hold weekly or monthly meetings. Our general education teachers actively participate in our Special Education IEP meetings.

A new teacher orientation is conducted and each new teacher is given a Santa Paula High School new teacher handbook. Before beginning the fall semester administration meets with the new teachers to discuss the handbook and the Activities Director gives them a tour of the campus. At this time, the teacher is made aware of the school history, discipline procedures, business requirement, etc. In some departments, new teachers are assigned a mentor. New teachers periodically meet with their mentor to discuss curriculum, discipline and other issues of concern. The staff continues to discuss ways of increasing staff collaboration.

A principal's cabinet meeting is held every week. This cabinet is comprised of the administration, Athletic Director, Activities Director, Campus Security Coordinator, and the Counseling Department Chairperson. Items of discussion are the upcoming activities for the week and reports from each of the activities from the previous weeks. The administration meets the Union President and Vice President to discuss issues of concern. The purpose of this meeting is to resolve potential problems.

The ASB bookkeeper works extensively with the coaches, club and class advisors in developing and monitoring their fiscal accounts.

Many people and grants including, a grant from the Public School Library Protection Fund written through the collaboration of library staff and one of our ELL teachers enabled us to purchase the Accelerated Reader Program.

Staff and student collaboration occurs in a variety of ways both in the classroom and in extracurricular activities. For example, our teachers facilitate their students in the production of products, presentations, and science labs. This last year our school received a grant to paint a wall mural in the library. The students designed the mural with the assistance of a local community college art instructor. On several occasions, college art students worked in conjunction with ours to complete the mural. There was an unveiling of the mural at an Open House attended by the art students, student body, the staff, and many members of the community.

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Many teachers and staff become de facto mentors for students. These teachers have taken on this mission through their own initiative.

In the area of organized extracurricular activities, staff and student collaboration is evident on our awarding winning marching and jazz bands, Ventura County Science Fair, our Mock Trial team, our Geo Bowl Team, our Academic Decathlon Team; our outstanding Drama team and FFA. Over the past six years our teams have consistently place in the top ten percent (10%). Our yearbook staff has brought in numerous awards. Other examples of student staff interaction are our Creative Writing Club, the Cross-Campus Club and service clubs such as Interact and Key Club. Our Counseling department has a Student Assistant Program (SAP) comprised of peers and a staff member to discuss coping skills for teen facilitated by the Outreach Coordinator.

In athletics, our coaches have succeeded in creating a high degree of camaraderie between themselves and their athletes. For example, the basketball team has been extremely successful in the last nine years in the Frontier League. Much of the credit can go the Varsity Coach and Social Science teacher, Tom Donahue. Our sports teams have received three of the last nine sportsmanship awards. We have received the sportsmanship awards in 1989 1991, and 1994. Because our coaches have put an emphasis on academics, the athletes of the school have maintained their academic eligibility to participate in sports. Overall, warm student staff rapport has proven successful. Our Campus Security Team has established a friendly relationship and a high degree of trust with the students on campus. Currently, Santa Paula High School funds a full-time Campus Security Coordinator, four full-time Campus Security employees and seven part-time employees. Our Campus Security Team attends all athletic events and school sponsored activities. Our Coordinator of Campus Security has created a professional staff with whom the students feel comfortable approaching.

Among students, there is an increased involvement in Associated Student Body activities and duties. There is also an increase in the number of clubs on campus. ASB is involved in promoting activities through quarterly class assemblies, managing the Student Store and participating in a leadership class that assists in social decision making. Students work together to manage special interest clubs and classes. Through their involvement in ASB, clubs and classes students have developed leadership skills, personal and group responsibility and understanding of the schools diversity.

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Many of the social happenings on our campus are an example of what our students are capable of accomplishing. Our Cinco de Mayo festivities are an excellent example of students of various interests and organizations working together to promote cultural diversity. As a completely student coordinated function, the Migrant Club and MeCHA sponsors a mid day celebration with Mariachi music, eating and folklorica dancing replete with decorations and local color attended by the majority of the students. Different campus organizations maintain food booths lining the central court area of the school.

Homecoming is a weeklong celebration of student spirit. For each day of the week, the students plan various dress-up themes and activities. Class competition points are earned which heighten and increase student involvement. The Homecoming Court is selected by each class with an election by the student body to pick this year's Royal Court. There is a float building class competition in the annual homecoming parade down Main Street. At half time during homecoming festivities, the class floats and the Royal courts are presented to the community.

Two other popular events are the Lip Sync Rally and the Move-Up Rally. The Lip Sync Rally is an ASB sponsored activity that promotes student talent. During the 1997-1998 rally seven groups performed to the entire student body. Included in the groups was an ensemble of faculty members who performed a Lip Sync skit, a group composed of primarily Spanish speaking students who performed a dance, and a student who sang popular mariachi music to the crowd. The Move-Up rally is held at the end of the year and is a slide show of all the activities that took place during the year. The focus is on senior class events and the purpose is to highlight the students who have participated in activities throughout the year.

Because Santa Paula High School is in the unique position of being the only comprehensive high school in the town it has a long and rich tradition of collaboration with the community, which spans generations. With many generations of Santa Paulans having attended the high school, the community has developed a deep bond with its school. Santa Paula High School staff and the community of whom many are parents, join with students working and learning. This is evident in many of our school activities.

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Santa Paula High School participates in many community programs. There is a competition between classes in a canned food drive during the Holidays. The food is collected and donated to CASP, a community food bank. There are several classes that conducted at a "job site" such as the teacher assistants working at the elementary schools, at several pre-school sites and even at the local hospital. Our Career Center, which is supported by the SP Rotary Club, brings in Career Speakers and College Recruiters, of which many times they are our former graduates, to visit our classes. The Career Center also provides opportunities for such guest speakers to meet with parents during evening programs. At our annual Career Faire, with representative from many our local businesses, students can select a career to be investigated. Our Career Faire participants include local Police and Fire Departments, local professionals, twelve colleges, and six vocational training schools. During their senior year accompanied by a mentor from the local Rotary the can "job shadow" at a specific job sit. During 1997-1998 37 seniors participated in the mentorship program, this year 45 students are currently enrolled in the program.

Cops and Jocks are athletes working in conjunction with the Santa Paula Police Department. Our Pep Squad raises money by painting address numbers on the curbs in the community and hold Pep Squad training for elementary students who will intern perform at athletic events. Every year our students and bands participate in the Christmas parade; and in the annual Homecoming Parade, which is one of the truly quaint and unique experiences of living a small town.

Our FFA has a traveling Petting Zoo, which is exhibited, at various locations throughout the valley and adjacent cities. Our Key club has assisted the elementary school in window painting of local businesses and visits to the Ayers Pumpkin Patch during the month of October. This is also the group that assisted in the community's Annual Ghost Walk Tours. Our Drama and Music Department production of the Wizard of Oz involved artistic and technical expertise from our student, the drill team, band, and drama students from the local elementary schools. This year plans are underway for another production to take place with the elementary art magnet school.

Freshmen Move Up Day involves students from five different feeder schools who visit our campus during schools hours and requires students leading tours on campus. Move-Up day provides an opportunity for student leaders to become a big brother/big sister to the incoming freshmen. This day takes place in May when incoming freshmen may be beginning to have doubts about embarking into their high school years.

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Santa Paula High school is very active in forming partnerships with the community.

- ◆ Our Pool renovation has been funded by a collaboration of school funds, community funds, local YMCA and various grants obtained with the assistance of our local assemblyman, Jack O'Connell.
- ◆ Our vocational department articulates regularly with Oxnard, Ventura, and Moorpark Community College and is in partnership with the Ventura County Tech Prep group, which coordinates vocational programs from grades 9-14.
- ◆ Our agricultural science magnet program is in partnership with the University of California at Davis. Students who complete the Ag Science Academy program at Santa Paula High school are automatically accepted to UC Davis.
- ◆ We also work with the City of Santa Paula Recreation Department and the SP Tennis Association. Together we financed equipment purchasing to refurbish our tennis courts in 1998.
- ◆ Santa Paula High School also participated in the Summer Youth Training Employment Program. Students received class credits, an hourly wage and employment a job site.
- ◆ A summer articulation agreement was reached with Ventura County Community College district to cross credit one physical education course.
- ◆ Santa Paula High school will have the first partnership of its kind with the California State University system. This academic partnership will provide tutoring and assistance towards passing the entrance proficiency exams in English and Math. The focus will be on eleventh grade students.
- ◆ Embroidery Plus, a local textile business and other local enterprise offers our student body and staff their services at a discount.

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- ◆ Our athletic director has done a tremendous job building community support for our athletic programs. For example, people in the community sponsor individual athletes for the season. This enables the athletic program to purchase additional sports equipment.
- ◆ The Budget Advisory Committee was created over 10 years ago to involve the community and seek their input in the budgetary process of the district. The committee makes recommendations on budget matters to the Board of Trustees involving general funds.
- ◆ Articulation meetings have been established with the feeder schools which include Mupu Elementary, Saint Sebastian Elementary, Briggs Elementary, John Jenkins Christian Academy, and Isbell Middle School.



1998-1999 Senior Class Student Council Members

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C. Powerful Teaching and Learning

PTL-C3: Do students routinely use a variety of resources for learning and engaging in learning experience beyond the textbook and the classroom?

Students at Santa Paula High School have a large variety of resources available to them beyond the textbook and the classroom. In many disciplines, students are enticed by guest speakers and field trips. As well, most departments offer audio/visual experiences. Santa Paula High has developed a goal for action of bringing more computers and technology into every classroom. We have set realistic goals for the process, assessing the costs, finding the funds, and proposing pragmatic strategies for achieving the goals.

In the mathematics classrooms, graphing calculators and computer assisted programs are utilized as well as projects and other forms of alternative assessment. The science department utilized computer-assisted resources and laser disk resources. Santa Paula High has numerous entrants in the Ventura County Science Fair each year. Top award winners have been Santa Paula students. According to science teacher Ray Sepulveda, Santa Paula High school students have won more awards than any other school in Ventura County over the last ten years, they have won six consecutive Amgen \$1,000 awards for "Best of Fair", and have won a state championship and a state first runner-up. In the art department, there is a computer graphic artists program, as well as a new ceramics and mural painting course. The yearbook classroom uses the computer to design their award winning publication. The yearbook class submits the entire yearbook to the publishing plant on computer disk. The students learn: 1) layout design, 2) copy writing and placement on page, and 3) caption, headline, and sub-headline design and placement. All of these skills are learned through Pagemaker. The English department used dioramas, reports, interviews, and essay and poetry contest in their curriculum. In addition, autobiographies that include photo books, and final project, student produced magazines are written. Social science is actively pursuing discovery, supplementary material such as primary documents, poetry, artist's works, items that express the human dynamics associated with historical learning. Final projects are put on display in the library for all to view.

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All students have access to library facilities including dictionaries, atlases, periodicals, newspapers, encyclopedias, and computers with word processing capabilities and on-line data research access. All of these computers are lined to the accelerated reading program.

In addition, students also have available to them a separate computer lab. This lab holds 25 computers available for student use. These resources are often used to enhance student learning experiences through student projects, alternative assessment assignments, oral presentations, and research papers.

Other programs include computerized algebra and biology tutorial programs designed by Santa Paula High faculty members.

Yet another separate computerized resource is located in the career center of the school. It is here that every student utilizes the EUREKA occupation / education program.

Students at Santa Paula High have the opportunity to enroll and participate in numerous inter/extra curricular activities. Such programs include: Academic Decathlon, Art Club, Associated Student Body, Auto Tech Club, AVID, Band, California Scholastic Federation, Creative Writing Club, Cross Club, Drama/Theater Club, Future Farmers of America, Geography Bowl, Interact Club, Key Club, Knowledge Bowl, MEChA, Migrant Club, Mock Trial, National Honor's Society, Pep Squad, Science Club, Student Senate, and Yearbook. Athletic teams include: football, boys and girls volleyball, boys and girls soccer, cross-country, boys and girls basketball, boys and girls track, softball, baseball, wrestling, boys and girls tennis, and swimming.

The Vocational Education Department offers hands-on occupational experiences such as the agricultural/science magnet, consumer and family services, business technology, and automotive technology competitions. The Budget Advisory Committee and district will be also funding \$42,000 to create a Computer Aided Drafting course for the fall of 1999. Some course requirements include student produced formal portfolios that incorporate examples of employability skills, application, and letters of recommendations. Enrolling into job shadowing, health careers, and elementary teacher aide programs follows the course work. ROP includes on the job training with certification. In addition, Rotary mentorship programs are also available for students.

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In conclusion, the focus group feels there are an extensive variety of resources, experiences, and programs beyond the classroom that are made available the students at Santa Paula High School.



Powerful Teaching and Learning Focus Group

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C. Powerful Teaching and Learning

Areas of Strength:

- ◆ Student contributions to community (society) : opportunities available through sports, community service, ASB, FFA, MeCHA, Campus Clean-UP, Clubs
- ◆ Lesson Plan geared to (frameworks):
- ◆ Problem-Solving, Critical Thinking, Basic Skills
- ◆ Variety of strategies for learning: technology, computer labs, videos, simulations, portfolios, Eureka program
- ◆ Integration and cross-curricular learning
- ◆ Tutorial Programs
- ◆ Community involvement and support for Athletics and Academics
- ◆ Rapport and respect with all staff including certificated, classified, and administration
- ◆ Consistently, "competitive" teams with larger schools
- ◆ Collaboration between students and staff in all schoolwide clubs, organizations, teams, etc.
- ◆ Revolutionary Block-Schedule Approach
- ◆ Elimination of "homogeneous" grouping
- ◆ Programs to facilitate student improvement
- ◆ Elimination of "standard courses"
- ◆ Renovated physical plant of SPHS
- ◆ Pursuit of bond and grant money for technology
- ◆ Renovated approach by teachers to discover new teaching techniques (SB1882)
- ◆ Evidence of student improvement
- ◆ Guest speakers
- ◆ Field trips
- ◆ Ventura County Science Fair competitions
- ◆ New fine art and vocational education courses
- ◆ Poetry contest
- ◆ Yearbook and magazine produced
- ◆ History Learning project for display
- ◆ New library resources
- ◆ Personal computers and graphic calculators
- ◆ Math and Science personal computer tutorial programs
- ◆ Job shadowing
- ◆ Student projects

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Key Issues:

- ◆ Continued support in getting all computers available up and running
- ◆ More inservices in technology for faculty and staff
- ◆ Expansion of School to Career/Vocational Education offerings
- ◆ More programs to assist slower and faster learners who are being mainstreamed
- ◆ More funding to implement goals and strengths
- ◆ Class size reduction
- ◆ The need to consistently "thank" or "acknowledge" community supporters
- ◆ All departments need to integrate the learning, curriculum, goals, and objectives of our student populations
- ◆ More across the board integration of curriculum
- ◆ More student assessment through alternative assessments.
 - a. portfolios
 - b. school-to-work
 - c. evidence of cross-curricular achievement
- ◆ Utilization of technology to produce "product" by entire school

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CATEGORY D

Support for Student Personal and Academic Growth

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D. Support for Student Personal and Academic Growth
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Focus Group Facilitator:

♦ Zbig Zielina

Facilitator, Math Teacher

Focus Group Members:

♦ Tom Wallace
♦ Rachel Salas
♦ Marguerite Segovia
♦ Dee De La Rosa
♦ Marie Aguirre
♦ Celia Ward
♦ Don Thomas
♦ Paul Royle
♦ Juan Carlos Elizzararaz
♦ Orlando Leon
♦ Tony Atilano
♦ Janet Borchert
♦ Lanny Kaufer
♦ Michael Tsoutsovaus

Science/Math Teacher
Instructional Assistant I
Health Office
Career Center Technician
Library Assistant
Library/Textbook Coordinator
Social Science Teacher
Voc. Ed./ Social Science Teacher
Instructional Assistant I
Spanish Teacher
Coordinator of Campus Security
Special Education Teacher
Special Education Teacher
Bridge/Math Teacher

"Only those who dare to fail greatly can ever achieve greatly."
Robert Kennedy



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D. Support for Student Personal and Academic Growth

S-D1: Do all students receive appropriate support to help ensure academic success?

Santa Paula High School is dedicated to providing a comprehensive pedagogy to meet the academic needs of all students. Having eliminated the standard track, the school is committed to offering every student in our diverse population a rigorous college preparatory curriculum. All students are being prepared to demonstrate research and information technology skills, interpersonal skills, thinking skills and a command of the English language. At the same time, they are encouraged to set lifelong fitness and health goals and develop a sense of social responsibility. Each individual classroom is a focal point in a network of support services to ensure student academic success.

The academic and cultural diversity of our staff is reflected in a variety of teaching methods. Teachers use direct instruction, cooperative learning, individual and group projects, field trips, guest speakers, current technology and community service to engage all students in academic life. Field trips are taken to area colleges such as the University of California at Santa Barbara, University of California at Los Angeles, Ventura Community College, Oxnard Community College, Moorpark College, and Cal Lutheran University. Other departments and programs such as AVID, Agricultural Science Magnet, Vocational Education, Science, Special Education, Migrant Education, English, and specific classes attend field trips as smaller representative groups. This year the entire Senior Class attended a drug-free conference at the Ventura County Fairgrounds. Currently we have 300 + computers available to students in both labs, classrooms, the library, and career center. Community service is a requirement in some departments such as social science. Each year the Associated Student Body and our FFA Club promote a canned food drive during the holidays. The items collected are given to our local Rotary Club who create Christmas Baskets for local citizens in need. This year, the MEChA Club held a drive for victims of Hurricane Mitch. ASB also holds two blood drives in conjunction with United Blood Services. Teachers and staff are encouraged by the administration to take advantage of trainings, conferences and workshops. Staff development days are attended by both certificated and classified staff.

To make the college prep curriculum accessible to all students, after school tutoring by credentialed teachers is offered in math, science, English, and social science.

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Support for Student Personal and Academic Growth

In addition, Educational Services provides a tutoring program staffed by paraprofessionals—bilingual aides for LEP students and instructional assistants for RSP students. The AVID program is designed to motivate students who express a desire to attend college by boosting skills development beginning in the freshman year.

AVID students have been able to attend field trips to area colleges and are provided with a teacher and tutors to assist them with their schoolwork. A counselor is also assigned to directly assist AVID students. Summer school is available to all students who are deficient in credits or who need extra help to meet proficiency standards. In 1997 the Summer Institute was implemented for incoming freshmen that were performing below grade level to ensure their academic success in the first year at Santa Paula High School. In 1997, 23 of the 44 students who existed the program scored at a 7.1 or above reading level. In 1998, 35 of the 54 students existed the program scoring a 7.1 or above reading level. On average, reading levels on the Basic Skills Inventory test (BSI) generally improve by 2-3 grade levels after completing this program.

All students have access to a variety of classes to help them fulfill their individual academic and career goals. These classes include Advanced Placement, Honors, ESL, sheltered instruction, Special Education and vocational classes. Advanced Placement classes available in 1997-1998 included Government, U.S. History, Spanish, and Math/Calculus. In 1998-1999 four more classes were added and include Statistics, American Literature, British Literature, and Statistics. Vocational Course have also been added during the last two years, these courses include the Health Careers, Teacher Assistant Elementary, Ag. Science Magnet, and Applied Technology.

While each class has its own small resource collection and at least one computer, the school library symbolizes Santa Paula High School's commitment to a rich academic environment. The library is open 8 ½ hours each day, one hour before and after school.

A full time classified librarian and part-time bilingual assistant offer help to all students. The librarian pursues various funding sources to continue expanding the collection, which includes books in Spanish, multicultural books and periodicals, videotapes, and high-interest books for lower reading levels. Sixteen computer stations offer students access to the card catalog, word processing and the Accelerated Reader Program. Additionally, 30 computers are available to students in our computer lab which is open before and after school.

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D. Support for Student Personal and Academic Growth

Alternative programs are available for students who have not been able to thrive in the regular classrooms. The Santa Paula Union High School district provides an alternative education school which serves students 16 years or older who are behind in credits toward graduation or who want to earn credits at a faster pace. Students under 16 who are deficient in credits or who are not achieving success in the regular high school program are evaluated by a Student Study Team, consisting of the student, their parent, a counselor, the Outreach Coordinator, and an administrator. Students who are deficient in credits and under 16 years of age may attend the Bridge Program that was implemented in 1997 at Santa Paula High School. These students are under a strict short-term independent study contract with a teacher two to three days per week. The focus in the Bridge Program is to assist students to maintain enough credits to be on track with their class. The program is designed as a prevention strategy and "bridge" back to the regular campus. This program is an important intervention to identify students who are credit deficient. It allows them to make up credits and avoid being transferred to alternative education programs at age sixteen or being transferred to a county community school in Camarillo.

Home teaching is available for students who cannot come to school for medical or other reasons. Independent Studies is a temporary placement for students who are pregnant, have to work, or, for other reasons, cannot come to school.

Students with special needs are served by the Office of Educational Services which administers Title I, Migrant, ELL, and Special Education programs. The Special Projects office offers a Workability Program to employ categorically funded students after school. This program is beneficial in tracking students who might otherwise not want to attend school. Currently there are eight students working on campus through this program. To make the core curriculum as inclusive as possible Resource Specialists and Instructional Assistants divide their time between collaborating with mainstream teachers, offering Directed Studies classes to support mainstreamed students, and teaching RSP classes in core subjects for those students who need the extra support.

D. Support for Student Personal and Academic Growth

In the classroom setting, teachers challenge students to understand and appreciate the cultural diversity of the modern world. This is accomplished across the curriculum through multicultural literature selections, innovative social studies projects, training in folk arts, as well as through field trips to multicultural events and sites such as the Museum of Tolerance. Guest speakers have included Latino authors as well as some of our own staff who worked with Cesar Chavez and Dr. Martin Luther King Jr.

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D. Support for Student Personal and Academic Growth

A network of campus and community services to ensure the retention, retrieval and redirection of students at risk of leaving the mainstream is coordinated by two Assistant Principals who work closely with the Counseling Department and the Outreach Coordinator. A Student Study Team meets weekly to make sure that all students have an appropriate placement. The SST can refer students to several alternative programs available within the school district, including Renaissance High School (continuation school), Bridge, Independent Study, and Home Teaching. In addition, SST Team can make recommendations for changes in schedules or other interventions to help a student be more successful in the classroom.

Four full-time counselors work directly with students to address their academic and personal needs. Two of our counselors are bilingual and our Outreach Coordinator, who is also bilingual, works closely with the counseling department to provide parent and student support. Counselors monitor all students to make certain that they are on track for graduation. Students are encouraged, as well, to take classes that help them to proceed on after graduation to university, community college, vocational school or the world of work. Counselors provide the opportunity to meet with all student and parents at least once each year to map out a four-year plan that enables the students to complete their goals. In 10th grade counseling, counselors go over graduation requirements, requirements for the four-year university, community colleges, vocational schools and private universities. In addition, support services that the counseling staff offers are discussed, as well as, the various resources found in the career center. Each student is encouraged to map out the classes they will take for the remainder of their high school career based on what their goals are after graduation. Parents are encourage to interact with their students and to participate in the selection of courses. This program is improving, 43 parents attended 1997-1998, 100 parents attended in 1998-1999. They also make referrals to a part-time school psychologist, the health office, as well as to community resources such as mental health services and drug and alcohol counseling. The Career Center provides guest speakers on sexually transmitted diseases, drug abuse and prevention, and other teen health topics. The Ventura County Health Office and the Coalition of Ventura College-To End Domestic and Sexual Violence are key participants in the areas of family life education. The Career Center also provides students an opportunity to meet with representatives from colleges and universities, the military, and technical and vocational schools who can tell them what requirements need to be met in order to participate in these institutions.

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D. Support for Student Personal and Academic Growth

Representatives from UC institutions, CSU Institutions, Private Institutions, College Outreach counselors and representatives from local community colleges make up the speakers who attend in regards to future goals for our students.

Counselors also identify students who could benefit from the Regional Occupational Program. Two busses daily transport 42 students to Camarillo to participate in ROP. This is a unique opportunity for students to earn a certificate of proficiency that will enable them to enter the world of work immediately after graduation. Many of our students who participate in ROP are able to make a living wage using the skills learned in the program.

Although there is no longer a Work Experience program available on campus for the whole school population, Special Education and other categorically funded students can participate in Project Workability through special funding. Students focusing on vocational goals are supported by donation of supplies and money for health and family living courses. Donations from the following assist students heading towards a vocational career: Women in History, Ventura County Nurse Practitioners, Local Real Estate Offices, past teachers (SPHS), and Ventura County Tech Prep Office.

Vocational courses offered at Santa Paula High School include: Business Tech, Ag. Science, Consumer and Family Living (Home-Ec), and Industrial technology. Speakers for these areas are provided by the Ventura County Health Department, the Coalition, Tobacco Awareness, Seasons, local colleges and universities.

The Career Center offers the Eureka Computer Program. The Eureka program provides each student with a list of occupations based on an inventory of interests, ability and aptitude. The occupation lists includes: descriptions and pay for each vocation, resume information, a list of Colleges and Universities, scholarship information and financial aid information.

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<h2>D. Support for Student Personal and Academic Growth</h2>

S-D3: Does the school leadership employ a wide range of strategies to encourage parental and community involvement?

Santa Paula High School provides many opportunities for parents and community members to become involved in our students academic program. We have established two open houses each year to facilitate communication between home and school. Every major school event is published in the Santa Paula Times. This local paper is delivered free of charge to all citizens each Wednesday. The Principal's Newsletter is mailed to parents in English and in Spanish regarding school events and school policies and regulations. The principal meets monthly with our School Site Council. The Parent Advisory Committee for parents of migrant, bilingual, and Title I students also meets one evening per month.

The counselors visit feeder schools and hold a parent night at the high school to make contact with families of future freshmen. In the 10th grade, parents of all sophomores are invited to attend an individual meeting with the counselor to discuss their student's educational goals.

The principal and superintendent attend weekly meetings of the Rotary Club and frequently meet with other service clubs and community organizations. Students are given a number of opportunities for community service through the Key Club and Interact Club, our service clubs, as well as, other clubs such as MEChA and Migrant. Santa Paula High School has traditionally participated in local blood, food and toy drives.

Santa Paula High School encourages and supports parental and community involvement in the following ways:

- | | |
|--------------------------------|---|
| 1. FFA | 7. Athletic Boosters |
| 2. Drama | 8. School Site Council |
| 3. Band Boosters | 9. Career Faire |
| 4. Agriculture Program | 10. Parent Representative on school-wide committees |
| 5. Parent/Migrant Committee | 11. Other (on-going projects) |
| 6. Student Clubs/Organizations | |

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<h2 style="margin: 0;">Support for Student Personal and Academic Growth</h2>
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Our local businesses and parents have generously provided donations, scholarships, transportation and volunteer time for our students.

Scholarships Include:

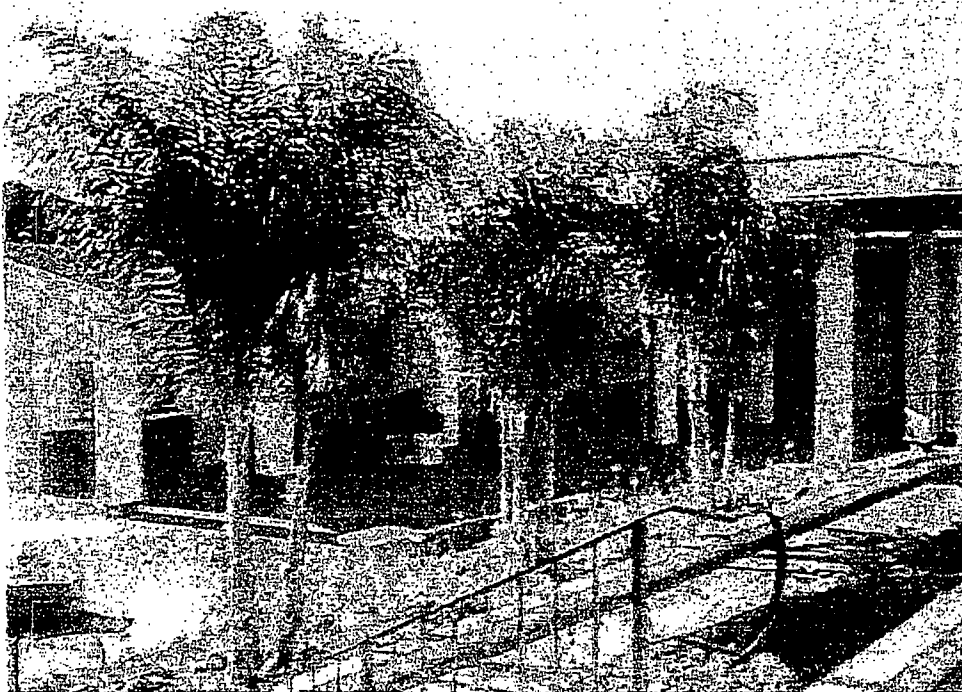
Army GI Scholarship	Santa Paula Society of the Arts
Army Reserve Athlete Award	Weyerhaeuser Company Foundation
Rotary Scholarships	Alfonso and Dora Romero scholarship
George Thompson Jeweler	Fred Noble Memorial
Dale Osborne Award	Lorraine Noble Memorial
Bryan M. Rieder Memorial	Anderson Memorial
Kiwanis Scholarship	Burleson Memorial
Santa Barbara Bank and Trust/Art Award	Robert Sponsler Memorial
Santa Barbara Bank and Trust/Band Award	Juan De La Rosa Scholarship
Santa Barbara Bank and Trust/Drama Award	Giving Tree Scholarship
Juan G. Salas Sports Award	Carolina Herrera Memorial
Santa Paula High School Adelante Award	Donna Nelson Memorial
SPHS Alumni Scholarships	Erin Perez Memorial
Deputy Peter John Aguirre Jr. Memorial	Mary Thille Memorial
Carol Macias Memorial	Joseph and Rose Tonello Memorial
Mexican American Chamber of Commerce	Helen Hardison Scholarship
Jerry Burns Scholarships	Rhe Nelson Scholarship
Brian Lister Memorial	Mary Thille Scholarship
John Anton Smutko	Ruth and Rober Watkins Scholarship
Imagine America	AMGEN Scholarship
Daughters of the American Revolution	Moose Lodge Scholarship
	American Petroleum Institute
	Roger Boles Memorial
	Eloise Eakins Grant
	Helen Hardison Memorial Award

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D. Support for Student Personal and Academic Growth

School/Business Relationships include:

- ♦ The Chevrolet dealership has donated cars to auto shop
- ♦ Toyota T-10 program provides internships, materials, supplies for auto shop
- ♦ Ag. Science Magnet program is supported by our local agricultural businesses and farmers.
- ♦ The Vocational Education Department offers job shadowing opportunities at the hospital, dentist offices, and optometrist offices.
- ♦ Our T.A. Elementary and preschool programs provide internship opportunities at local elementary and preschools.
- ♦ Rotary and Kiwanis recognizes students for both athletics and academics



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D. Support for Student Personal and Academic Growth
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S-D4 (part 1):

What are the human, material and financial resources as well as facilities available to the school?

Are these resources sufficient and effectively used to support all students in accomplishing the ESLRs?

Santa Paula High School has developed over its long history of involvement with the community a wide range of human, material, and financial resources. Faculty, staff, students, community, and parents work together to use our resources in a variety of ways. There are many human resources available at SPSHS, including the following:

Human Resources:

- ◆ Migrant Student support and aide program
- ◆ AVID Teacher and Program
- ◆ Special Education Teachers
- ◆ School Psychologist
- ◆ Adaptive PE Services
- ◆ Alcohol/Tobacco/drug counseling services
- ◆ Plant maintenance and custodial services
- ◆ Campus security services
- ◆ The Ventura County of Superintendent of School offers numerous training services, conferences, and other opportunities for staff development.
- ◆ University of California, Santa Barbara and Moorpark College offer free trips to their campuses to get students acquainted with their facilities.
- ◆ Several docent programs staffed by community volunteers provide students with tours of a variety of educational sites.
- ◆ In addition to departmental chair meetings, school site council, and other campus committees, the school has a teacher leadership group which works to improve communication between staff and administration.
- ◆ Agricultural Science Academy Advisory Board

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<h2>D. Support for Student Personal and Academic Growth</h2>

Human Resources: (cont.)

- ◆ Pep Squad Parent Group
- ◆ Athletic Boosters club for individual sports
- ◆ Band Parent Support Group
- ◆ School Site Council
- ◆ Vocational Education Parent Support Groups
- ◆ Migrant Education Advisory committee
- ◆ Drama Parent Support Group
- ◆ FFA Advisory Committee
- ◆ School Safety Plan Committee
- ◆ PACE Committee
- ◆ Budget Advisory Committee

Material Resources:

- ◆ The major material resource of Santa Paula is the campus itself, which is a historical site. The architecture and beauty of the campus helps create a sense of community. The physical plant at SPHS has been remodeled, and new buildings have been added to provide a comfortable environment.
- ◆ New murals have been added to the library. Funded by Title IV Safe and Drug Free Schools
- ◆ In the library sixteen computer stations offers students access to the card catalog, word processing, the Accelerated reader Program and Internet access. Additionally, approximately 30 computers are available to our students in our computer lab, which is open before and after school.
- ◆ Textbooks are available on a one to one basis in every class. Individual teachers use supplementary sources in class.
- ◆ The campus has an expanded security system and is now wired for computer and telephone use, which improves communication and security on campus and provides greater learning opportunities.

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D. Support for Student Personal and Academic Growth

Financial Resources

- ◆ Financial resources are available through State and Federal funding. Each department is allocated funds and additional funds are provided for inservice, training, and conferences.
- ◆ Textbooks are purchased on a regular cycle.
- ◆ Special Projects are funded through a variety of sources. We are using the following funding categories to assist students of various needs: Title I (512 students), Migrant (175 students), LEP (179 students), GATE (137 students), AVID (16 students), and Special Education (138 students).
- ◆ Vocational Student Programs are funded through Carl Perkins Grants.
- ◆ The school received a large sum of money from the Elementary School District, City of Santa Paula, YMCA, Ventura Community College District, and the State of California to refurbish the Aquatic center.
- ◆ The school district maintains a balanced budget.
- ◆ Eisenhower funding
- ◆ 10th Grade Counseling monies
- ◆ Staff Development funding
- ◆ Tobacco Use Prevention Education (TUPE) funding
- ◆ Title IV – Safe and Drug Free School funding
- ◆ One-Time Funding incentive
- ◆ Mentor Teaching

It is important to point out that any new mini-grant and one-time funding grants proposed must be presented for review and be aligned with our school improvement plan, goals, mission, vision, and expected schoolwide learning results.

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<h2>D. Support for Student Personal and Academic Growth</h2>

Areas of Strength:

- ◆ Rigorous college prep track
- ◆ Partnership with local colleges and universities
- ◆ Variety of teaching methodologies to insure academic success for all students
- ◆ Tutoring availability for all students
- ◆ Full time librarian and bilingual help
- ◆ Safe school-increased security
- ◆ Dynamic Career Center, managed by bilingual specialist
- ◆ College tours
- ◆ Many computers available (lab, library, classrooms)
- ◆ Staff and parents participation in school activities
- ◆ Strong community involvement and support
- ◆ Summer Institute for incoming freshmen
- ◆ Bridge program
- ◆ Over a dozen clubs/activities to advance and social skills
- ◆ Counseling available on campus from 7:30 a.m. – 5:00 p.m.
- ◆ District maintains a balanced budget
- ◆ Remodeled campus
- ◆ Pleasing campus environment, maintained by horticulture class

Key Issues:

- ◆ Need to expand elective course offerings (ie. Psychology and cultural studies)
- ◆ Increase vocational offerings and SPSHS (ROP on campus)
- ◆ Increase tutoring for students in AP courses by qualified educators
- ◆ Computer lab need expansion for complete student availability
- ◆ Reinstate work experience program
- ◆ Need for a full-time school psychologist

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CATEGORY E

ASSESSMENT

and

ACCOUNTABILITY

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Assessment and Accountability

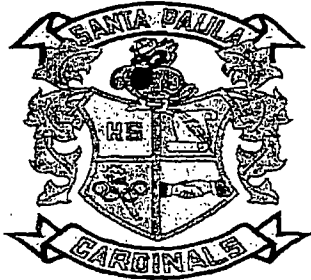
Focus Group Facilitator:

♦ Deanna Collins	Counselor
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Focus Group Members:

♦ Doug Hauge	Math Teacher
♦ Dan Sillars	Science Teacher
♦ Isabell Hannah	Office Assistant III
♦ Jeffrey West-Hayes	Art Teacher
♦ Annette Halpern	ESL Teacher/Reading Coordinator
♦ Kit Picard	Social Science Teacher
♦ Paul Spinner	English Teacher
♦ Kathy Thomason	Physical Education Teacher
♦ Basil Augustine	English Teacher/Drama Teacher
♦ Rosalinda Alvarez	Assistant Principal
♦ Wendy Verdades	Math Teacher
♦ Roger Ferris	Counselor
♦ Jeri Cook	English Teacher
♦ Albert Magallanes	Maintenance
♦ Craig Logsdon	Director of Maintenance
♦ Sylvia Nevarez	Secretary

"The road to success is always under construction."
Anthony Robbins



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E. Assessment and Accountability

AA - E1:

Do teachers employ a variety of assessment strategies to evaluate students and to modify curriculum and instructional practices?

Do students use assessment results to modify their learning to enhance their educational progress?

Yes, a focus group consisting of both classified and certificated staff discussed each question, and a conclusion was reached. Most departments were represented in our group, and the following diversity is an example of the assessment procedures currently being used in our classrooms. In addition, these assessments drive curriculum changes. For example: The Accelerated Reader Program was implemented in the spring of 1997.

Teacher Criterion Reference Tests

- ✓ Essay
- ✓ Objective
- ✓ Oral quizzes
- ✓ Skills testing
- ✓ Critique
- ✓ Reading log
- ✓ Peer Evaluation
- ✓ Self Evaluation
- ✓ Art-story board
- ✓ Drama production scenes

Manual Production

- ✓ Wood Shop
- ✓ Auto Shop
- ✓ Art
- ✓ Regional Occupational Program (ROP)
- ✓ Plant Science
- ✓ Home Arts
- ✓ Cooking
- ✓ Stagecraft
- ✓ Agriculture

Holistic Assessment

- ✓ Projects
- ✓ Labs
- ✓ Portfolio assessment

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E. Assessment and Accountability

Yes, The curriculum is modified in response to a variety of assessments. Evidence of this modification includes but is not limited to the following:

- ◆ Utilization of some new strategies and instructional techniques. For example, in response to low reading achievement levels teachers responded with the introduction of reading logs, more reading and writing across the curriculum, adding technology to the curriculum, and have introduced the Accelerated Reader Program.
- ◆ The Accelerated Reader Program is a computerized program which is managed by a coordinating teacher and the school librarian. There are three computers in the library that students use when they are ready for evaluation and assignment of points. 830 students are currently involved since the beginning of the 1998-1999 school year. As of January 1999, the range of points earned by students varies from 1 to 155 points.
- ◆ Utilization of continuing education resources such as SB1882. These resources have been made available for conferences such as California Association Bilingual Educators, Advance Placement workshops, and training sponsored by the Ventura County Office of Education.
- ◆ Selection of updated classroom instructional materials, such as textbooks for Art 1, which meet the state and upcoming federal guidelines for art education, as well other departments with recent curriculum adoptions. Spanish language literature has been purchased to promote literacy among our English Language Learners.
- ◆ Revitalization of department curriculums, such as the Agricultural Magnet program, and our new Advanced Placement classes, which meet the A-F University of California requirements.
- ◆ Infusion of technology in the curriculum through the introduction of computer courses and computers in every classroom. The Internet should be assessable within a year for each classroom, and tutoring programs will be available in many classrooms, as well as in the school library before and after school on a daily basis. There are 300+ computers available for students on campus.

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E. Assessment and Accountability

- ◆ Tutorial programs are run by classified and certificated staff four days per week. Tutoring includes: Saturday Enrichment, Special Projects bilingual tutoring, peer tutoring, Vocational Education tutoring, and schoolwide tutoring. The Saturday Enrichment Program is offered on Saturday as a tutorial and study skills class. Currently, thirty students are enrolled in the Saturday Enrichment Program and will receive 2.5 credits after completing the course. A peer tutoring programs has also been implemented through a grant, currently there are 15 peer-tutors and 30 tutorees. Over 800 contacts were made in 1997-1998, so far 326 contacts have been made in the 1998-1999 school year.
- ◆ The career technician greatly assists students with career goals, computer assessment of skills and interests, as well as promotes many useful workshops for students and vocational needs.
- ◆ Due to block-scheduling students receive twice as many report cards and four progress reports every year. Students who are in danger of failing also receive a progress report prior to them receiving a final grade. This assists parents and students to make arrangements with teachers to help with the course.
- ◆ Students are given the opportunity to take the PSAT, SAT, AP, GSE, ASVAB, as well as the STAR 9. The results are distributed to parents, counselors, and teachers to assist students with their progress

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E. Assessment and Accountability

AA – E2: Do the school, district and community regularly review student progress toward accomplishing the expected schoolwide learning results?

Are assessment results reported regularly to the entire school community?

Santa Paula High School assessment results are reported regularly to our entire school community in a number of ways including: local and county newspapers, School Accountability Report Card, the Outcomes book, and through individual contacts.

Parents are notified of students' progress up to twelve times per year in the form of progress reports and report cards. Counselors and teachers meet periodically with parents/guardians for IEP's and occasional SST reviews.

Students have the opportunity to meet with their counselors from 7:30 a.m. to 5:00 p.m., Monday through Friday. Counselors also conduct evening sessions with parents whose are unable to attend before 5:00 p.m. The Outreach Coordinator, who is bilingual, finds students who may not be using assessment results to modify their learning. She then assists them with support that may include: tutoring, peer counseling, or student assistant groups.

In addition, counselors mail the following individual test results directly to students' homes and students are also personally contacted about their results from these exams:

- ◆ ACT
- ◆ SAT
- ◆ Golden State Exams
- ◆ ASVAB
- ◆ PSAT
- ◆ AP exams

Santa Paula High School currently works with Pat O'Dawd who conducts parent, student, and teacher workshops at least two times per year. Discounts and fee waivers are available to students in need. An anonymous donor donated \$2,400 to assist the \$1,800 the district already provides.

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E. Assessment and Accountability

The following assessment results are published in local and county newspapers and Santa Paula High School's Outcomes book:

- ◆ Stanford 9
- ◆ SAT
- ◆ AP exams
- ◆ Golden State Exams administered in January and May
- ◆ Honor Roll (3.0 GPA or above)
- ◆ CSF Membership
- ◆ Top "10" students from each classes

Spanish and English speaking counselors are available to discuss scores to both parents and students.

Also published in the Santa Paula Times, our local newspaper, are student extracurricular achievements. A four page pamphlet title "School Accountability Report Card" and our "Outcomes" book, compiled by administration, is made available to students, teachers, and parents by monthly Santa Paula High School newsletters. These informational items on student assessment are mailed to all students' houses. These items are also made available in Spanish for our Spanish-speaking stakeholders (community members, students, and parents.) Santa Paula High takes pride in being able to provide an Outcomes book that contains information on ESLRs, graduation requirements, site information, demographics/ethnicity, GSE, PSAT, SAT, and AP results, UC "A-F" requirements, dropout rates, alternative programs, performance reports, list of accomplishments, and comprehensive attendance reports.

Results of standardized testing are routinely discussed at department meetings, staff meetings, School Site Council meetings, Parents for Academic Excellence Committee Meetings, Parent Advisory Committee (Special Projects), and Board of Trustee Meetings. Reading scores are distributed to all teachers and the results of individualized Accelerated Reader tests are published in our "Cardinal Bulletin" as well as once per term in our local newspaper.

PACE (Parent for Academic Excellence Committee) is a newly created committee that was formed prior to the 1997-1998 school year. This committee is made of administration, teachers, parents, and community members.

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Its purpose is to review and assist with evaluating student grades, achievements, and expected schoolwide learning results. In addition, it promotes academic excellence through sponsorship of Accelerated Reader recognition breakfasts.

These are the many ways in which Santa Paula High School, the District, and the community of Santa Paula review progress toward the Expected School wide Learning Results. There are more assessment tools being created and implemented in order to insure a measurable objective in each area. Recently teachers submitting internal grant applications were asked to utilize the ESLRs in their proposals in order to further evaluate their implementation in the classroom. With this type of concrete reinforcement of the school's expectations, and the continued development of more refined assessment tools, the Santa Paula High School Community is moving down the path toward complete implementation.



Assessment and Accountability Focus Group

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Assessment and Accountability

AA – E3: **To what extent does the assessment of the expected schoolwide learning results drive the school's program development and resource allocation?**

Through the process of analyzing standardized test scores, attendance data, students performance in class and college matriculation data, the administration and staff of Santa Paula High School determined that program changes were necessary to improve the direction of Santa Paula High School's academic community.

As part of this assessment process, the creation of Santa Paula High School's expected schoolwide learning results began. As these ESLRs developed, they guided the resulting program changes. Likewise, the experience we have gained through the accomplishment of these changes is reflected in the final version of our ESLRs.

In preparation of this WASC self-study, the present ESLRs have been developed to reflect the motivations for these improvements, and to guide us in the implementation of future positive changes in our academic community.

One of the first major changes at Santa Paula High School was the introduction of 90 minute block scheduling in 1995-1996. By expanding class time, while attending fewer classes, students would have an academic and social advantage over the traditional six period day. During the planning and implementation of block scheduling, the district allocated many resources for in-services, visitations to other campuses and workshops on teaching strategies to assist the staff in the decisions regarding block scheduling. The majority of staff and students have met this challenge with success. Actual attendance in '95-'96 was 90.8%, in '96-'97 was 91.2% and in '97-'98 was 91.6%. Enrollment has increased steadily over the last six years and the graduating class of 1998 was the largest in school history.

The second major change motivated by the undergoing development and assessment of our expected schoolwide learning results was the adoption of a schoolwide college prep Curriculum. The change was developed by the administration and passed by the board, and a great deal of time and resources were invested to plan for this academic challenge. However, AP courses are offered and increased numbers of students are taking AP exams. In 1995-1996 school year there was a total of 26 AP tests taken and last year in 1997-1998 a total of 82 AP tests were taken.

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The evaluation of both block scheduling and the college prep curriculum is ongoing and resources continue to be earmarked for these programs. Improved audio-visual equipment, increased student access to technology and opportunities for faculty to pursue professional growth have all been funded by the district to assure the continued success of these programs. Technology funds that include purchasing computers and audio/visual equipment has increased tremendously since the last WASC visit. Staff development money included sending 74 teachers and staff attended 51 conferences in 1997-1998. So far this year 33 staff members have attended conferences through SB'1882 Staff Development funds.

More recently, AVID, An Agriculture Magnet, a Summer Institute for incoming freshmen, the Bridge Program and an Accelerated Reader program have been instituted. Each of these programs directly reflects Santa Paula High School's on-going assessment our academic program and support of our ESLRs. In addition, the SB1882 committee monitors and encourages professional growth through conferences, in-service programs and instructional speakers. School grant applications currently require a description of how they support our ESLRs. Funds have been allocated for specialized after school programs, Saturday Enrichment and other tutorial services. In 1997-1998 800 students were contacted about tutoring available and so far in 1998-1999 326 students have taken advantage of these opportunities.

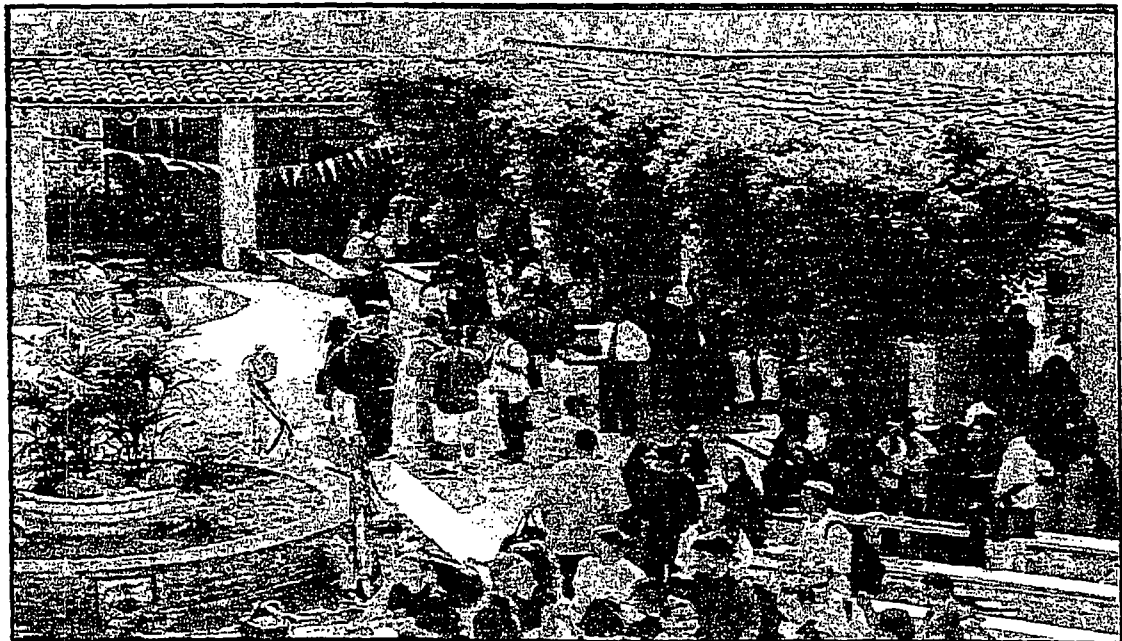
- ◆ AVID places low-achieving students in rigorous curriculum and gives them the support to achieve them. Twelve students were enrolled in AVID in 1997-1998, currently 26 students are enrolled in the 1998-1999 program.
- ◆ The Importance of the Accelerated Reader Program is that it has motivated students to practice their reading more through a series of rewards based on comprehension tests. Books which appeal to our diverse student population and reading levels (elementary to post high school) are readily available through our library's special "accelerated reading" section.
- ◆ Additional Advanced Placement courses including AP English, AP Biology, and AP Statistics have also been instituted.
- ◆ New summer school classes, as an intervention to bring students up to grade level in English and Math, were implemented in 1997. In 1997 the Summer Institute program was implemented for incoming freshmen that were performing below grade level to ensure their academic success in the first year at Santa Paula High School.

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- ♦ In 1997, 23 of the 44 students who exited the Summer Institute program scored a 7.1 or above reading level. In 1998, 35 of the 54 students exited the program scoring a 7.1 or above reading level. On average, reading levels on the Basic Skills Inventory (BSI) generally improved by 2-3 grade levels after completing this program.

The recently completed Santa Paula High School ESLRs are a culmination of the program developments of the past few years. The implementation of block scheduling, college prep curriculum, and other programs noted above were driven by a desire to achieve the goals set out in our ESLRs. And as our existing programs are assessed in light of our ESLRs, new programs continue to be developed, and resources allocated to support the goals of our ESLRs.



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E. Assessment and Accountability

Areas of Strength:

- ◆ Variety of assessment tools utilized by departments
- ◆ Standardized test scores are available for teachers to view
- ◆ Many programs and curriculums have been added or enhanced in response to various assessment results
- ◆ More Spanish language literature added to classrooms and library
- ◆ More students have access to computers
- ◆ Students who do use tutorial programs consistently are seeing results
- ◆ Information on standardized testing is widely distributed
- ◆ More students are taking advantage of standardized testing
- ◆ More focus on assessment and accountability
- ◆ Block scheduling has improved teacher interaction with students by reducing student teacher ratio by ½
- ◆ Technology money is continually being sought and utilized
- ◆ Staff awareness of school's needs has increased due to ESLRs

Key Issues:

- ◆ Tutorial programs must be continually evaluated to show how they are meeting student needs.
- ◆ Students should be required to take a basic computer literacy course.
- ◆ More explanation of the "Outcomes" book and its importance to staff
- ◆ More objective and comprehensive analysis of standardized test scores, tutoring, statistics.
- ◆ Class size reduction to assist teachers with students scoring in the lowest quartile in reading.
- ◆ Determine a system of how Santa Paula High School ESLRs will be evaluated

CHAPTER 5

SCHOOLWIDE ACTION PLANS

SANTA PAULA HIGH SCHOOL
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ACTION PLAN: Improve reading and math skills, therefore increasing standardized test scores

Rationale: In order to accomplish the ESLRs all students must be able to demonstrate skills that require reading and mathematical problem-solving.

ESLR(s) addressed: Resources, Thinking Skills, Basic Skills, and Technology

Specific Steps	Person(s) Responsible	Timeline	Resources	Assessment	Means to report to school community
1. Analyze SAT9 scores in reading, mathematics, science, and social studies for alignment with course content and instruction.	Faculty/Staff Department Chairs	March/April 1999	Dir. of Special Projects Categorical funding	Reports of findings	Parent Meetings Newsletters SP Times articles Dept. Meetings Staff Meetings
2. Develop and implement appropriate curriculum and instructional strategies schoolwide	Faculty/Staff Department Chairs Administration Counseling	Spring 1999	SB1882 District Categorical funding	Staff reports on use of teaching methodologies and changes in the curriculum Staff reports on assessment techniques and teaching methodologies	Parent Meetings Newsletters SP Times articles Dept. Meetings Staff Meetings
3. Provide staff the opportunity to be trained in assessment techniques and teaching methodologies	Faculty/Staff Administration Counseling	On-going	SB 1882 District Categorical funding	Staff reports on assessment techniques and teaching methodologies	Parent Meetings Newsletters SP Times articles Dept. Meetings Staff Meetings
4. Continue to administer the SAT9	Administration Special Projects Dept. Chairs	May 1999- Ongoing	District Categorical funding	Chart growth of SAT9 scores over time, for individual students and schoolwide	Parent Meetings Newsletters SP Times articles Dept. Meetings Staff Meetings

Specific Steps	Person(s) Responsible	Timeline	Resources	Assessment	Means to report to school community
5. Continue to administer state and national normed-referenced tests	Administration Educational Services Dept. Chairs	Administration Educational Services Dept. Chairs	District Categorical funding	District Categorical funding	Parent Meetings Newsletters SP Times articles Dept. Meetings Staff Meetings
6. Articulate skills development and curriculum content with high school and feeder schools.	Administration Dept. Chairs Counseling Advisory committee	Spring 1999 On-going	Categorical funding District	Documentation of articulation between the high school and feeder schools. Comparison of SAT9 growth by feeder schools.	Staff Meetings Dept. Meetings Advisory Meetings Board reports

SANTA PAULA HIGH SCHOOL
Western Association of Schools and Colleges
Self-Study Report - March, 1999

ACTION PLAN: Align the curriculum with the ESLRs. Assess the effectiveness of the curriculum in addressing the ESLRs.

Rationale: Students will better accomplish the ESLRs if the ESLRs are taught in the curriculum.

ESLR(s) addressed: All

Specific Steps	Person(s) Responsible	Timeline	Resources	Assessment	Means to report to school community
1. Review course outlines for ESLR alignment	Dept. chairs Faculty/Staff	'98-'99 on-going	SB 1882 District	Report of course outline reviews Presentation of revised course outlines	Parent meetings Newsletters SP Times articles Dept. Meetings Advisory Meetings Staff Meetings Board reports
2. Identify current resources and plan strategies to secure resource allocations to support ESLRs	Advisory Committee SB 1882 committee Dist. Budget committee	'98-'00 school years	SB1882 District	Documentation which defines resource allocations and guidelines	Parent meetings Newsletters SP Times articles Dept. Meetings Advisory Meetings Staff Meetings Board reports
3. Develop a plan to make sure professional development activities support the attainment of the ESLRs.	Focus groups SB1882 Committee Advisory Committee	98-'00 school years	SB1882 District	Review of professional development plan	Parent meetings Newsletters SP Times articles Dept. Meetings Advisory Meetings Staff Meetings Board reports

SANTA PAULA HIGH SCHOOL
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Specific Steps	Person(s) Responsible	Timeline	Resources	Assessment	Means to report to school community
4. Analyze teacher-developed assessments of student work to determine their connections to the ESLRs	Dept. chairs Faculty/Staff	'98-'99 on-going	SB 1882 District	Department review of teacher assessment	Dept. Meetings Faculty Meetings
5. Evaluate, develop, monitor and revise assessment programs, curriculum, and instruction for achievement of the ESLRs	Focus Group	Spring 99 On-going	SB 1882 Categorical funding	Examine assessment program for effectiveness and monitor curriculum and instruction for validity	Parent Meetings Newsletter SP Times articles Board Reports Dept. Meetings Advisory Meetings Staff Meetings

SANTA PAULA HIGH SCHOOL

Western Association of Schools and Colleges

Self-Study Report - March, 1999

ACTION PLAN: Improve the technology plan for the school

Rationale: A school technology plan that is properly and regularly maintained leads to a school climate that is conducive to student learning and achievement of the ESLRs.

ESLR(s) addressed: All

Specific Steps	Person(s) Responsible	Timeline	Resources	Assessment	Means to report to school community
1. Meet with the district and Information Systems Analyst to review and assess plan and compare it with current services.	District Admin. Info. Systems Analyst Advisory Comm. Site Admin.	Spring - Summer 1999		Report on results of the meeting to staff	Parent Meetings Newsletters SP Times articles District reports Advisory Meetings
2. Needs assessment: Do technology services adequately maintain site?	Site Admin. Advisory Rep. Focus Group Info. Sys. Analy.	Spring 1999		Needs assessment Survey results	Parent Meetings Newsletters SP Times articles District Reports Advisory Meetings
3. Rewrite technology plan, if necessary, to make sure it is aligned with resources and realistically meets needs	District Admin Info. Sys. Analy. Focus group Faculty/Staff reps. Site Admin.	Summer 1999-on-going		School community discussion to ensure plan meets the needs	Parent Meetings Newsletters SP Times articles District Reports Advisory Meetings
4. Monitor implementation of the plan	District Admin Info. Sys. Analy. Focus group Faculty/Staff reps. Site Admin.	Fall 1999-on-going		On-going assessment of the level of implementation of technology plan	Parent Meetings Newsletters SP Times articles District Reports Advisory Meetings

SANTA PAULA HIGH SCHOOL
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Specific Steps	Person(s) Responsible	Timeline	Resources	Assessment	Means to report to school community
5. Provide opportunities for staff/faculty to keep abreast of technological use in the classroom	District Admin Advisory Comm. SB 1882	Spring 99-on-going		On-going opportunities at staff development days	Newsletters SP Times articles

APPENDIX

SANTA PAULA HIGH SCHOOL

Western Association of Schools and Colleges
Self-Study Report – March, 1999

GLOSSARY

- ❑ **AP - Advanced Placement**
- ❑ **ASB – Associated Student Body**
- ❑ **ASVAB – Armed Services Vocational Aptitude Battery**
- ❑ **Bilingual – A person who understands and speaks two languages.**
- ❑ **CCR – Coordinated Compliance Review**
- ❑ **CDE – California Department of Education**
- ❑ **CP – College Preparatory**
- ❑ **ELD – English Language Development**
- ❑ **ELL – English Language Learner**
- ❑ **ESL – English-as-a Second Language**
- ❑ **ESLRs – Expected Schoolwide Learning Results**
- ❑ **FOL – Focus on Learning**
- ❑ **GATE – Gifted and Talented Education**
- ❑ **IEP – Individualized Education Plan**
- ❑ **JTPA – Job Training Partnership Act**
- ❑ **LEP – Limited English Proficient: Students who do not have sufficiently developed English to receive instruction only in English.**
- ❑ **MEChA– The Chicano Student Movement of Aztlan (El Movimiento Esudiantil Chicano de Aztlan)**

- **PAC – Parent Advisory Committee**
- **PQR – Program Quality Review**
- **ROP – Regional Occupational Program**
- **SAP – Student Assistance Program**
- **SARB – School Attendance Review Board**
- **SASI – School Administrative Student Information**
- **SAT/PSAT – Scholastic Aptitude Test/Preliminary Scholastic Aptitude Test**
- **SDAIE – Specially Designed Academic Instruction in English**
- **SED – Severely Emotionally Disturbed**
- **Sheltered English – see SDAIE**
- **SPED/LEP – Special Education LEP**
- **SPHS – Santa Paula High School**
- **SPUHSD – Santa Paula Union High School District**
- **SSC – School Site Council**
- **WASC - Western Association of Schools and Colleges**

SANTA PAULA HIGH SCHOOL

MISSION STATEMENT

In partnership with parents and community, Santa Paula High School will provide students with a safe environment. Our students will be empowered to become productive, prepared and moral human beings. Our curriculum will stress academic excellence, literacy and technological skills.

Above all, we will foster respect and dignity.

**SANTA PAULA HIGH SCHOOL
BELL SCHEDULE 1998-99**

Period A	7:35 a.m. - 8:25 a.m.	50 Minutes
Passing	8:25 a.m. - 8:31 a.m.	6 Minutes
Block 1	8:31 a.m. - 10:06 a.m.	95 Minutes
<u>Break</u>	<u>10:06 a.m. - 10:18 a.m.</u>	<u>12 Minutes</u>
Passing	10:18 a.m. - 10:24 a.m.	6 Minutes
Block 2	10:24 a.m. - 11:59 a.m.	95 Minutes
<u>Lunch</u>	<u>11:59 a.m. - 12:29 p.m.</u>	<u>30 Minutes</u>
Passing	12:29 p.m. - 12:34 p.m.	5 Minutes
Block 3	12:34 p.m. - 2:09 p.m.	95 Minutes
Passing	2:09 p.m. - 2:15 p.m.	6 Minutes
Period B	2:15 p.m. - 3:05 p.m.	50 Minutes

MINIMUM DAY -BELL SCHEDULE

Period A	7:50 a.m. - 8:25 a.m.	35 Minutes
Passing	8:25 a.m. - 8:31 a.m.	6 Minutes
Block 1	8:31 a.m. - 9:21 a.m.	50 Minutes
Passing	9:21 a.m. - 9:27 a.m.	6 Minutes
Block 2	9:27 a.m. - 10:17 a.m.	50 Minutes
<u>Break</u>	<u>10:17 a.m. -10:27 a.m.</u>	<u>10 Minutes</u>
Passing	10:27 a.m. - 10:33 a.m.	6 Minutes
Block 3	10:33 a.m. - 11:23 a.m.	50 Minutes
<u>Break</u>	<u>11:23 a.m. - 11:33 a.m.</u>	<u>10 Minutes</u>
Passing	11:33 a.m. - 11:39 a.m.	6 Minutes
Period B	11:39 a.m. - 12:14 p.m.	35 Minutes
<u>Lunch</u>	<u>12:14 p.m. - 12:44 p.m.</u>	<u>30 Minutes</u>

RALLY-BELL SCHEDULE

Period A	7:35 a.m. - 8:25 a.m.	50 Minutes
Passing	8:25 a.m. - 8:31 a.m.	6 Minutes
Block 1	8:31 a.m. - 9:51 a.m.	80 Minutes
Passing	9:51 a.m. - 9:57 a.m.	6 Minutes
RALLY	9:57 a.m. - 10:37 a.m.	40 Minutes
<u>Break</u>	<u>10:37 a.m. - 10:47 a.m.</u>	<u>10 Minutes</u>
Passing	10:47 a.m. - 10:53 a.m.	6 Minutes
Block 2	10:53 a.m. - 12:13 p.m.	80 Minutes
<u>Lunch</u>	<u>12:13 p.m. - 12:43 p.m.</u>	<u>30 Minutes</u>
Passing	12:43 p.m. - 12:49 p.m.	6 Minutes
Block 3	12:49 p.m. - 2:09 p.m.	80 Minutes
Passing	2:09 p.m. - 2:15 p.m.	6 Minutes
Period B	2:15 p.m. - 3:05 p.m.	50 Minutes

SANTA PAULA HIGH SCHOOL
TERM II 1998-99

DEPARTMENT	TEACHER	ROOM	PER. A	BLOCK 1	BLOCK 2	BLOCK 3	PER. B
VOC ED	Atwood, Bill	511	Prep	Bridge	Bridge	Bridge	Off
	Gregory, Jill	215	Prep	Home Arts	TA Elem/Hlth Ac	PE	Off
	Williams, Elsa	205	Prep	Modern Living	Creative Cook	Creative Cook	Off
	Northey, Travis	207	Prep	Keyboard	Keyboard	Keyboard	Off
	Royle, Paul	211/207	Prep	Econ SDAIE/Econ CP	Math I	Econ CP	Off
	Tsoutsouvas, M	Sh 3	Prep	Wood/Draft 3	Wood 2/3/Draft	Wood/Draft	Off
	Young, Bob	324	Prep	AG Sci 2 CP	AG Mech 1-4	AG Academy 2	Off
ENGLISH	Augustine, Basil	107	Prep	Eng 9 CP	Eng 9 CP	Off	Drama B
	Cook, Jeri	431/432	Prep	Eng 11 CP	Eng 11 CP	No Class	Year Book
	Gomez, Valerie	122	Prep	Eng 9 CP	Eng 10 CP	Eng 9 CP	Off
	Halpern, Annette	412	Prep	ELL 3	ELL 2	Read Coord	Off
	Halverson, Steve	430	AVID	Eng 10 CP	Eng 12 CP	Off	Prep
	Luna, Mike	118	Prep	ELL 1	Eng 9 CP	Eng 9 CP	Off
	Merrill, John	114	Prep	British Lit. AP	Eng 10 CP	Eng 10 CP	Off
	Soble, Karen	120	Prep	Eng 10 H	Eng 10 H	Eng 9 H	Off
	Spinner, Paul	116	Prep	Am. Lit. AP	Eng 12 CP	Eng 11 CP	Off
	Madrigal, Dora	413	Off	Spanish 3 NS	Spanish 3	Spanish 1 NS	Prep
FOREIGN LANG	Hanson, Laura	414	Off	Spanish 2 NS	Spanish 2	Spanish 2 NS	Prep
	Leon, Jose	411	Off	Spanish 1	Spanish 1	Spanish 2	Prep
	Romero, M.	103	Off	Com Art 1 / 2	Drawing	Com Art 1 / 2	Prep
ART	Hayes, Jeffre	105	Off	Ceramics	Ceramics	Art 2	Prep
	MUSIC	Roina, Ed	Bnd Rm	Band			
MATH	Bowerman, S.	320	Prep	Algebra 2	Geometry	Algebra 1	*Statistics AP
	Verdades, Wendy	311	Off	Algebra 1	Math I SDAIE	Alg 1 B SDAIE	Prep
	Hauge, Doug	322	Off	Algebra I Ex 2	Geometry H	Math Analysis	Prep
	Wallace, Thomas	214	Off	Phys Sci H	Algebra 1 B	Phy Sci CP	Prep
	Whaley, Jody	312	Off	Algebra 1	Algebra 1 H	Algebra 1 B	Prep
	Ramirez, Joey	310	Off	Math A SDAIE	Math A	Math A	Prep
	Zielina, Zbig	321	Prep	Geometry	Algebra 2	Geometry	*Calculus AP
PHYSICAL ED	Thomason, K.	GG	PE-Make-up	P.E.	P.E.	Off	Prep
	Jacinto, Henry	BG	Prep	Adv. P.E.	P.E.	P.E.	Off
	Cathcart, Sam	BG	Prep	P.E.	P.E.	P.E.	Off
	Stenzel, Emily	410	Prep	Biology	Health	Health	Off
SCIENCE	Lopez, Steve	204	Off	Phys Sci CP	Phy Sci SDAIE	Life Sci SDAIE	Prep
	Wilkinson, C.	200	Off	Biology	Phy Sci CP	Phy Sci CP	Prep
	Sillars, Dan	208/126	Off	Appl Tech.	Comp Lit	Biology H	Prep
	Royce, Chris	206	Off	Physics	Biology CP	Chemistry H	Prep
	Sepulveda, Ray	202	Off	Horticulture	Zoology/H	Zoology/H	Prep
SOCIAL SCI	Arguelles, Ed	423	Prep	Gov't CP/Gov SDAIE	Gov't/Econ AP	Gov't CP	Prep
	Booker, Margaret	425	Drivers Ed	Off	Wld Hist SDAIE	Wld Hist CP	Off
	Donahue, Tom	421	Prep	US Hist CP	Econ/Gov't CP	US Hist CP	Off
	Picard, Kit	422	Prep	US Hist AP	US Hist SDAIE	US Hist CP	Off
	Thomas, Don	424	Prep	Geog SDAIE	Geography	Geography H	Off
	Villa, Phillip	426	Prep	Wld Hist CP	Wld Hist H	Wld Hist CP	Off
HEALTH	Riccio, Joe	420	Prep	Health	T.A. Ath Dir.	T.A. Ath Dir.	Off
SPECIAL ED	Borchert, Janet	111	Off	Geo/Health RS	RSP/Collab	Dir. Studies 9/10	Prep
	Kaufer, Lanny	216	Off	RSP	Eng 11/12 RS	Bio RS	Prep
	Potter, Valorie	109	Off	Life Skills RS	Dir. Studies 9/10	RSP/Collab	Prep
	Smith, Nancy	501	Off	Con Math 1/2 RS	RSP	Gov/Econ RS	Prep
	Thompson, Pam	503	Off	Eng 10 RS	Eng 12 RS	RSP	Prep
NON DPTMNTL	Salas, Lisa	210		Leadership Activities	Bridge/WASC	WASC	Prep

*Time and Date to be Determined Revised 1/27/99

WASC 32349

PLACE IN THE APPENDIX
SY 1995-96

Code	9	10	11	12	Total	Male	Female	OSS
All								
Total	66	51	18	9	144	109	35	144
Expulsion	2	5	0	0	7	7	0	

SY 1996-97

Code	9	10	11	12	Total	Male	Female	OSS
Fight	36	31	15	3	85	41	44	77
Weapon	3	1	0	1	5	5	0	4
Drugs	12	5	0	0	17	15	2	17
Extortion	0	0	0	0	0	0	0	0
Robbery	0	3	0	2	5	2	3	5
Vandalism	9	5	3	2	19	18	1	10
Disruption	61	51	43	14	169	148	21	17
Defiance	69	67	65	23	224	184	40	51
Confront	5	3	2	0	10	6	4	1
Sex Harass	1	3	1	0	5	5	0	3
Stu Threat	2	0	1	0	3	3	0	2
Staff Threat	0	0	0	0	0	0	0	0
Profanity	0	1	2	0	3	3	0	1
Total	198	170	132	45	545	430	115	188
Expulsion	1	2	0	0	3	3	0	

SY 1997-98

<u>Code</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>OSS</u>
Fight	17	15	4	9	45	27	18	42
Weapon	0	0	0	0	0	0	0	0
Drugs	5	1	1	3	10	7	3	10
Extortion	0	0	0	0	0	0	0	0
Robbery	0	0	1	0	1	1	0	1
Vandalism	4	2	2	5	13	11	2	8
Disruption	51	22	21	21	115	94	21	7
Defiance	65	42	21	24	152	130	22	21
Confront	13	7	2	1	23	21	2	2
Sex Harass	3	0	0	0	3	3	0	1
Stu Threat	5	2	2	2	11	9	2	3
Staff Threat	0	0	1	0	1	1	0	1
Profanity	3	1	0	2	6	6	0	2
Total	166	92	55	67	380	310	70	98
Expulsion	0	1	1	0	2	2	0	

Santa Paula High School

Parent Survey

The purpose of this survey is to learn how parents feel about Santa Paula High School. Please mark your answers with a #2 pencil. To assure confidentiality, please do not write your name on the questionnaire. This survey will take approximately 10 minutes to complete. Please do not fold.

A. Please indicate your agreement or disagreement with each of the following statements about Santa Paula High School.

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
1. I am aware of a four year plan of classes (personal learning plan) which my student is taking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The courses my student is taking at Santa Paula High School will prepare him/her to enter college or the work force.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students and parents receive accurate, clear and timely advice from the school staff (including counseling staff) regarding choosing the right course of study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Students and parents are able to see counselors when the need arises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My student is able to take the elective courses he/she needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My student is regularly given and completes homework on a daily basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. As parents, we are notified on a regular basis about our student's academic progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. There are adequate resources (tutoring, extra help support classes, counseling, etc.) provided by Santa Paula High School to enable my student to succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am aware that Santa Paula High School is equipped with a library that has many resources for students to complete homework tasks, including tasks which require computer work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I am aware of the discipline, attendance and dress code policies for my student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Rules are fair and consistently enforced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Santa Paula High School is a safe place for my student to attend school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The staff treats parents and students with respect and dignity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The Santa Paula High School staff deals effectively with cultural diversity and makes my student feel welcomed and valued.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. There is open communication between home and school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please turn page over

16. I am aware that the opportunity exists for my student to participate in extra-curricular activities (band, athletics, clubs, drama, etc.)
17. My student is aware of the goals (Expected Schoolwide Learning Results) of Santa Paula High School.
18. The Principal's newsletter mailing is a good source of information about what is happening at Santa Paula High School.
19. Overall, Santa Paula High School is a good school and I am happy that my student is here.

Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Have you had contact with Santa Paula High School in any of the following ways:

1. Teacher conference
2. Conference with counselor
3. Conference with administrator
4. Contact with attendance office, counseling office, special projects office, main office
5. Attendance at Back-to-School Night
6. Booster Club membership
7. Attendance at sporting, drama, or musical events
8. Reading of school newsletter
9. Overall, do you feel your contacts with Santa Paula High School have been positive?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

☐ Yes

☐ No

C. Background Information

1. What grade is your student in?

☐ 9th grade

☐ 11th grade

☐ 10th grade

☐ 12th grade

2. The courses that my student is taking would best be described as:

☐ Honors/Advanced Placemt

☐ Special Education

☐ Don't Know

☐ College Prep

☐ ESL

***Thank you for your participation in this important survey!
Please return your completed questionnaire to the school office***

Santa Paula High School

Encuesta para Padres

El propósito de esta encuesta es para saber como se sienten los padres con respecto a la escuela Santa Paula High. Esperamos que con los resultados que obtengamos podamos continuar respondiendo a las necesidades de ustedes y de sus estudiantes. Usted no tiene que escribir su nombre en esta forma.

	usualmente de acuerdo	total acuerdo	usualmente desacuerdo	total desacuerdo
1. Estoy bien informado(a) de un plan de clases (plan de aprendizaje personal) que mis estudiantes están tomando.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Los cursos que mi estudiante está tomando en Santa Paula High School lo(a) preparará para entrar al Colegio/Universidad o a trabajar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Los estudiantes y los padres reciben consejo adecuado, claro y oportuno del personal de la escuela. (incluyendo el personal de consejería) con respecto a escoger el curso correcto a estudiar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Tanto los estudiantes como los padres pueden ver a los consejeros cuando hay necesidad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Mi estudiante puede tomar los cursos electivos que él/ella necesite.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. A mi estudiante se le asignan y hace tareas diariamente.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Como padres, somos notificados con regularidad del progreso de nuestro estudiante.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Hay recursos adecuados (tutorías, clases de apoyo extras, consejería, etc.) brindados por Santa Paula High School para facilitar el éxito de mi estudiante.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Estoy enterado(a) que Santa Paula High School está equipada con una biblioteca que tiene muchos recursos para que los estudiantes completen sus tareas, incluso aquellas tareas que requieren el uso de una computadora.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Estoy enterado(a) de las pólizas de disciplina, asistencia y código de vestir para mi estudiante.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Las reglas son justas y consistentemente impuestas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Santa Paula High School es un lugar seguro para que mi estudiante estudie.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. El personal trata a los padres y estudiantes con respeto y dignidad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. El personal trata la diversidad cultural efectivamente y hace que mi estudiante se sienta bienvenido y valorado.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Hay comunicación abierta entre el hogar y la escuela.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Voltear la página

16. Estoy consciente de las oportunidades que hay para que mi estudiante participe en actividades extracurriculares (la banda, deportes, clubes, dramatización, etc.)
17. Mi estudiante está consciente de las metas de Santa Paula High School.
18. El boletín del Director por correo es una buena fuente de información sobre lo que está pasando en Santa Paula High School.
19. En general Santa Paula es una buena escuela y estoy feliz que mi estudiante esté aquí.

usualmente de acuerdo
usualmente desacuerdo
total acuerdo
total desacuerdo

B. Ha tenido algún contacto con Santa Paula High School de alguna de las siguientes maneras:

1. Reunión con profesores
2. Reunión con un consejero
3. Reunión con un administrador
4. Contacto con la oficina de asistencia, la oficina de consejería, la oficina de proyectos especiales o la oficina principal
5. Asistencia a la noche de reunión de Padres de Familia
6. Membresía del Club de Ayuda (booster)
7. Asistencia a eventos deportivos, musicales o dramatizaciones
8. Lectura del periódico escolar
9. ¿Sobre todo, siente usted que sus contactos con Santa Paula High School han sido positivos?

Sí No

☐ Sí ☐ No

C. Información antecedental

1. ¿En qué grado está su estudiante?
- ☐ 9° grado ☐ 11° grado
- ☐ 10° grado ☐ 12° grado
2. Los cursos que mi estudiante está tomando se describirían mejor como:
- ☐ Honores/Nivel avanzad ☐ Educación especial ☐ No sé
- ☐ Prep. para el Colegio ☐ ESL/inglés 2a lengua

*¡Muchas gracias por participar en este cuestionario tan importante!
Favor de devolver el cuestionario a la oficina de la escuela.*

Santa Paula High School

Student Survey

This survey will provide information to be used in an evaluation being conducted by the Western Association of Secondary Schools and Colleges. Please mark your answers with a #2 pencil. To assure confidentiality, please do not write your name on the questionnaire. This survey will take approximately 10 minutes to complete. Please do not fold.

A. Please indicate your agreement or disagreement with each of the following statements about Santa Paula High School.

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
1. I have a four year plan of classes (personal learning plan) which I am taking or going to take.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The courses I am taking at Santa Paula High School will prepare me to enter college or the work force.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am familiar with and know how to use the Career Center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My teachers use a variety of teaching activities to help me learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I receive ongoing information on grades so I know how I'm doing in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My teachers utilize technology (such as computers, overhead transparencies, video tapes, etc.) in their teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I regularly complete and turn in homework assignments on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. There are adequate resources (tutoring, extra help, counseling, etc.) to enable me to succeed at Santa Paula High School.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I use the library to do research, read, do homework or produce written material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I can use computers in the computer lab, career center, and library to do homework or research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Drugs and alcohol are a problem in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Detracking (changing to college prep) was a good idea for Santa Paula High School.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Rules are fair and consistently enforced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My grades in classes I'm taking are usually based on more than one way of testing (ie. oral exam, quizzes, essay, homework).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Santa Paula High School is a safe place to attend school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please turn page over

Completely Agree
Generally Agree
Generally Disagree
Completely Disagree

16. There are no major racial/ethnic tensions at Santa Paula High School.
17. The counseling staff has given me good help in choosing my classes.
18. The counseling staff assists me when I need help.
19. The staff treats all students with respect and dignity.
20. The school staff helps students with problems and concerns facing them.
21. I participate in the extra-curricular activities offered at Santa Paula High School (athletics, clubs, etc.).
22. The student government (ASB) is an important part of this school.
23. The quality and choices of food served at school is good.
24. Getting a good education is important to me.
25. I am able to take the elective courses I need.
26. I am aware of the goals (Expected Schoolwide Learning Results) of Santa Paula High School.
27. The school bulletin is a good source of information about what is happening at school.
28. Overall, Santa Paula High School is a good school and I am happy to be here.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Background Information

1. What grade are you in?

☐ 9th grade
☐ 10th grade

☐ 11th grade
☐ 12th grade

2. Gender:

☐ Male

☐ Female

3. The courses I am taking would best be described as:

☐ Honors/Advanced Placement
☐ College Prep

☐ Special Education
☐ ESL

☐ Don't Know

Thank you for participating in this important survey!

Santa Paula High School

Encuesta para Estudiantes

Esta encuesta proveerá información que será usada para una evaluación que está siendo dirigida por la Asociación de Escuelas Secundarias y Colegios Western (WASSC). Favor de marcar su respuesta con un lápiz #2. Para asegurar confidencialidad, favor de NO escribir su nombre en el cuestionario. Esta encuesta tomará aproximadamente 10 minutos. Favor de no doblar el cuestionario.

A. Por favor indique si esta de acuerdo o desacuerdo con las preguntas siguientes que son referentes a la escuela Santa Paula High.

1. Tengo un plan de clases de cuatro años (plan de aprendizaje personal) que estoy tomando o voy a tomar.
2. Los cursos que estoy tomando en Santa Paula High School me prepararán para entrar al Colegio/Universidad o a trabajar.
3. Estoy familiarizado(a) y sé cómo usar el Centro de Carreras (Career Center)
4. Mis profesores utilizan una variedad de actividades de enseñanza para ayudarme a aprender.
5. Recibo información sobre mi progreso académico en la clase con regularidad.
6. Mis profesores utilizan tecnología (como computadoras, proyector de transparencias, video, cassettes, etc.) en su enseñanza.
7. Regularmente termino y entrego mis tareas a tiempo.
8. Hay recursos adecuados (tutorías, ayuda extra, consejería, etc.) que me facilitan el tener éxito en Santa Paula High School.
9. Yo uso la biblioteca para hacer investigaciones, leer, hacer tareas o producir material escrito.
10. Puedo utilizar las computadoras en el laboratorio de computación o la biblioteca para hacer investigación.
11. Las drogas y el alcohol son un problema en mi escuela colegio.
12. Detracking (cambiar a colegio de preparatoria) fue una buena idea para Santa Paula High School.
13. Las reglas son justas y consistentemente impuestas.
14. Solamente los grados de las materias que estoy tomando estan basados usualmente en mas de una clase de pruebas (ie. exámenes, orales, exámenes cortos, tareas, escritura).

usualmente de acuerdo	usualmente desacuerdo	total de acuerdo
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Voltear la página

15. Santa Paula High School es un lugar seguro para asistir.
16. No hay mayores tensiones raciales ni étnicas en Santa Paula High School.
17. El personal de consejería me ha dado buena ayuda para escoger mis clases.
18. El personal de consejería me ayuda cuando lo necesito.
19. El personal trata a todos los estudiantes con respeto y dignidad.
20. El personal del colegio ayuda a los estudiantes con problemas y preocupaciones que enfrentan.
21. Yo participo en actividades extracurriculares ofrecidas en Santa Paula High School (atléticas, clubes, etc.).
22. El gobierno estudiantil (ASB) es una parte importante de la escuela.
23. La calidad y opciones de comidas que se sirven en el colegio son buenas.
24. Obtener una buena educación es importante para mí.
25. Yo puedo tomar los cursos electivos que necesito.
26. Soy consciente de las metas (Resultados de Aprendizaje Amplios Esperados) de Santa Paula High School.
27. El boletín de la escuela es una buena fuente de información sobre lo que está pasando en la escuela.
28. En general, Santa Paula High School es una buena escuela y estoy feliz de estar aquí.

total de acuerdo
usualmente de acuerdo
usualmente desacuerdo
total desacuerdo

B. Información anecdotal

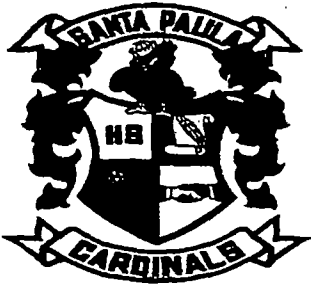
1. ¿En qué grado está usted?

<input type="checkbox"/> 9° grado	<input type="checkbox"/> 11° grado
<input type="checkbox"/> 10° grado	<input type="checkbox"/> 12° grado
2. Género:

<input type="checkbox"/> Masculino	<input type="checkbox"/> Femenino
------------------------------------	-----------------------------------
3. Los cursos que estoy tomando se describirían mejor como:

<input type="checkbox"/> Honores/Nivel avanzad	<input type="checkbox"/> Educación especial	<input type="checkbox"/> No sé
<input type="checkbox"/> Prep. para el Colegio	<input type="checkbox"/> ESL/inglés 2a lengua	

Gracias por ayudarnos con esta encuesta



Santa Paula High School
 Western Association of Schools and Colleges
 Self-Study Report- March, 1999

STAFF SURVEY

This survey will provide information to be used in an evaluation being conducted by the Western Association of Secondary Schools and Colleges. To assure confidentiality, please do not write your name on the questionnaire. This survey will take approximately 10 minutes to complete.

Please indicate your agreement or disagreement with each of the following statements about Santa Paula High School.

4 = Completely Agree 3 = Generally Agree 2 = Generally Disagree 1 = Completely Disagree

Vision, Leadership, and Culture

◆ Does the district promote professional growth for all staff?	4	3	2	1
◆ I am currently following a professional growth plan.	4	3	2	1
◆ Professional development and inservice improves my professional effectiveness.	4	3	2	1
◆ The culture of Santa Paula High is characterized by trust.	4	3	2	1
◆ The culture of Santa Paula High is characterized by professionalism among staff.	4	3	2	1
◆ The culture of Santa Paula High is characterized by high expectations of students.	4	3	2	1
◆ The culture of Santa Paula High is characterized by continuous school improvement.	4	3	2	1
◆ I attend professional development conferences/workshops (answer below.)				
Less than one per year	Once per year	More than twice per year		

Powerful Teaching and Learning

Please indicate your agreement or disagreement with each of the following statements about Santa Paula High School.

4 = Completely Agree 3 = Generally Agree 2 = Generally Disagree 1 = Completely Disagree

All students at SPHS are given the opportunity to be involved in challenging learning experiences:

Resources are made available to students	4	3	2	1
Opportunities to develop personal and interpersonal skills (clubs, activities, community service, etc.)	4	3	2	1
Critical thinking and learning skills are encouraged.	4	3	2	1

Teacher use a variety of strategies and resources to encourage students to actively participate and learn at SPHS:

Teachers use collaborative learning styles in their lesson plans. (group discussions, team projects, etc.)	4	3	2	1
Teachers effectively use cross-curricular activities in their lesson plans. (English/History, Science/Math, etc.)	4	3	2	1
Teachers use opportunities in connection to the community. (field trips, guest speakers, resources, etc.)	4	3	2	1

All students and teachers at SPHS are subject to the necessity of emphasizing high order thinking skills:

All students and teachers have been affected by the elimination of "standard level" courses.	4	3	2	1
All students and teachers have been affected by Block Scheduling.	4	3	2	1
All students and teachers are pursuing the integration of applied content to the learning and teaching process.	4	3	2	1

Collaboration occurs among:

Staff (staff development, inservice, conferences, etc.)	4	3	2	1
Students and staff (mentoring, extracurricular activities, etc.)	4	3	2	1
Students (ASB, clubs, class activities, etc.)	4	3	2	1
School and community (Interact, Rotary mentorships, Key Club YMCA, etc.)	4	3	2	1

Students use a variety of resources for learning experiences beyond the classroom:

Students actively use the school library.	4	3	2	1
Students join academic competitions (Mock Trial, Geo Bowl, FFA, etc.)	4	3	2	1
Students voluntarily join vocational programs (ROP, Voc. Ed Courses, etc.)	4	3	2	1

Assessment and Accountability

Please indicate whether your assessment strategies below.

Often = 1 Seldom = 2

LIST OF ASSESSMENT METHODS	OFTEN USED	SELDOM USED
Objective test		
Essay test		
Oral presentation		
Individual project		
Student Exhibitions		
Group Exam		
Group Projects		
Portfolio (sample of work in a particular class)		
Quiz		
Process Writing		
Research Project		
Labs		
Musical/Dramatic Performance (role play)		
Art		
Other (s): Test from Notes (etc.)		

1 = Non Important 2 = Somewhat Important 3 = Important 4 = Very Important

Purposes of Assessment: Please indicate by completing the following:	1	2	3	4
Assigning Grades				
Monitoring and Evaluating student progress				
Evaluating effectiveness of instructional strategies				
Evaluating effectiveness of curriculum				

Comments:

Santa Paula High School Student Survey

**Survey Title:
Santa Paula High School Student Survey**

**Administered To:
Santa Paula High Students
Jan 15, 1999**

Santa Paula High School Student Survey

Administered To: Santa Paula High Students

Date Administered: Jan 15, 1999

Main Report Section

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
1. I have a four year plan of classes (personal learning plan) which I am taking or going to take.	35.0	45.3	11.0	8.7
n = 426	Mean: 1.93/4 SD: 0.90 Mode: 2/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
2. The courses I am taking at Santa Paula High School will prepare me to enter college or the work force.	43.6	46.2	6.4	3.8
n = 424	Mean: 1.70/4 SD: 0.75 Mode: 2/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
3. I am familiar with and know how to use the Career Center.	20.8	40.1	25.7	13.4
n = 424	Mean: 2.32/4 SD: 0.95 Mode: 2/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
4. My teachers use a variety of teaching activities to help me learn.	39.4	41.3	15.4	3.8
n = 421	Mean: 1.84/4 SD: 0.82 Mode: 2/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
5. I receive ongoing information on grades so I know how I'm doing in class.	42.2	38.9	14.7	4.3
n = 422	Mean: 1.81/4 SD: 0.84 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
6. My teachers utilize technology (such as computers, overhead transparencies, video tapes, etc.) in their teaching.	41.1	39.0	15.1	4.7
n = 423	Mean: 1.83/4 SD: 0.85 Mode: 1/4			

WASC 32364

Santa Paula High School Student Survey

Administered To: Santa Paula High Students

Date Administered: Jan 15, 1999

Main Report Section

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
7. I regularly complete and turn in homework assignments on time.	39.2	44.4	11.2	5.2
n = 421	Mean: 1.82/4 SD: 0.83 Mode: 2/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
8. There are adequate resources (tutoring, extra help, counseling, etc.) to enable me to succeed at Santa Paula High School.	50.4	36.6	10.2	2.8
n = 423	Mean: 1.65/4 SD: 0.78 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9. I use the library to do research, read, do homework or produce written material.	29.3	36.4	21.1	13.1
n = 426	Mean: 2.18/4 SD: 1.00 Mode: 2/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
10. I can use computers in the computer lab, career center, and library to do homework or research.	41.7	35.1	14.9	8.3
n = 424	Mean: 1.90/4 SD: 0.94 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
11. Drugs and alcohol are a problem in my school.	23.8	19.8	31.1	25.2
n = 424	Mean: 2.58/4 SD: 1.11 Mode: 3/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
12. Detracking (changing to college prep) was a good idea for Santa Paula High School.	42.2	33.7	12.9	11.2
n = 419	Mean: 1.93/4 SD: 1.00 Mode: 1/4			

WASC 32365

Santa Paula High School Student Survey

Administered To: Santa Paula High Students

Date Administered: Jan 15, 1999

Main Report Section

13. Rules are fair and consistently enforced.	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
	24.1	46.0	21.5	8.5
n = 424	Mean: 2.14/4 SD: 0.88 Mode: 2/4			
14. My grades in classes I'm taking are usually based on more than one way of testing (ie. oral exam, quizzes, essay, homework).	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
	37.7	46.9	9.2	6.1
n = 424	Mean: 1.84/4 SD: 0.83 Mode: 2/4			
15. Santa Paula High School is a safe place to attend school.	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
	39.8	48.7	6.8	4.7
n = 425	Mean: 1.76/4 SD: 0.77 Mode: 2/4			
16. There are no major racial/ethnic tensions at Santa Paula High School.	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
	35.7	43.6	14.1	6.5
n = 417	Mean: 1.91/4 SD: 0.87 Mode: 2/4			
17. The counseling staff has given me good help in choosing my classes.	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
	35.7	38.3	16.4	9.5
n = 420	Mean: 2.00/4 SD: 0.95 Mode: 2/4			
18. The counseling staff assists me when I need help.	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
	39.6	37.0	15.3	8.1
n = 419	Mean: 1.92/4 SD: 0.93 Mode: 1/4			

WASC 32366

Santa Paula High School Student Survey

Administered To: Santa Paula High Students

Date Administered: Jan 15, 1999

Main Report Section

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
19. The staff treats all students with respect and dignity.	36.1	41.2	15.7	7.0
n = 413	Mean: 1.94/4 SD: 0.89 Mode: 2/4			

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
20. The school staff helps students with problems and concerns facing them.	29.4	46.1	18.9	5.6
n = 412	Mean: 2.01/4 SD: 0.84 Mode: 2/4			

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
21. I participate in the extra-curricular activities offered at Santa Paula High School (athletics, clubs, etc.).	35.6	20.8	19.1	24.5
n = 413	Mean: 2.32/4 SD: 1.19 Mode: 1/4			

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
22. The student government (ASB) is an important part of this school.	33.3	44.8	15.2	6.7
n = 415	Mean: 1.95/4 SD: 0.87 Mode: 2/4			

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
23. The quality and choices of food served at school is good.	24.0	39.9	23.2	13.0
n = 409	Mean: 2.25/4 SD: 0.96 Mode: 2/4			

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
24. Getting a good education is important to me.	77.6	18.6	1.7	2.1
n = 420	Mean: 1.28/4 SD: 0.60 Mode: 1/4			

WASC 32367

Santa Paula High School Student Survey

Administered To: Santa Paula High Students

Date Administered: Jan 15, 1999

Main Report Section

25. I am able to take the elective courses I need.

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
n = 413	48.7	40.9	8.2	2.2
	Mean: 1.64/4 SD: 0.73 Mode: 1/4			

26. I am aware of the goals (Expected Schoolwide Learning Results) of Santa Paula High School.

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
n = 411	31.4	44.0	16.8	7.8
	Mean: 2.01/4 SD: 0.89 Mode: 2/4			

27. The school bulletin is a good source of information about what is happening at school.

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
n = 412	53.4	35.0	8.0	3.6
	Mean: 1.62/4 SD: 0.78 Mode: 1/4			

28. Overall, Santa Paula High School is a good school and I am happy to be here.

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
n = 414	51.7	35.7	8.5	4.1
	Mean: 1.65/4 SD: 0.80 Mode: 1/4			

1. What grade are you in?

	9th grade	10th grade	11th grade	12th grade
n = 418	34.2	27.0	23.9	14.8
	Mean: 2.19/4 SD: 1.07 Mode: 1/4			

2. Gender:

	Male	Female
n = 415	48.4	51.6
	Mean: 1.52/2 SD: 0.50 Mode: 2/2	

WASC 32368

Santa Paula High School Student Survey

Administered To: Santa Paula High Students

Date Administered: Jan 15, 1999

Main Report Section

3. The courses I am taking would best be described as:

	Honors/Advanced Placemt	College Prep	Special Education	ESL	Don't Know
n =	24.3	40.0	6.8	14.8	14.1
412	Mean: 2.54/5 SD: 1.37 Mode: 2/5				

WASC 32369

Santa Paula High School Parent Survey

**Survey Title:
Santa Paula High School Parent Survey**

**Administered To:
Santa Paula Parents
Jan 15, 1999**

PulseSurvey II by Scantron

Jan 26, 1999

WASC 32370

Santa Paula High School Parent Survey

Administered To: Santa Paula Parents

Date Administered: Jan 15, 1999

Main Report Section

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
1. I am aware of a four year plan of classes (personal learning plan) which my student is taking.	50.3	37.6	6.1	6.1
n = 165	Mean: 1.68/4 SD: 0.84 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
2. The courses my student is taking at Santa Paula High School will prepare him/her to enter college or the work force.	53.0	34.3	10.2	2.4
n = 166	Mean: 1.62/4 SD: 0.77 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
3. Students and parents receive accurate, clear and timely advice from the school staff (including counseling staff) regarding...	42.2	36.7	12.0	9.0
n = 166	Mean: 1.88/4 SD: 0.95 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
4. Students and parents are able to see counselors when the need arises.	62.9	31.7	4.2	1.2
n = 167	Mean: 1.44/4 SD: 0.64 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
5. My student is able to take the elective courses he/she needs:	52.4	39.2	4.8	3.6
n = 166	Mean: 1.60/4 SD: 0.75 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
6. My student is regularly given and completes homework on a daily basis.	59.0	30.1	7.8	3.0
n = 166	Mean: 1.55/4 SD: 0.77 Mode: 1/4			

WASC 32371

Santa Paula High School Parent Survey

Administered To: Santa Paula Parents

Date Administered: Jan 15, 1999

Main Report Section

7. As parents, we are notified on a regular basis about our student's academic progress.

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
n = 166	54.2	31.9	9.6	4.2
	Mean: 1.64/4 SD: 0.83 Mode: 1/4			

8. There are adequate resources (tutoring, extra help support classes, counseling, etc.) provided by Santa Paula High School to...

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
n = 165	52.7	34.5	7.3	5.5
	Mean: 1.65/4 SD: 0.84 Mode: 1/4			

9. I am aware that Santa Paula High School is equipped with a library that has many resources for students to complete homework...

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
n = 167	59.3	31.1	7.8	1.8
	Mean: 1.52/4 SD: 0.72 Mode: 1/4			

10. I am aware of the discipline, attendance and dress code policies for my student.

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
n = 167	66.5	27.5	4.8	1.2
	Mean: 1.41/4 SD: 0.64 Mode: 1/4			

11. Rules are fair and consistently enforced.

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
n = 167	47.3	37.7	10.2	4.8
	Mean: 1.72/4 SD: 0.83 Mode: 1/4			

12. Santa Paula High School is a safe place for my student to attend school.

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
n = 167	46.1	43.1	7.8	3.0
	Mean: 1.68/4 SD: 0.75 Mode: 1/4			

WASC 32372

Santa Paula High School Parent Survey

Administered To: Santa Paula Parents

Date Administered: Jan 15, 1999

Main Report Section

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
13. The staff treats parents and students with respect and dignity.	55.4	34.9	6.0	3.6
n = 166	Mean: 1.58/4 SD: 0.76 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
14. The Santa Paula High School staff deals effectively with cultural diversity and makes my student feel welcomed and valued.	52.7	35.8	6.7	4.8
n = 165	Mean: 1.64/4 SD: 0.81 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
15. There is open communication between home and school.	49.4	38.6	10.8	1.2
n = 166	Mean: 1.64/4 SD: 0.72 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
16. I am aware that the opportunity exists for my student to participate in extra-curricular activities (band, athletics, clubs, drama, etc.)	70.5	23.5	4.2	1.8
n = 166	Mean: 1.37/4 SD: 0.66 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
17. My student is aware of the goals (Expected Schoolwide Learning Results) of Santa Paula High School.	52.1	31.1	11.4	5.4
n = 167	Mean: 1.70/4 SD: 0.87 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
18. The Principal's newsletter mailing is a good source of information about what is happening at Santa Paula High School.	64.1	28.7	5.4	1.8
n = 167	Mean: 1.45/4 SD: 0.68 Mode: 1/4			

WASC 32373

Santa Paula High School Parent Survey

Administered To: Santa Paula Parents

Date Administered: Jan 15, 1999

Main Report Section

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
19. Overall, Santa Paula High School is a good school and I am happy that my student is here.	57.2	36.1	4.8	1.8
n = 166	Mean: 1.51/4 SD: 0.68 Mode: 1/4			

B. Have you had contact with Santa Paula High School in any of the following ways?

	Yes	No
1. Teacher conference	44.3	55.7
n = 167	Mode: 2/2	

	Yes	No
2. Conference with counselor	43.5	56.5
n = 168	Mode: 2/2	

	Yes	No
3. Conference with administrator	19.4	80.6
n = 165	Mode: 2/2	

	Yes	No
4. Contact with attendance office, counseling office, special projects office, main office	51.8	48.2
n = 166	Mode: 1/2	

	Yes	No
5. Attendance at Back-to-School Night	56.0	44.0
n = 168	Mode: 1/2	

WASC 32374

Santa Paula High School English Student Survey

**Survey Title:
Santa Paula High School Student Survey**

**Administered To:
English Speaking Students
Jan 15, 1999**

PulseSurvey II by Scantron

Jan 26, 1999

WASC 32375

Santa Paula High School English Student Survey

Administered To: English Speaking Students

Date Administered: Jan 15, 1999

Main Report Section

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
1. I have a four year plan of classes (personal learning plan) which I am taking or going to take.	35.1	47.4	10.6	6.9
n = 348	Mean: 1.89/4 SD: 0.85 Mode: 2/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
2. The courses I am taking at Santa Paula High School will prepare me to enter college or the work force.	39.4	50.1	7.0	3.5
n = 345	Mean: 1.74/4 SD: 0.73 Mode: 2/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
3. I am familiar with and know how to use the Career Center.	21.6	43.2	24.5	10.7
n = 347	Mean: 2.24/4 SD: 0.91 Mode: 2/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
4. My teachers use a variety of teaching activities to help me learn.	33.9	43.9	17.8	4.4
n = 342	Mean: 1.93/4 SD: 0.83 Mode: 2/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
5. I receive ongoing information on grades so I know how I'm doing in class.	41.3	38.7	15.7	4.4
n = 344	Mean: 1.83/4 SD: 0.85 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
6. My teachers utilize technology (such as computers, overhead transparencies, video tapes, etc.) in their teaching.	36.4	41.0	17.3	5.2
n = 346	Mean: 1.91/4 SD: 0.86 Mode: 2/4			

WASC 32376

Santa Paula High School English Student Survey

Administered To: English Speaking Students

Date Administered: Jan 15, 1999

Main Report Section

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
13. Rules are fair and consistently enforced.	19.7	48.3	23.4	8.7
n = 346	Mean: 2.21/4 SD: 0.86 Mode: 2/4			

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
14. My grades in classes I'm taking are usually based on more than one way of testing (ie. oral exam, quizzes, essay, homework).	38.4	47.1	8.7	5.8
n = 346	Mean: 1.82/4 SD: 0.82 Mode: 2/4			

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
15. Santa Paula High School is a safe place to attend school.	36.0	50.7	7.8	5.5
n = 347	Mean: 1.83/4 SD: 0.79 Mode: 2/4			

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
16. There are no major racial/ethnic tensions at Santa Paula High School.	35.1	44.2	13.6	7.1
n = 339	Mean: 1.93/4 SD: 0.88 Mode: 2/4			

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
17. The counseling staff has given me good help in choosing my classes.	28.4	42.1	19.0	10.5
n = 342	Mean: 2.12/4 SD: 0.94 Mode: 2/4			

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
18. The counseling staff assists me when I need help.	33.4	40.5	17.3	8.8
n = 341	Mean: 2.01/4 SD: 0.93 Mode: 2/4			

WASC 32377

Santa Paula High School English Student Survey

Administered To: English Speaking Students

Date Administered: Jan 15, 1999

Main Report Section

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
19. The staff treats all students with respect and dignity.	28.6	45.2	18.5	7.7
n = 336	Mean: 2.05/4 SD: 0.88 Mode: 2/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
20. The school staff helps students with problems and concerns facing them.	26.0	47.9	21.0	5.0
n = 338	Mean: 2.05/4 SD: 0.82 Mode: 2/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
21. I participate in the extra-curricular activities offered at Santa Paula High School (athletics, clubs, etc.).	36.3	22.1	18.3	23.3
n = 339	Mean: 2.29/4 SD: 1.18 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
22. The student government (ASB) is an important part of this school.	31.0	45.1	16.2	7.7
n = 339	Mean: 2.01/4 SD: 0.88 Mode: 2/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
23. The quality and choices of food served at school is good.	17.4	42.6	25.2	14.7
n = 333	Mean: 2.37/4 SD: 0.94 Mode: 2/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
24. Getting a good education is important to me.	74.6	21.3	1.7	2.3
n = 343	Mean: 1.32/4 SD: 0.63 Mode: 1/4			

WASC 32378

Santa Paula High School English Student Survey

Administered To: English Speaking Students

Date Administered: Jan 15, 1999

Main Report Section

25. I am able to take the elective courses I need.

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
n = 337	45.4	43.3	8.9	2.4
	Mean: 1.68/4 SD: 0.73 Mode: 1/4			

26. I am aware of the goals (Expected Schoolwide Learning Results) of Santa Paula High School.

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
n = 337	27.6	45.1	18.4	8.9
	Mean: 2.09/4 SD: 0.90 Mode: 2/4			

27. The school bulletin is a good source of information about what is happening at school.

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
n = 336	49.7	37.2	9.2	3.9
	Mean: 1.67/4 SD: 0.80 Mode: 1/4			

28. Overall, Santa Paula High School is a good school and I am happy to be here.

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
n = 338	46.4	39.9	9.5	4.1
	Mean: 1.71/4 SD: 0.80 Mode: 1/4			

1. What grade are you in?

	9th grade	10th grade	11th grade	12th grade
n = 341	32.3	21.1	28.7	17.9
	Mean: 2.32/4 SD: 1.11 Mode: 1/4			

2. Gender:

	Male	Female
n = 338	46.2	53.8
	Mean: 1.54/2 SD: 0.50 Mode: 2/2	

WASC 32379

Santa Paula High School Spanish Student Survey

**Survey Title:
Santa Paula High School Student Survey**

**Administered To:
Spanish Speaking Students
Jan 15, 1999**

Santa Paula High School Spanish Student Survey

Administered To: Spanish Speaking Students

Date Administered: Jan 15, 1999

Main Report Section

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
1. I have a four year plan of classes (personal learning plan) which I am taking or going to take.	34.6	35.9	12.8	16.7
n = 78	Mean: 2.12/4 SD: 1.07 Mode: 2/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
2. The courses I am taking at Santa Paula High School will prepare me to enter college or the work force.	62.0	29.1	3.8	5.1
n = 79	Mean: 1.52/4 SD: 0.80 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
3. I am familiar with and know how to use the Career Center.	16.9	26.0	31.2	26.0
n = 77	Mean: 2.66/4 SD: 1.05 Mode: 3/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
4. My teachers use a variety of teaching activities to help me learn.	63.3	30.4	5.1	1.3
n = 79	Mean: 1.44/4 SD: 0.66 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
5. I receive ongoing information on grades so I know how I'm doing in class.	46.2	39.7	10.3	3.8
n = 78	Mean: 1.72/4 SD: 0.80 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
6. My teachers utilize technology (such as computers, overhead transparencies, video tapes, etc.) in their teaching.	62.3	29.9	5.2	2.6
n = 77	Mean: 1.48/4 SD: 0.72 Mode: 1/4			

WASC 32381

Santa Paula High School Spanish Student Survey

Administered To: Spanish Speaking Students

Date Administered: Jan 15, 1999

Main Report Section

7. I regularly complete and turn in homework assignments on time.

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
n = 78	59.0	35.9	3.8	1.3
	Mean: 1.47/4 SD: 0.64 Mode: 1/4			

8. There are adequate resources (tutoring, extra help, counseling, etc.) to enable me to succeed at Santa Paula High School.

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
n = 79	69.6	24.1	1.3	5.1
	Mean: 1.42/4 SD: 0.76 Mode: 1/4			

9. I use the library to do research, read, do homework or produce written material.

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
n = 79	49.4	34.2	8.9	7.6
	Mean: 1.75/4 SD: 0.91 Mode: 1/4			

10. I can use computers in the computer lab, career center, and library to do homework or research.

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
n = 78	44.9	32.1	14.1	9.0
	Mean: 1.87/4 SD: 0.97 Mode: 1/4			

11. Drugs and alcohol are a problem in my school.

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
n = 78	41.0	17.9	16.7	24.4
	Mean: 2.24/4 SD: 1.23 Mode: 1/4			

12. Detracking (changing to college prep) was a good idea for Santa Paula High School.

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
n = 77	45.5	39.0	9.1	6.5
	Mean: 1.77/4 SD: 0.87 Mode: 1/4			

WASC 32382

Santa Paula High School Spanish Student Survey

Administered To: Spanish Speaking Students

Date Administered: Jan 15, 1999

Main Report Section

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
13. Rules are fair and consistently enforced.	43.6	35.9	12.8	7.7
n = 78	Mean: 1.85/4 SD: 0.93 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
14. My grades in classes I'm taking are usually based on more than one way of testing (ie. oral exam, quizzes, essay, homework).	34.6	46.2	11.5	7.7
n = 78	Mean: 1.92/4 SD: 0.88 Mode: 2/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
15. Santa Paula High School is a safe place to attend school.	56.4	39.7	2.6	1.3
n = 78	Mean: 1.49/4 SD: 0.62 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
16. There are no major racial/ethnic tensions at Santa Paula High School.	38.5	41.0	16.7	3.8
n = 78	Mean: 1.86/4 SD: 0.83 Mode: 2/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
17. The counseling staff has given me good help in choosing my classes.	67.9	21.8	5.1	5.1
n = 78	Mean: 1.47/4 SD: 0.82 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
18. The counseling staff assists me when I need help.	66.7	21.8	6.4	5.1
n = 78	Mean: 1.50/4 SD: 0.83 Mode: 1/4			

WASC 32383

Santa Paula High School Spanish Student Survey

Administered To: Spanish Speaking Students

Date Administered: Jan 15, 1999

Main Report Section

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
19. The staff treats all students with respect and dignity.	68.8	23.4	3.9	3.9
n = 77	Mean: 1.43/4 SD: 0.75 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
20. The school staff helps students with problems and concerns facing them.	44.6	37.8	9.5	8.1
n = 74	Mean: 1.81/4 SD: 0.92 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
21. I participate in the extra-curricular activities offered at Santa Paula High School (athletics, clubs, etc.).	32.4	14.9	23.0	29.7
n = 74	Mean: 2.50/4 SD: 1.23 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
22. The student government (ASB) is an important part of this school.	43.4	43.4	10.5	2.6
n = 76	Mean: 1.72/4 SD: 0.76 Mode: */4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
23. The quality and choices of food served at school is good.	52.6	27.6	14.5	5.3
n = 76	Mean: 1.72/4 SD: 0.90 Mode: 1/4			
	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
24. Getting a good education is important to me.	90.9	6.5	1.3	1.3
n = 77	Mean: 1.13/4 SD: 0.47 Mode: 1/4			

WASC 32384

* - more than one mode
(R) = Reversed Scoring

Santa Paula High School Spanish Student Survey

Administered To: Spanish Speaking Students

Date Administered: Jan 15, 1999

Main Report Section

25. I am able to take the elective courses I need.

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
n = 76	63.2	30.3	5.3	1.3
	Mean: 1.45/4 SD: 0.66 Mode: 1/4			

26. I am aware of the goals (Expected Schoolwide Learning Results) of Santa Paula High School.

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
n = 74	48.6	39.2	9.5	2.7
	Mean: 1.66/4 SD: 0.76 Mode: 1/4			

27. The school bulletin is a good source of information about what is happening at school.

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
n = 76	69.7	25.0	2.6	2.6
	Mean: 1.38/4 SD: 0.67 Mode: 1/4			

28. Overall, Santa Paula High School is a good school and I am happy to be here.

	Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
n = 76	75.0	17.1	3.9	3.9
	Mean: 1.37/4 SD: 0.75 Mode: 1/4			

1. What grade are you in?

	9th grade	10th grade	11th grade	12th grade
n = 77	42.9	53.2	2.6	1.3
	Mean: 1.62/4 SD: 0.61 Mode: 2/4			

2. Gender:

	Male	Female
n = 77	58.4	41.6
	Mean: 1.42/2 SD: 0.50 Mode: 1/2	

WASC 32385

Santa Paula High School Spanish Student Survey

Administered To: Spanish Speaking Students

Date Administered: Jan 15, 1999

Main Report Section

3. The courses I am taking would best be described as:

	Honors/Advanced Placemt	College Prep	Special Education	ESL	Don't Know
n =	0.0	7.8	2.6	71.4	18.2
77	Mean: 4.00/5 SD: 0.73 Mode: 4/5				

WASC 32386

Santa Paula High Student Survey by Grade Level

Survey Title:
Santa Paula High School Student Survey #2

Administered To:
Santa Paula Students
Jan 15, 1999

Santa Paula High Student Survey by Grade Level

Administered To: Santa Paula Students

Date Administered: Jan 15, 1999

Main Report Section

1. I have a four year plan of classes (personal learning plan) which I am taking or going to take.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	143	30.1	54.5	7.7	7.7
10th	112	38.4	38.4	12.5	10.7
11th	100	37.0	47.0	12.0	4.0
12th	62	38.7	37.1	12.9	11.3
Total	426	35.0	45.3	11.0	8.7

2. The courses I am taking at Santa Paula High School will prepare me to enter college or the work force.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	142	47.2	45.1	4.2	3.5
10th	113	54.9	38.9	3.5	2.7
11th	99	36.4	55.6	5.1	3.0
12th	61	27.9	47.5	19.7	4.9
Total	424	43.6	46.2	6.4	3.8

3. I am familiar with and know how to use the Career Center.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	142	14.1	43.7	28.2	14.1
10th	112	19.6	37.5	22.3	20.5
11th	99	23.2	40.4	27.3	9.1
12th	62	30.6	40.3	22.6	6.5
Total	424	20.8	40.1	25.7	13.4

WASC 32388

Santa Paula High Student Survey by Grade Level

Administered To: Santa Paula Students

Date Administered: Jan 15, 1999

Main Report Section

4. My teachers use a variety of teaching activities to help me learn.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	139	44.6	43.9	10.1	1.4
10th	113	45.1	36.3	15.9	2.7
11th	98	27.6	40.8	23.5	8.2
12th	62	38.7	41.9	14.5	4.8
Total	421	39.4	41.3	15.4	3.8

5. I receive ongoing information on grades so I know how I'm doing in class.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	143	46.2	38.5	12.6	2.8
10th	112	43.8	33.9	18.8	3.6
11th	96	39.6	43.8	10.4	6.2
12th	62	33.9	45.2	16.1	4.8
Total	422	42.2	38.9	14.7	4.3

6. My teachers utilize technology (such as computers, overhead transparencies, video tapes, etc.) in their teaching.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	141	48.2	37.6	12.1	2.1
10th	113	44.2	42.5	8.8	4.4
11th	99	35.4	35.4	23.2	6.1
12th	62	29.0	41.9	19.4	9.7
Total	423	41.1	39.0	15.1	4.7

WASC 32389

Santa Paula High Student Survey by Grade Level

Administered To: Santa Paula Students

Date Administered: Jan 15, 1999

Main Report Section

7. I regularly complete and turn in homework assignments on time.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	140	51.4	35.7	9.3	3.6
10th	110	39.1	47.3	9.1	4.5
11th	100	31.0	56.0	10.0	3.0
12th	62	29.0	40.3	19.4	11.3
Total	421	39.2	44.4	11.2	5.2

8. There are adequate resources (tutoring, extra help, counseling, etc.) to enable me to succeed at Santa Paula High School.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	142	54.9	34.5	8.5	2.1
10th	113	59.3	30.1	8.8	1.8
11th	98	37.8	44.9	15.3	2.0
12th	61	39.3	44.3	8.2	8.2
Total	423	50.4	36.6	10.2	2.8

9. I use the library to do research, read, do homework or produce written material.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	143	39.2	34.3	16.8	9.8
10th	113	30.1	38.1	20.4	11.5
11th	100	24.0	41.0	22.0	13.0
12th	61	16.4	27.9	29.5	26.2
Total	426	29.3	36.4	21.1	13.1

WASC 32390

Santa Paula High Student Survey by Grade Level

Administered To: Santa Paula Students

Date Administered: Jan 15, 1999

Main Report Section

10. I can use computers in the computer lab, career center, and library to do homework or research.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	143	40.6	37.8	14.0	7.7
10th	111	38.7	35.1	16.2	9.9
11th	100	46.0	35.0	13.0	6.0
12th	61	41.0	29.5	18.0	11.5
Total	424	41.7	35.1	14.9	8.3

11. Drugs and alcohol are a problem in my school.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	141	23.4	22.7	34.8	19.1
10th	113	32.7	16.8	21.2	29.2
11th	100	16.0	20.0	36.0	28.0
12th	61	24.6	13.1	34.4	27.9
Total	424	23.8	19.8	31.1	25.2

12. Detracking (changing to college prep) was a good idea for Santa Paula High School.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	141	48.9	36.9	8.5	5.7
10th	110	46.4	36.4	11.8	5.5
11th	97	34.0	34.0	14.4	17.5
12th	62	35.5	21.0	22.6	21.0
Total	419	42.2	33.7	12.9	11.2

WASC 32391

Santa Paula High Student Survey by Grade Level

Administered To: Santa Paula Students

Date Administered: Jan 15, 1999

Main Report Section

13. Rules are fair and consistently enforced.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	143	35.7	44.1	16.1	4.2
10th	112	23.2	52.7	17.0	7.1
11th	99	16.2	43.4	28.3	12.1
12th	61	9.8	44.3	31.1	14.8
Total	424	24.1	46.0	21.5	8.5

14. My grades in classes I'm taking are usually based on more than one way of testing (ie. oral exam, quizzes, essay, homework).

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	143	40.6	48.3	9.8	1.4
10th	111	43.2	39.6	9.0	8.1
11th	99	32.3	55.6	5.1	7.1
12th	62	33.9	43.5	11.3	11.3
Total	424	37.7	46.9	9.2	6.1

15. Santa Paula High School is a safe place to attend school.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	143	37.1	52.4	7.7	2.8
10th	113	46.9	42.5	5.3	5.3
11th	100	34.0	54.0	6.0	6.0
12th	61	44.3	42.6	8.2	4.9
Total	425	39.8	48.7	6.8	4.7

WASC 32392

Santa Paula High Student Survey by Grade Level

Administered To: Santa Paula Students

Date Administered: Jan 15, 1999

Main Report Section

16. There are no major racial/ethnic tensions at Santa Paula High School.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	142	33.8	52.8	7.7	5.6
10th	113	42.5	31.9	18.6	7.1
11th	97	34.0	38.1	21.6	6.2
12th	61	31.1	50.8	9.8	8.2
Total	417	35.7	43.6	14.1	6.5

17. The counseling staff has given me good help in choosing my classes.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	142	28.2	36.6	25.4	9.9
10th	113	54.0	34.5	5.3	6.2
11th	99	24.2	46.5	16.2	13.1
12th	62	37.1	37.1	16.1	9.7
Total	420	35.7	38.3	16.4	9.5

18. The counseling staff assists me when I need help.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	141	39.0	32.6	19.1	9.2
10th	113	52.2	32.7	9.7	5.3
11th	99	25.3	45.5	18.2	11.1
12th	62	40.3	40.3	12.9	6.5
Total	419	39.6	37.0	15.3	8.1

WASC 32393

Santa Paula High Student Survey by Grade Level

Administered To: Santa Paula Students

Date Administered: Jan 15, 1999

Main Report Section

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree	
19. The staff treats all students with respect and dignity.	9th	142	33.8	45.8	12.7	7.7
	10th	110	47.3	34.5	13.6	4.5
	11th	96	35.4	34.4	19.8	10.4
	12th	61	21.3	52.5	21.3	4.9
	Total	413	36.1	41.2	15.7	7.0

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree	
20. The school staff helps students with problems and concerns facing them.	9th	142	29.6	49.3	16.2	4.9
	10th	110	35.5	42.7	14.5	7.3
	11th	96	22.9	47.9	22.9	6.2
	12th	61	26.2	42.6	27.9	3.3
	Total	412	29.4	46.1	18.9	5.6

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree	
21. I participate in the extra-curricular activities offered at Santa Paula High School (athletics, clubs, etc.).	9th	140	26.4	22.1	25.0	26.4
	10th	110	43.6	18.2	14.5	23.6
	11th	98	35.7	21.4	19.4	23.5
	12th	62	41.9	22.6	11.3	24.2
	Total	413	35.6	20.8	19.1	24.5

WASC 32394

Santa Paula High Student Survey by Grade Level

Administered To: Santa Paula Students

Date Administered: Jan 15, 1999

Main Report Section

22. The student government (ASB) is an important part of this school.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	142	40.1	43.7	12.7	3.5
10th	112	37.5	49.1	9.8	3.6
11th	96	25.0	41.7	22.9	10.4
12th	62	24.2	45.2	16.1	14.5
Total	415	33.3	44.8	15.2	6.7

23. The quality and choices of food served at school is good.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	138	32.6	41.3	17.4	8.7
10th	110	29.1	37.3	21.8	11.8
11th	97	16.5	37.1	28.9	17.5
12th	62	8.1	43.5	30.6	17.7
Total	409	24.0	39.9	23.2	13.0

24. Getting a good education is important to me.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	142	78.9	17.6	1.4	2.1
10th	113	85.0	12.4	0.0	2.7
11th	100	74.0	23.0	3.0	0.0
12th	62	69.4	22.6	3.2	4.8
Total	420	77.6	18.6	1.7	2.1

WASC 32395

Santa Paula High Student Survey by Grade Level

Administered To: Santa Paula Students

Date Administered: Jan 15, 1999

Main Report Section

25. I am able to take the elective courses I need.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	140	50.0	40.7	7.1	2.1
10th	111	54.1	38.7	6.3	0.9
11th	97	45.4	43.3	8.2	3.1
12th	62	41.9	41.9	12.9	3.2
Total	413	48.7	40.9	8.2	2.2

26. I am aware of the goals (Expected Schoolwide Learning Results) of Santa Paula High School.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	139	30.2	46.0	18.7	5.0
10th	110	39.1	42.7	13.6	4.5
11th	97	28.9	46.4	13.4	11.3
12th	62	25.8	38.7	21.0	14.5
Total	411	31.4	44.0	16.8	7.8

27. The school bulletin is a good source of information about what is happening at school.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	140	52.9	39.3	4.3	3.6
10th	111	64.0	26.1	7.2	2.7
11th	96	50.0	33.3	12.5	4.2
12th	62	43.5	43.5	9.7	3.2
Total	412	53.4	35.0	8.0	3.6

WASC 32396

Santa Paula High Student Survey by Grade Level

Administered To: Santa Paula Students

Date Administered: Jan 15, 1999

Main Report Section

28. Overall, Santa Paula High School is a good school and I am happy to be here.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
9th	140	58.6	32.1	5.7	3.6
10th	112	52.7	33.9	8.9	4.5
11th	98	45.9	40.8	9.2	4.1
12th	61	44.3	37.7	13.1	4.9
Total	414	51.7	35.7	8.5	4.1

2. Gender:

		Male	Female
9th	143	44.1	55.9
10th	113	56.6	43.4
11th	97	41.2	58.8
12th	62	54.8	45.2
Total	415	48.4	51.6

3. The courses I am taking would best be described as:

		Honors/Advanced Placemt	College Prep	Special Education	ESL	Don't Know
9th	141	18.4	30.5	6.4	19.1	25.5
10th	111	30.6	27.9	7.2	24.3	9.9
11th	98	19.4	64.3	6.1	5.1	5.1
12th	61	34.4	45.9	8.2	1.6	9.8
Total	412	24.3	40.0	6.8	14.8	14.1

WASC 32397

Santa Paula High Student Survey by Gender

**Survey Title:
Santa Paula High School Student Survey #4**

**Administered To:
Santa Paula High Students
Jan 15, 1999**

Santa Paula High Student Survey by Gender

Administered To: Santa Paula High Students

Date Administered: Jan 15, 1999

Main Report Section

1. I have a four year plan of classes (personal learning plan) which I am taking or going to take.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	200	37.0	43.5	10.0	9.5
Female	214	33.2	48.1	11.7	7.0
Total	426	35.0	45.3	11.0	8.7

2. The courses I am taking at Santa Paula High School will prepare me to enter college or the work force.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	201	39.8	47.8	8.0	4.5
Female	211	47.9	44.5	5.2	2.4
Total	424	43.6	46.2	6.4	3.8

3. I am familiar with and know how to use the Career Center.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	198	21.2	41.9	23.7	13.1
Female	214	19.6	40.2	26.6	13.6
Total	424	20.8	40.1	25.7	13.4

4. My teachers use a variety of teaching activities to help me learn.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	200	43.5	38.0	14.0	4.5
Female	210	36.7	42.9	17.1	3.3
Total	421	39.4	41.3	15.4	3.8

5. I receive ongoing information on grades so I know how I'm doing in class.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	199	41.7	41.2	13.1	4.0
Female	211	43.1	37.4	15.2	4.3
Total	422	42.2	38.9	14.7	4.3

WASC 32399

Santa Paula High Student Survey by Gender

Administered To: Santa Paula High Students

Date Administered: Jan 15, 1999

Main Report Section

6. My teachers utilize technology (such as computers, overhead transparencies, video tapes, etc.) in their teaching.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	200	41.5	34.5	18.5	5.5
Female	212	41.5	42.9	11.3	4.2
Total	423	41.1	39.0	15.1	4.7

7. I regularly complete and turn in homework assignments on time.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	197	40.6	42.6	11.7	5.1
Female	212	39.2	45.8	10.4	4.7
Total	421	39.2	44.4	11.2	5.2

8. There are adequate resources (tutoring, extra help, counseling, etc.) to enable me to succeed at Santa Paula...

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	199	46.2	39.2	10.6	4.0
Female	212	52.4	35.8	9.9	1.9
Total	423	50.4	36.6	10.2	2.8

9. I use the library to do research, read, do homework or produce written material.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	200	27.5	32.0	23.5	17.0
Female	214	31.3	40.2	18.2	10.3
Total	426	29.3	36.4	21.1	13.1

10. I can use computers in the computer lab, career center, and library to do homework or research.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	198	36.9	36.9	15.7	10.6
Female	214	45.3	33.6	14.5	6.5
Total	424	41.7	35.1	14.9	8.3

WASC 32400

Santa Paula High Student Survey by Gender

Administered To: Santa Paula High Students

Date Administered: Jan 15, 1999

Main Report Section

11. Drugs and alcohol are a problem in my school.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	200	27.5	20.5	25.5	26.5
Female	212	21.7	17.5	36.3	24.5
Total	424	23.8	19.8	31.1	25.2

12. Detracking (changing to college prep) was a good idea for Santa Paula High School.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	197	40.6	35.0	15.7	8.6
Female	210	44.3	32.4	10.5	12.9
Total	419	42.2	33.7	12.9	11.2

13. Rules are fair and consistently enforced.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	200	25.5	47.5	17.0	10.0
Female	212	22.6	44.8	25.5	7.1
Total	424	24.1	46.0	21.5	8.5

14. My grades in classes I'm taking are usually based on more than one way of testing (ie. oral exam, quizzes,...)

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	199	31.7	53.8	8.5	6.0
Female	214	44.4	40.7	8.9	6.1
Total	424	37.7	46.9	9.2	6.1

15. Santa Paula High School is a safe place to attend school.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	201	38.8	50.2	6.0	5.0
Female	213	40.8	47.4	7.5	4.2
Total	425	39.8	48.7	6.8	4.7

WASC 32401

Santa Paula High Student Survey by Gender

Administered To: Santa Paula High Students

Date Administered: Jan 15, 1999

Main Report Section

16. There are no major racial/ethnic tensions at Santa Paula High School.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	200	36.5	44.0	11.5	8.0
Female	210	35.7	42.9	16.2	5.2
Total	417	35.7	43.6	14.1	6.5

17. The counseling staff has given me good help in choosing my classes.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	201	34.3	37.3	15.4	12.9
Female	212	37.3	38.7	17.5	6.6
Total	420	35.7	38.3	16.4	9.5

18. The counseling staff assists me when I need help.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	199	33.7	39.7	14.1	12.6
Female	213	45.1	34.3	16.4	4.2
Total	419	39.6	37.0	15.3	8.1

19. The staff treats all students with respect and dignity.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	197	34.0	42.6	16.2	7.1
Female	209	38.3	39.2	15.3	7.2
Total	413	36.1	41.2	15.7	7.0

20. The school staff helps students with problems and concerns facing them.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	198	27.8	47.5	16.2	8.6
Female	208	30.8	44.2	22.1	2.9
Total	412	29.4	46.1	18.9	5.6

WASC 32402

Santa Paula High Student Survey by Gender

Administered To: Santa Paula High Students

Date Administered: Jan 15, 1999

Main Report Section

21. I participate in the extra-curricular activities offered at Santa Paula High School (athletics, clubs,...

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	195	36.4	21.0	19.0	23.6
Female	212	35.4	21.2	18.4	25.0
Total	413	35.6	20.8	19.1	24.5

22. The student government (ASB) is an important part of this school.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	198	24.7	48.5	17.2	9.6
Female	211	42.2	41.7	11.8	4.3
Total	415	33.3	44.8	15.2	6.7

23. The quality and choices of food served at school is good.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	195	22.6	34.4	24.6	18.5
Female	210	25.7	43.8	22.4	8.1
Total	409	24.0	39.9	23.2	13.0

24. Getting a good education is important to me.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	200	73.5	21.0	2.0	3.5
Female	214	82.2	15.4	1.4	0.9
Total	420	77.6	18.6	1.7	2.1

25. I am able to take the elective courses I need.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	194	46.9	42.3	7.7	3.1
Female	213	50.7	39.4	8.5	1.4
Total	413	48.7	40.9	8.2	2.2

WASC 32403

Santa Paula High Student Survey by Gender

Administered To: Santa Paula High Students

Date Administered: Jan 15, 1999

Main Report Section

26. I am aware of the goals (Expected Schoolwide Learning Results) of Santa Paula High School.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	193	30.6	45.1	16.6	7.8
Female	212	32.5	42.9	16.5	8.0
Total	411	31.4	44.0	16.8	7.8

27. The school bulletin is a good source of information about what is happening at school.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	193	48.2	34.7	10.4	6.7
Female	213	59.6	34.7	5.2	0.5
Total	412	53.4	35.0	8.0	3.6

28. Overall, Santa Paula High School is a good school and I am happy to be here.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Male	196	50.5	34.7	9.7	5.1
Female	212	53.3	35.8	7.5	3.3
Total	414	51.7	35.7	8.5	4.1

1. What grade are you in?

		9th grade	10th grade	11th grade	12th grade
Male	201	31.3	31.8	19.9	16.9
Female	214	37.4	22.9	26.6	13.1
Total	418	34.2	27.0	23.9	14.8

3. The courses I am taking would best be described as:

		Honors/Advanced Placement	College Prep	Special Education	ESL	Don't Know
Male	194	19.6	38.7	8.8	18.0	14.9
Female	214	29.0	40.7	5.1	11.7	13.6
Total	412	24.3	40.0	6.8	14.8	14.1

WASC 32404

Santa Paula High Student Survey by Course

**Survey Title:
Santa Paula High School Student Survey #3**

**Administered To:
Santa Paula High Students
Jan 15, 1999**

Santa Paula High Student Survey by Course

Administered To: Santa Paula High Students

Date Administered: Jan 15, 1999

Main Report Section

1. I have a four year plan of classes (personal learning plan) which I am taking or going to take.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP 100		46.0	48.0	4.0	2.0
College Prep 65		31.5	49.7	15.8	3.0
Sp. Ed.	27	25.9	22.2	7.4	44.4
ESL	61	41.0	32.8	13.1	13.1
Total	426	35.0	45.3	11.0	8.7

2. The courses I am taking at Santa Paula High School will prepare me to enter college or the work force.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP 100		41.0	51.0	7.0	1.0
College Prep 64		42.1	48.8	6.1	3.0
Sp. Ed.	26	50.0	38.5	3.8	7.7
ESL	61	54.1	37.7	4.9	3.3
Total	424	43.6	46.2	6.4	3.8

3. I am familiar with and know how to use the Career Center.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP 100		21.0	51.0	21.0	7.0
College Prep 65		23.0	39.4	24.8	12.7
Sp. Ed.	27	22.2	37.0	11.1	29.6
ESL	61	23.0	24.6	29.5	23.0
Total	424	20.8	40.1	25.7	13.4

WASC 32406

Santa Paula High Student Survey by Course

Administered To: Santa Paula High Students

Date Administered: Jan 15, 1999

Main Report Section

4. My teachers use a variety of teaching activities to help me learn.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP	99	23.2	51.5	24.2	1.0
College Prep	63	39.9	38.0	16.6	5.5
Sp. Ed.	26	30.8	38.5	19.2	11.5
ESL	61	65.6	27.9	4.9	1.6
Total	421	39.4	41.3	15.4	3.8

5. I receive ongoing information on grades so I know how I'm doing in class.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP	100	23.0	48.0	25.0	4.0
College Prep	62	50.6	33.3	13.6	2.5
Sp. Ed.	27	55.6	29.6	3.7	11.1
ESL	61	49.2	37.7	9.8	3.3
Total	422	42.2	38.9	14.7	4.3

6. My teachers utilize technology (such as computers, overhead transparencies, video tapes, etc.) in their teaching.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP	99	29.3	49.5	16.2	5.1
College Prep	65	43.6	37.0	16.4	3.0
Sp. Ed.	28	32.1	35.7	17.9	14.3
ESL	61	60.7	27.9	9.8	1.6
Total	423	41.1	39.0	15.1	4.7

WASC 32407

Santa Paula High Student Survey by Course

Administered To: Santa Paula High Students

Date Administered: Jan 15, 1999

Main Report Section

7. I regularly complete and turn in homework assignments on time.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP 100		36.0	52.0	11.0	1.0
College Prep 64		34.1	45.1	12.8	7.9
Sp. Ed.	24	54.2	25.0	0.0	20.8
ESL	60	60.0	36.7	3.3	0.0
Total	421	39.2	44.4	11.2	5.2

8. There are adequate resources (tutoring, extra help, counseling, etc.) to enable me to succeed at Santa Paula High School.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP 100		43.0	45.0	12.0	0.0
College Prep 64		49.4	36.6	12.8	1.2
Sp. Ed.	27	40.7	33.3	18.5	7.4
ESL	61	68.9	23.0	0.0	8.2
Total	423	50.4	36.6	10.2	2.8

9. I use the library to do research, read, do homework or produce written material.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP 100		18.0	30.0	34.0	18.0
College Prep 64		28.7	37.2	21.3	12.8
Sp. Ed.	28	35.7	25.0	7.1	32.1
ESL	61	47.5	34.4	13.1	4.9
Total	426	29.3	36.4	21.1	13.1

WASC 32408

Santa Paula High Student Survey by Course

Administered To: Santa Paula High Students

Date Administered: Jan 15, 1999

Main Report Section

10. I can use computers in the computer lab, career center, and library to do homework or research.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP	99	40.4	33.3	16.2	10.1
College Prep	64	45.7	37.8	13.4	3.0
Sp. Ed.	27	25.9	25.9	18.5	29.6
ESL	61	42.6	34.4	14.8	8.2
Total	424	41.7	35.1	14.9	8.3

11. Drugs and alcohol are a problem in my school.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP	99	13.1	19.2	46.5	21.2
College Prep	65	18.8	20.6	32.1	28.5
Sp. Ed.	28	42.9	25.0	14.3	17.9
ESL	61	45.9	14.8	18.0	21.3
Total	424	23.8	19.8	31.1	25.2

12. Detracking (changing to college prep) was a good idea for Santa Paula High School.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP	100	42.0	29.0	16.0	13.0
College Prep	64	49.4	30.5	10.4	9.8
Sp. Ed.	25	32.0	20.0	20.0	28.0
ESL	59	47.5	37.3	10.2	5.1
Total	419	42.2	33.7	12.9	11.2

WASC 32409

Santa Paula High Student Survey by Course

Administered To: Santa Paula High Students

Date Administered: Jan 15, 1999

Main Report Section

13. Rules are fair and consistently enforced.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP	99	10.1	60.6	25.3	4.0
College Prep	64	22.6	40.9	26.2	10.4
Sp. Ed.	27	33.3	44.4	3.7	18.5
ESL	61	45.9	36.1	9.8	8.2
Total	424	24.1	46.0	21.5	8.5

14. My grades in classes I'm taking are usually based on more than one way of testing (ie. oral exam, quizzes, essay, homework).

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP	100	47.0	45.0	4.0	4.0
College Prep	63	37.4	47.2	9.8	5.5
Sp. Ed.	27	25.9	44.4	11.1	18.5
ESL	61	36.1	45.9	9.8	8.2
Total	424	37.7	46.9	9.2	6.1

15. Santa Paula High School is a safe place to attend school.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP	99	39.4	49.5	10.1	1.0
College Prep	65	39.4	50.3	5.5	4.8
Sp. Ed.	28	35.7	28.6	17.9	17.9
ESL	61	54.1	39.3	3.3	3.3
Total	425	39.8	48.7	6.8	4.7

WASC 32410

Santa Paula High Student Survey by Course

Administered To: Santa Paula High Students

Date Administered: Jan 15, 1999

Main Report Section

16. There are no major racial/ethnic tensions at Santa Paula High School.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP	99	38.4	42.4	14.1	5.1
College Prep	63	38.7	42.9	12.3	6.1
Sp. Ed.	27	37.0	33.3	11.1	18.5
ESL	61	37.7	39.3	18.0	4.9
Total	417	35.7	43.6	14.1	6.5

17. The counseling staff has given me good help in choosing my classes.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP	100	23.0	43.0	23.0	11.0
College Prep	64	32.3	42.1	14.6	11.0
Sp. Ed.	27	44.4	22.2	18.5	14.8
ESL	61	63.9	27.9	4.9	3.3
Total	420	35.7	38.3	16.4	9.5

18. The counseling staff assists me when I need help.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP	99	33.3	41.4	20.2	5.1
College Prep	63	35.6	40.5	16.0	8.0
Sp. Ed.	28	39.3	21.4	10.7	28.6
ESL	61	60.7	24.6	9.8	4.9
Total	419	39.6	37.0	15.3	8.1

WASC 32411

Santa Paula High Student Survey by Course

Administered To: Santa Paula High Students

Date Administered: Jan 15, 1999

Main Report Section

19. The staff treats all students with respect and dignity.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP	99	25.3	50.5	19.2	5.1
College Prep	62	32.1	43.8	16.7	7.4
Sp. Ed.	25	32.0	28.0	32.0	8.0
ESL	61	65.6	24.6	3.3	6.6
Total	413	36.1	41.2	15.7	7.0

20. The school staff helps students with problems and concerns facing them.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP	99	19.2	55.6	21.2	4.0
College Prep	61	26.1	48.4	21.1	4.3
Sp. Ed.	28	39.3	32.1	14.3	14.3
ESL	59	49.2	35.6	10.2	5.1
Total	412	29.4	46.1	18.9	5.6

21. I participate in the extra-curricular activities offered at Santa Paula High School (athletics, clubs, etc.).

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP	100	53.0	19.0	14.0	14.0
College Prep	62	32.7	25.3	16.0	25.9
Sp. Ed.	26	30.8	19.2	15.4	34.6
ESL	59	30.5	15.3	23.7	30.5
Total	413	35.6	20.8	19.1	24.5

WASC 32412

Santa Paula High Student Survey by Course

Administered To: Santa Paula High Students

Date Administered: Jan 15, 1999

Main Report Section

22. The student government (ASB) is an important part of this school.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP	99	37.4	38.4	17.2	7.1
College Prep	63	27.6	47.2	17.8	7.4
Sp. Ed.	26	30.8	42.3	7.7	19.2
ESL	60	45.0	40.0	10.0	5.0
Total	415	33.3	44.8	15.2	6.7

23. The quality and choices of food served at school is good.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP	99	17.2	44.4	27.3	11.1
College Prep	58	20.3	39.2	24.7	15.8
Sp. Ed.	26	19.2	46.2	11.5	23.1
ESL	59	49.2	30.5	13.6	6.8
Total	409	24.0	39.9	23.2	13.0

24. Getting a good education is important to me.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP	100	88.0	12.0	0.0	0.0
College Prep	64	75.0	23.2	1.2	0.6
Sp. Ed.	28	57.1	25.0	3.6	14.3
ESL	60	90.0	5.0	3.3	1.7
Total	420	77.6	18.6	1.7	2.1

WASC 32413

Santa Paula High Student Survey by Course

Administered To: Santa Paula High Students

Date Administered: Jan 15, 1999

Main Report Section

25. I am able to take the elective courses I need.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP	100	47.0	45.0	6.0	2.0
College Prep	61	49.1	41.6	8.7	0.6
Sp. Ed.	27	48.1	29.6	14.8	7.4
ESL	58	62.1	31.0	5.2	1.7
Total	413	48.7	40.9	8.2	2.2

26. I am aware of the goals (Expected Schoolwide Learning Results) of Santa Paula High School.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP	99	27.3	41.4	21.2	10.1
College Prep	61	31.7	44.7	17.4	6.2
Sp. Ed.	26	26.9	23.1	19.2	30.8
ESL	58	48.3	36.2	10.3	5.2
Total	411	31.4	44.0	16.8	7.8

27. The school bulletin is a good source of information about what is happening at school.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP	100	46.0	44.0	10.0	0.0
College Prep	62	53.1	35.8	6.8	4.3
Sp. Ed.	26	46.2	23.1	19.2	11.5
ESL	58	70.7	24.1	3.4	1.7
Total	412	53.4	35.0	8.0	3.6

WASC 32414

Santa Paula High Student Survey by Course

Administered To: Santa Paula High Students

Date Administered: Jan 15, 1999

Main Report Section

28. Overall, Santa Paula High School is a good school and I am happy to be here.

		Completely Agree	Generally Agree	Generally Disagree	Completely Disagree
Honors/AP	99	46.5	42.4	11.1	0.0
College Prep	64	45.7	39.0	11.0	4.3
Sp. Ed.	28	42.9	32.1	7.1	17.9
ESL	57	77.2	15.8	1.8	5.3
Total	414	51.7	35.7	8.5	4.1

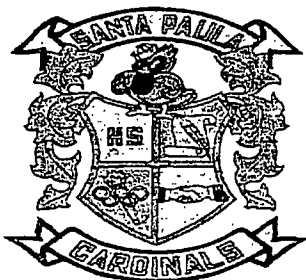
1. What grade are you in?

		9th grade	10th grade	11th grade	12th grade
Honors/AP	100	26.0	34.0	19.0	21.0
College Prep	65	26.1	18.8	38.2	17.0
Sp. Ed.	28	32.1	28.6	21.4	17.9
ESL	60	45.0	45.0	8.3	1.7
Total	418	34.2	27.0	23.9	14.8

2. Gender:

		Male	Female
Honors/AP	100	38.0	62.0
College Prep	62	46.3	53.7
Sp. Ed.	28	60.7	39.3
ESL	60	58.3	41.7
Total	415	48.4	51.6

WASC 32415



Santa Paula High School
Western Association of Schools and Colleges
Self-Study Report- March, 1999

Administered to all staff attending WASC Staff Development Day on January 15, 1999.

CA=Completely Agree GA= Generally Agree GD= Generally Disagree CD= Completely Disagree

Vision, Leadership, and Culture Survey Results

1. Does the district promote professional growth for all staff?

35 CA 28GA 12GD 0 CD 84% CA/GA 16% GD 0% CD

2. I am currently following a professional growth plan.

33 CA 21GA 11GD 7CD 75% CA/GA 15% GD 10% CD

3. Professional development and inservice improves my professional effectiveness.

30 CA 30 GA 9 GD 3 CD 83% CA/GA 12% GD 5% CD

4. The culture of Santa Paula High is characterized by trust.

18 CA 29 GA 14 GD 5 CD 71% CA/GA 21% GD 8% CD

5. The culture of Santa Paula High is characterized by professionalism among staff.

19 CA 34 GA 11 GD 1 CD 74% CA/GA 17% GD 9% CD

6. The culture of Santa Paula High is characterized by high expectations of students.

19 CA 27 GA 19 GD 4 CD 67% CA/GA 28% GD 5% CD

7. The culture of Santa Paula High is characterized by continuous school improvement.

24 CA 34 GA 6 GD 0 CD 91% CA/GA 9% GD 0% CD

8. I attend professional development conferences/workshops (answer below.)

27 Twice or more per year 20 At least one per year 7 Less than one per year

Powerful Teaching and Learning Survey Results

CA=Completely Agree GA= Generally Agree GD= Generally Disagree CD= Completely Disagree

All students at SPHS are given the opportunity to be involved in challenging learning experiences:

	CA	GA	GD	CD
Resources are made available to students 79% Completely Agree/Generally Agree	27	33	14	2
Opportunities to develop personal and interpersonal skills (clubs, activities, community service, etc.) 91% Completely Agree/Generally Agree	45	23	4	3
Critical thinking and learning skills are encouraged. 84% Completely Agree/Generally Agree	24	38	12	0

Teacher use a variety of strategies and resources to encourage students to actively participate and learn at SPHS:

Teachers use collaborative learning styles in their lesson plans. (group discussions, team projects, etc.) 90% Completely Agree/Generally Agree	21	40	6	1
Teachers effectively use cross-curricular activities in their lesson plans. (English/History, Science/Math, etc.) 72% Completely Agree/Generally Agree	14	32	17	1
Teachers use opportunities in connection to the community. (field trips, guest speakers, resources, etc.) 75% Completely Agree/Generally Agree	19	32	17	0

All students and teachers at SPHS are subject to the necessity of emphasizing high order thinking skills:

All students and teachers have been affected by the elimination of "standard level" courses. 90% Completely Agree/Generally Agree	37	24	4	3
All students and teachers have been affected by Block Scheduling. 93% Completely Agree/Generally Agree	45	19	4	1
All students and teachers are pursuing the integration of applied content to the learning and teaching process. 82% Completely Agree/Generally Agree	15	38	9	3

Collaboration occurs among:

Staff (staff development, inservice, conferences, etc.)	18	41	10	4
80% Completely Agree/Generally Agree				

Students and staff (mentoring, extracurricular activities, etc.)	18	42	10	3
82% Completely Agree/Generally Agree				

Students (ASB, clubs, class activities, etc.)	27	33	7	0
82% Completely Agree/Generally Agree				

School and community (Interact, Rotary mentorships, Key Club YMCA, etc.)	24	35	4	2
91% Completely Agree/Generally Agree				

Students use a variety of resources for learning experiences beyond the classroom:

Students actively use the school library.	20	37	8	2
85% Completely Agree/Generally Agree				

Students join academic competitions (Mock Trial, Geo Bowl, FFA, etc.)	24	36	10	2
83% Completely Agree/Generally Agree				

Students voluntarily join vocational programs (ROP, Voc. Ed Courses, etc.)	21	39	2	5
83% Completely Agree/Generally Agree				

Assessment and Accountability RESULTS

Please indicate below assessment strategies used.

Often = 1 Seldom = 2

LIST OF ASSESSMENT METHODS	OFTEN USED	SELDOM USED
Objective test	38	11
Essay test	26	23
Oral presentation	24	25
Individual project	38	11
Student Exhibitions	22	26
Group Exam	24	24
Group Projects	37	14
Portfolio (sample of work in a particular class)	30	17
Quiz	44	6
Process Writing	31	15
Research Project	26	22
Labs	25	20
Musical/Dramatic Performance (role play)	28	21
Art	26	21
Other (s): Test from Notes (etc.)	20	22

1 = Non Important

2 = Somewhat Important

3 = Important

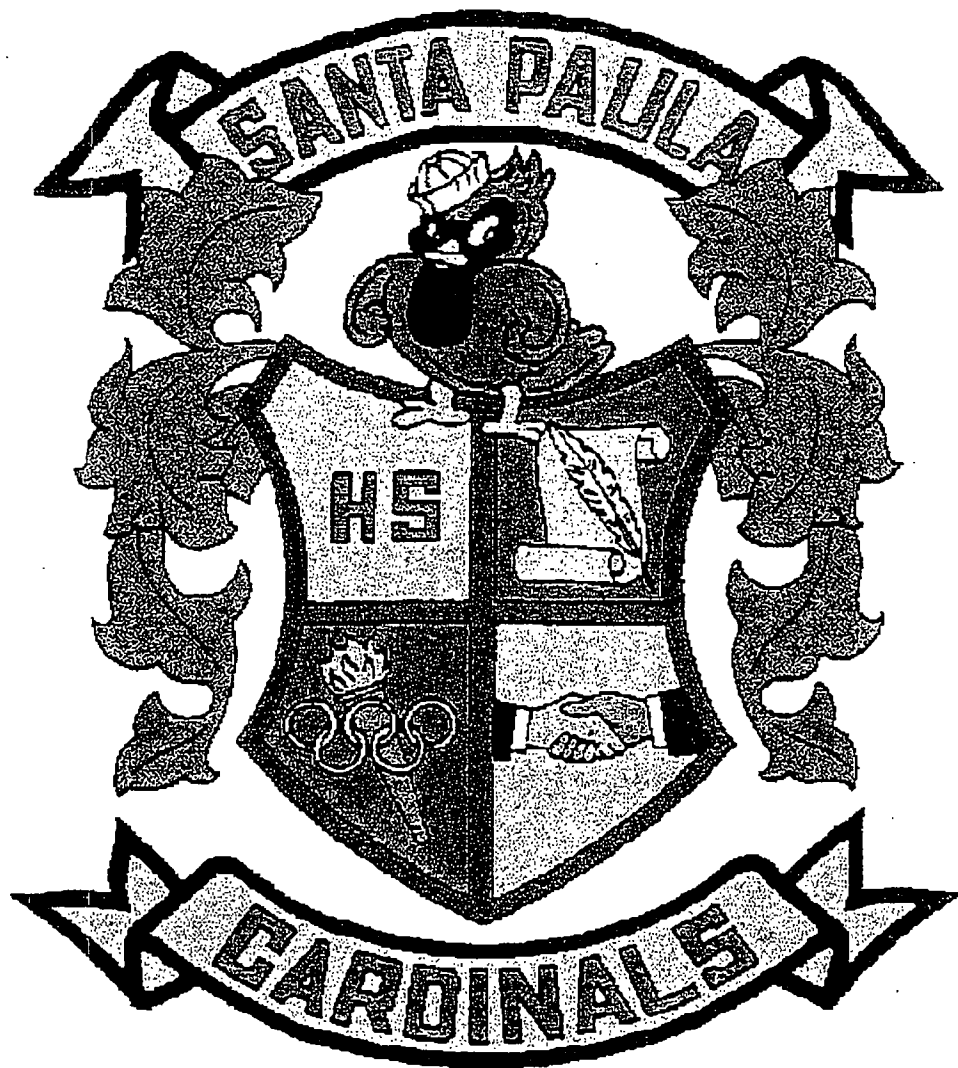
4 = Very Important

Purposes of Assessment: Please indicate by completing the following:	1	2	3	4
Assigning Grades	4	9	9	30
Monitoring and Evaluating student progress	3	3	11	35
Evaluating effectiveness of instructional strategies	2	7	12	32
Evaluating effectiveness of curriculum	2	6	13	31

Comments:

"The main purpose of assessment is for continual positive evaluation on improvement on the part of students, curriculum, and staff."
"Communicate short term and long term educational goals to students often."
"The accelerated reader is a boon to our school. Block Schedule is an additional advantage. The school needs to recognize high academic achievers (such as every single rally) and not just focus on athletes."
"The emphasis on progress has benefited both the teachers the student. Ideally, the importance of education will permeate Santa Paula society and academics will become a source of pride."

Santa Paula High School



**Outcomes
1997-1998**

Board of Trustees

Robert Salas

President

Eric Barragan

Vice President

Shirley Hendren

Clerk

Terence P. Nelson III

Member

Al Sandoval

Member

District Administration

Dr. William J. Brand

Superintendent

Paula Driscoll

Executive Director of Business Administrative Services

Craig Logsdon

Director of Maintenance

Sergio Robles

Director of Educational Services

Administration

J. Antonio Gaitan, Principal

Rosalinda Alvarez, Assistant Principal

Paul Tonello, Assistant Principal

Outcomes



Production:

Information Compiled by: Rosalinda Alvarez, Assistant Principal
Graphics & Layout: Dan Sillars

Introduction

During my years as principal, I have established a process to compile baseline data and information in order to provide the Board of Trustees, teachers, students, parents, and the community of Santa Paula with data on the progress of our students at Santa Paula High School. I have done this with the assistance and support from my office, administrative and teaching staff. In my two and a half years as principal, I have observed a staff that leads me to believe that we have a knowledgeable and talented group of dedicated teachers, counselors and administration who care about providing the best educational programs for all students at SPHS. We have a dedicated and supportive Board of Trustees and a school community who is interested in providing an educational program that will prepare our students for the turn of the century. I strongly believe that our team approach is the key element in the success of all students at SPHS.

On the following pages you will find the most recent information about Santa Paula High School. We have compiled data and information from many sources and will attempt to update this data on an annual basis. We will also add information as data becomes available. The information provided in this Outcomes Report indicates that we are making progress in many areas and it shows that we have some key issues and challenges.

We want to work with you, the parents and community of Santa Paula, to improve continuously the performance and skills of our students. This information is vital to you and our staff in order to monitor our progress and to set high expectations and a rigorous academic program all our students.

J. Antonio Gaitan,
Principal



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Santa Paula High School Mission Statement

1997 - 1998








"In partnership with parents and community, Santa Paula High School will provide students with a safe environment. Our students will be empowered with the tools to become productive, prepared, and moral human beings. Above all, Santa Paula High School will foster mutual respect and dignity. Santa Paula High School will stress academic excellence, literacy, and technological skills within this context."

Goals 1997-1998

1. All students will have access to, and participate in, a rigorous, sequential and coherent curriculum, based on current educational research and thinking, that prepares them to think conceptually, construct meaning, make connections, solve complete problems, communicate effectively, and apply concepts and skills in meaningful, real-work contexts.
2. All students in the SPUHSD will be actively engaged in learning the core curriculum in subject areas represented in the State of California Frameworks, Model Curriculum Standards, and Quality Criteria for Secondary Schools. Graduates will be prepared to immediately enter the work force or continue their education in either technical or academic program.
3. All students in the SPUHSD will be provided with a safe, orderly, well-maintained learning environment and will be encouraged to participate in all co-curricular activities.
4. All students will experience a positive school environment in which teachers are working effectively with colleagues, parents and community.
5. All teachers will be current in subject matter knowledge and instructional strategies, ensuring that the curriculum meets uniformly high standards, the State recommended frameworks, and is responsive to student diversity in learning needs and style in a multicultural society.
6. The SPUHSD will improve student attendance, retention and graduation rates.
7. Educational technology will be integrated into the core curriculum to support the instructional program.

Expected Schoolwide Learning Results (ESLRs)

All Students at Santa Paula High School will demonstrate:

-  **The ability to research and access information from various sources and use information to achieve personal goals.**
-  **An understanding and respect for individuals' differences and similarities including those from diverse cultures and backgrounds.**
-  **The ability and skills necessary to set lifelong physical fitness and health goals.**
-  **The ability to solve problems in a way that considers information, evaluates alternatives, and makes informed choices.**
-  **The ability to read the English Language competently (either for functional or recreational purposes).**
-  **The ability to use current technology as a tool to access information, plan, make presentations and communicate convincingly.**
-  **An awareness of the valuable contributions they can make to society and to develop a sense of responsibility.**

Expected Schoolwide Learning Results



ESLRs

**Santa Paula High School agrees
that ALL students will learn:**

- ✓ **RESOURCES**
- ✓ **INTERPERSONAL SKILLS**
- ✓ **PERSONAL QUALITIES**
- ✓ **THINKING SKILLS**
- ✓ **BASIC SKILLS**
- ✓ **TECHNOLOGY**
- ✓ **SOCIAL RESPONSIBILTY**

Santa Paula High School

Six Elements of Success

- ① **Improving Test Scores**
- ② **Maintaining High Attendance**
- ③ **Addressing Reading Skills and Improving GPA's**
- ④ **Maintaining a Drop-Out Rate Below the County and State Level**
- ⑤ **Increasing Enrollment at Community and Four Year Colleges and Universities**
- ⑥ **Monitoring the Transition of Students into a College Prep, Honors, or Advanced Placement Course**

GRADUATION REQUIREMENTS

You must earn 220 **credits** to qualify for a high school diploma, which include the following course requirements:

1.	American Government	5 credits
2.	Economics	5 credits
3.	U.S. History	10 credits
4.	World History	10 credits
5.	World Geography	5 credits
6.	English	40 credits
7.	Fine Arts or Foreign Language	10 credits
8.	Health	5 credits
9.	Mathematics	20 credits
10.	Physical Education	20 credits
11.	Science	
	• Physical Science	10 credits
	• Biological Science	10 credits
12.	Vocational Education	10 credits
TOTAL CREDITS:		220 Credits

To earn a high school diploma, a student must also pass the following tests:

1. Basic Reading Comprehension Test
2. Basic Written Expression Test
3. Basic Mathematics Test
4. Paragraph Writing Exam

IVOCATIONAL SCHOOL or
COMMUNITY COLLEGE**II**CALIFORNIA STATE
UNIVERSITIES**III**UNIVERSITY OF
CALIFORNIA**IV**VERY COMPETITIVE
COLLEGES AND UNIVERSITIESWHO IS
ELIGIBLE

100%

TOP 33 1/3%
GPA 3.30+TOP 12 1/2%
GPA 3.30+

TOP 5% GPA 3.30+

ENTRANCE
TESTMeets High School
Graduation Requirements

SAT or ACT

SAT or ACT &
ACHSAT or ACT & ACH
(see college requirements)DEGREE OF
DIFFICULTY

Competitive

More Competitive

Very Competitive

English 9 (CP)
Geography (CP)/Health
Mathematics
Fine Arts
P.E.
Vocational ElectiveEnglish 9 (CP) (H)
Geography(CP) Health
Algebra I
Phy. Sci/or Ag. Sci
P.E.
Foreign Language IEnglish 9 (CP) (H)
Geography (CP) (H)
Algebra I (CP) (H)
Foreign Language I
P.E.
Phy. Science (CP)English 9 (CP) (H)
Geography(CP)(H)/Health
Algebra I (CP) (H)
Foreign Language I
Biology or AP Biology
P.E.English 10 (CP)
World History(CP)
Mathematics
Science
P.E.
Vocational ElectiveEnglish 10 (CP) (H)
World History(CP)(H)
Geometry (CP) (H)
Lab Science
P.E.
Foreign Language IIEnglish 10 (CP)(H)
World Hist. (CP)(H)
Geometry (CP)(H)
Science
P.E.
Foreign Language IIEnglish 10 (CP) (H)
World Hist. (CP) (H)
Geometry (CP) (H)
Science(Chem or Physics)(CP)(H)
Foreign Language II
P.E.English 11 (CP)
U.S. History (CP)
Science
Elective
Vocational Elective
ElectiveEnglish 11 (CP) (AP)
U.S. History (CP)
Lab Science
Algebra II
Foreign Language III (Rec)
Fine ArtsEnglish 11 (CP)(AP)
U.S. Hist. (CP)(H)
Lab Science
Algebra II
Foreign Lang. III
Fine ArtsEnglish 11 (CP) (AP)
U.S. Hist. (CP) (AP)
Algebra II (CP) (H)
Science (Chem or Physics)(CP)(H)
Foreign Language III
ElectiveEnglish 12 (CP)
Gov't (CP)/ Economics(CP)
Vocational Elective
Elective
Elective
ElectiveEnglish 12 (CP) (AP)
Gov't / Economics
Foreign Lang. IV (Rec.)
or Elective
Algebra II/Elective
Physics
Elective
**csu requires 1 year
*accelerated students' sequence
Geometry (H)
Algebra II/(H) Calculus (AP)English 12 (CP) (AP)
Gov't/Economics(CP)
Calculus(CP)(H)
Lab Science
Foreign Lang. IV
Elective
*accelerated Students' sequence
Geometry (H)
Algebra II (H)Calculus (AP)English 12 (CP) (H) (AP)
Gov't/Economics (CP)(AP)
Calculus (CP) (H)
Science
Foreign Language IV
Elective
*accelerated students' sequence Geometry (H)
Algebra II/(H).Calculus, Calculus (AP)

AP -Advanced Placement

H -Honors

CP -College Prep.

Rec -Recommended

SANTA PAULA UNION HIGH SCHOOL DISTRICT

1998-99 SCHOOL YEAR CALENDAR

July 98						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September

7
Labor Day
8
Teacher Work Day
9
School Begins for Students (Term 1)
24
Min. Day—Back-to-School Night (1st)

October

2
Staff Development Day
9
Minimum Day—End of 1st Quarter
19
Minimum Day—WASC Staff Dev.
26
Minimum Day—WASC Staff Dev.

November

6
Minimum Day—End of 1st Semester
11
Veterans Day
16
Minimum Day—WASC Staff Dev.
26
Thanksgiving
27
Board Approved Holiday

December

11
Minimum Day—End of 3rd Quarter
21
Winter Break 21-1

January

15
Staff Development Day
18

Martin Luther King, Jr. Day

29
Minimum Day—End of 2nd Semester

February

1
Students begin Term 2
12
Lincoln's Birthday
15
Presidents Day
18
Min. Day—Back-to-School Night (2nd)

March

5
Minimum Day—End of 1st Quarter
April
2
Minimum Day—End of 1st Semester
5
Spring Break 5-9
Spring Break Day (Classified only)

May

14
Minimum Day—End of 3rd Quarter
28
Staff Development Day
31
Memorial Day

June

17
End of School Year 1998-99
Minimum Day—End of 2nd Semester
18
Graduation Day
Teacher Work Day

January 99						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 98						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 99						
S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

September 98						
S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

March 99						
S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

October 98						
S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 99						
S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

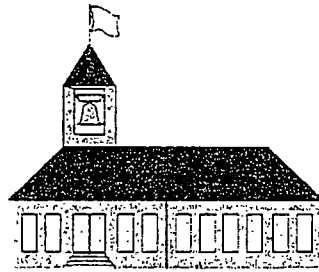
November 98						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 99						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

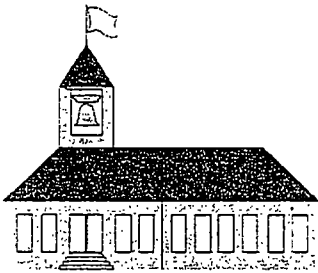
December 98						
S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 99						
S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

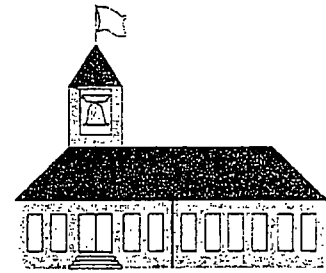
Holiday ☐ Staff Development Day ☐ Minimum Day ☐
TOTAL 180 DAYS BOARD APPROVED 6/24/98



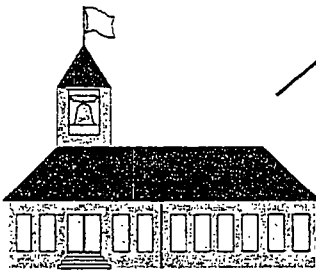
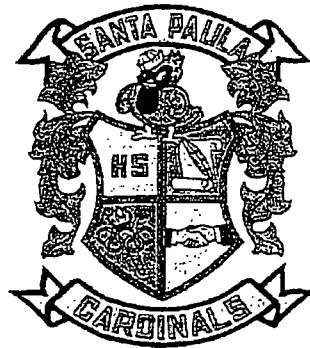
Isbell Middle School



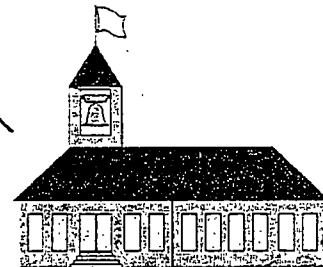
Briggs School



St. Sebastian School



Mupu School



John Jenkins
Christian Academy

Santa Paula High School

1997 Valedictorian: Steven Reeder

1997 Salutatorian: Kathleen Nava

Graduating Class Scholarship \$ by the Class of 1998 is \$375,000+

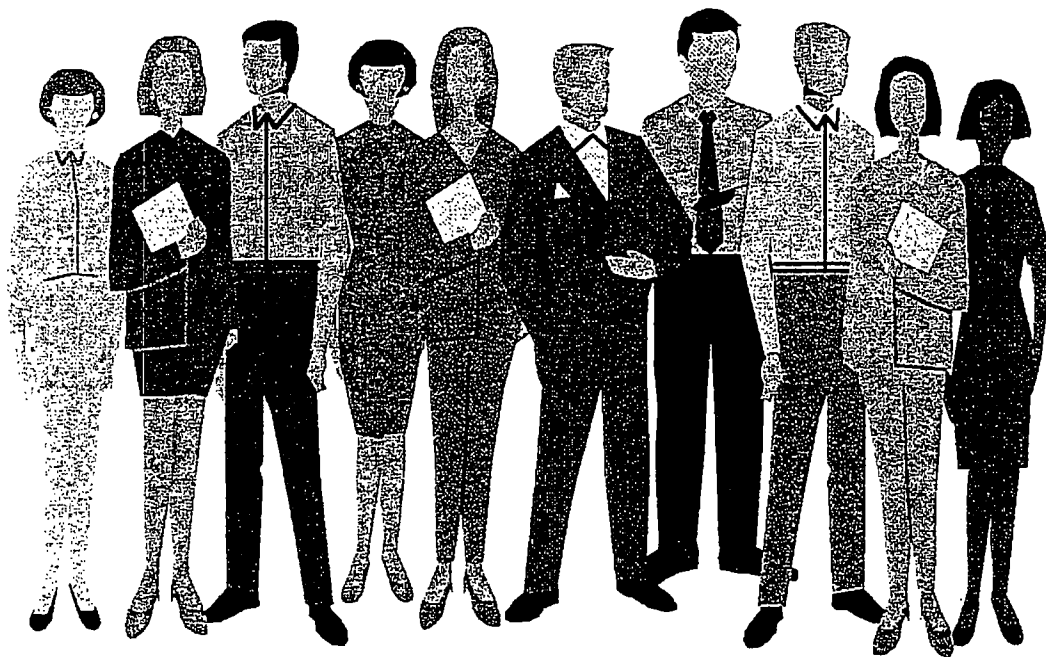
Clubs

Academic Decathlon	Cross Club	Migrant Club
Art	Drama / Theater Club	Mock Trial
Associated Student Body	Future Farmers of America (FFA)	National Honor Society
Auto Tech. Club	Geography Bowl	Pep Squad
AVID	Interact	Science Club
Band	Key Club	Student Senate
California Scholastic Federation (CSF)	Knowledge Bowl	Yearbook
Creative Writing Club	MECHA	

Sports Activities

Basketball	Football	Track
Baseball	Soccer	Volleyball
Cross Country	Softball	Wrestling

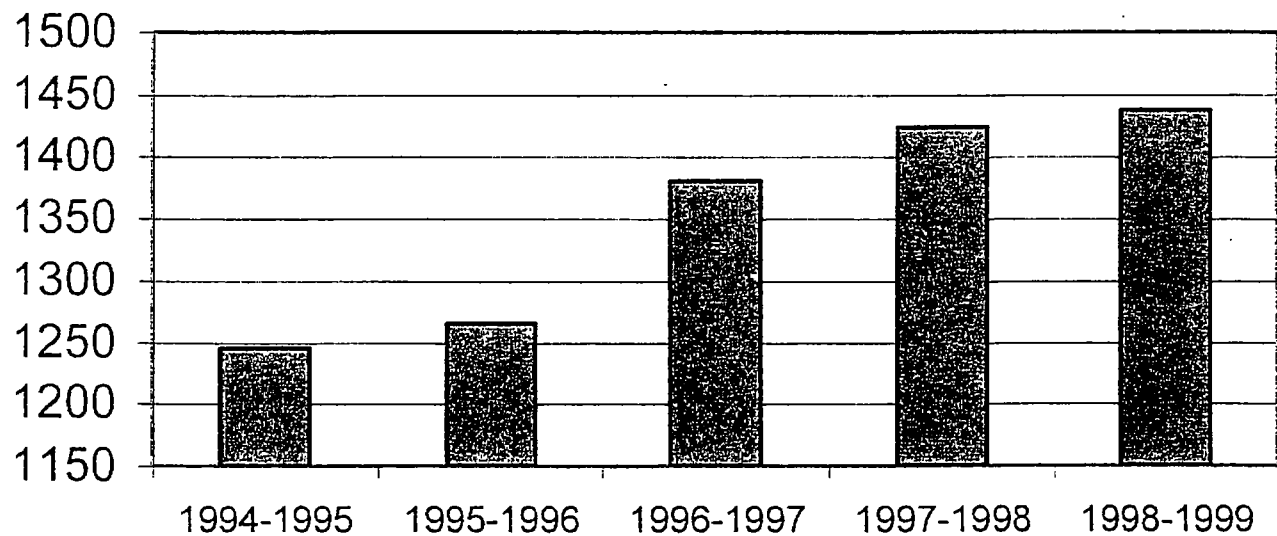
CBEDS DEMOGRAPHIC DATA



The California Basic Educational Data System (CBEDS) School Information Form is demographic information illustrating enrollment by grade, gender and ethnic background. With this information we have been able to show the SPUHSD ethnic trends of enrollment over the period of time from 1995 - 1998.

CBEDS - SPHS Total Enrollment Trends

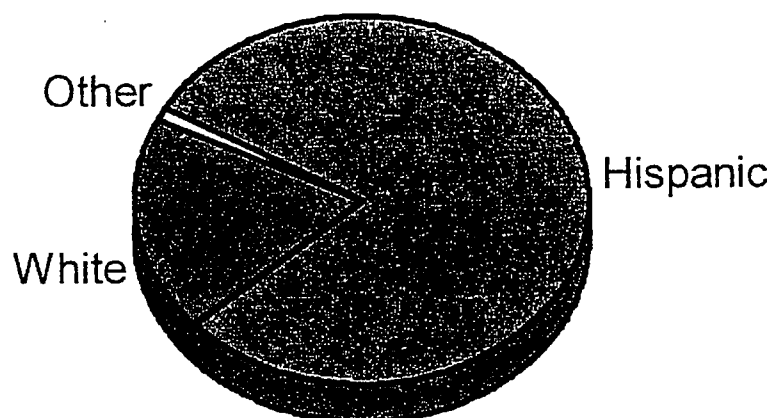
	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999
SPHS	1246	1266	1381	1424	1438



CBEDS 1997 - 1998 Ethnicity Information

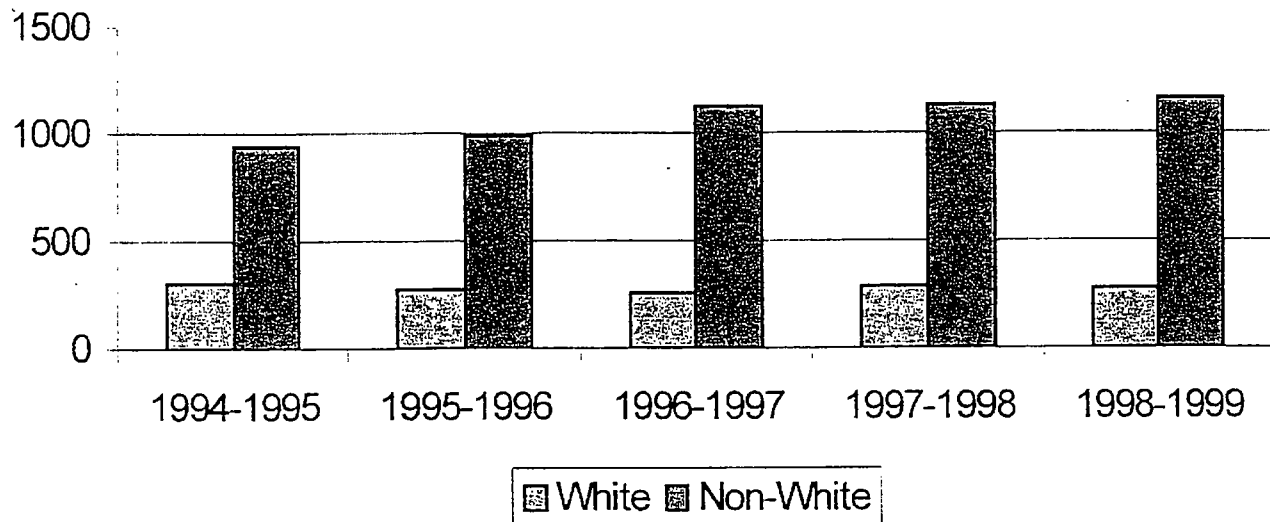
# of	Native Amer.	Asian	Pacific Islander	Filipino	Hispanics	African Amer.	White	Total
SPHS	2	5	0	0	1150	3	278	1438

SPHS ETHNICITY DATA



Ethnic Trends of Enrollment

	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999
White	305	276	258	292	278
Non-White	941	990	1123	1132	1160



GOLDEN STATE EXAMS



The **Golden State Exams (GSE)** are meant to be used as an incentive and recognition program for students. They are not meant to have district-by-district or school-by school-comparisons. The following shows the 1998 SPUHSD's student achievement on the Golden State Examination.

GOLDEN STATE EXAMS - 1998

The Golden State Examination Program is one of the principle measures mandated by the Education Reform Act of 1983 to upgrade and expand statewide achievement testing in California. Our district students took the rigorous Golden State Examinations in the following subject areas: Algebra, Geometry, and Government. U.S. History, Reading/Literature, Written Comp., and Economics. Students were tested in these areas and students received Highest Honors, students received Honors, and students received School Recognition.

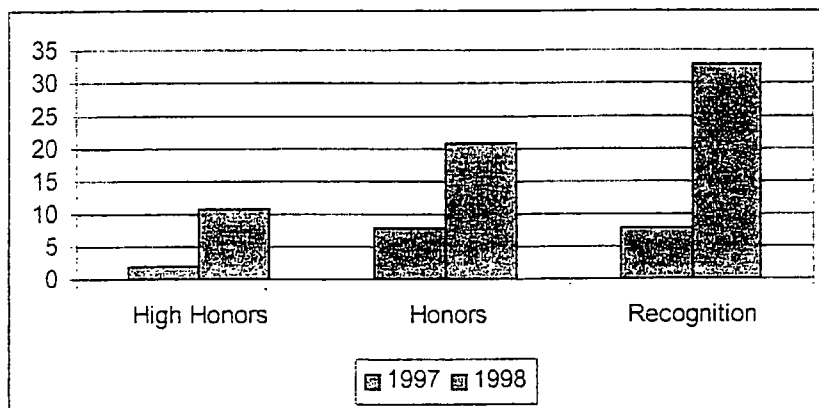
	<u>1996</u>	<u>1997</u>	<u>1998</u>
Students Tested	0	57	284
Highest Honors	0	2	11
Honors	0	8	21
Recognition	0	8	33

1998 GOLDEN STATE EXAMS RESULTS

School	Subject	Students Tested	Awards
Santa Paula	Algebra	98	11
	Geometry	39	12
	Government	25	18
	Economics	22	3
	U.S. History	45	4
	Reading / Literature	29	10
	<u>Written Composition</u>	<u>26</u>	<u>7</u>
	TOTAL:	284	65

Golden State Examination

May 1998



1997

1998

Subject	High Honors	Honors	Recognition	High Honors	Honors	Recognition
1st Year Algebra	0	1	1	3	7	1
Geometry	1	1	3	2	8	2
Government / Civics	1	6	4	6	4	8
U.S. History	0	0	0	0	0	4
Economics	0	0	0	0	1	2
Reading / Literature	0	0	0	0	0	10
Written Composition	0	0	0	0	1	6
TOTAL	2	8	8	11	21	33

Total Awards 1997: 18

Total Awards 1998: 65

NATIONAL MERIT SCHOLARSHIP PROGRAM HONOREES

The National Merit Scholarship Program is an annual in which 50,000 scholastically talented high school students are identified and honored. Honored students score exceptionally well on the preliminary Scholastic Aptitude Test (PSAT) at the beginning of their junior year. The 50,000 "commended" students are invited to name two colleges or universities to which they might attend. Information about their exceptional PSAT performance is sent to institutions they identify. In addition, 15,000 of the 50,000 are designated as "semi-finalists." "Semi-finalists," in turn, are eligible for 6,000 Merit Scholarships for college undergraduate study. Below is the name of the SPUHSD student who was designated as "semi-finalist" or "commended" in the fall of 1998 for her performance on the fall 1997 PSAT.

SPHS National Merit Scholarship Program Honorees

Kathleen Nava	<i>Semi-Finalist</i>	1997
Kathleen Nava	<i>Finalist</i>	1997
Kathleen Nava	<i>Recipient</i>	1997



Stanford Achievement Test (SAT 9)

1998 Results: Percent At/Above the National 50 PR

Grade	Reading	Mathematics	Language	Social Science
Grade 9	23	41	42	35
Grade 10	14	20	20	21
Grade 11	24	25	33	43

Percents At / Above the National Percentile

The Stanford Achievement Test (SAT 9) is a new and unfamiliar test that is not aligned to any existing framework or curriculum used in California. The above represents the baseline data for the 1998 series of tests.

The test publisher considers any score between 26 and 75 to be in the "average" range. Our district and the State of California considers a percentile rank of 50 to represent on-grade-level performance. The national percentile ranks indicate the relative standing of a student in comparison with other students in the same grade in the reference group who took the test at a comparable time. The percentile rank corresponding to a given score indicates the percentage of students in the same grade obtaining scores equal to or less than that score.

Percentile ranks are useful for comparing a student's performance on a particular subtest relative to the performance of other students. They are also useful for comparing a student's performance across content areas in a score profile. As you can see, these results represent both challenges, as in Reading, and triumphs, as in Social Studies.

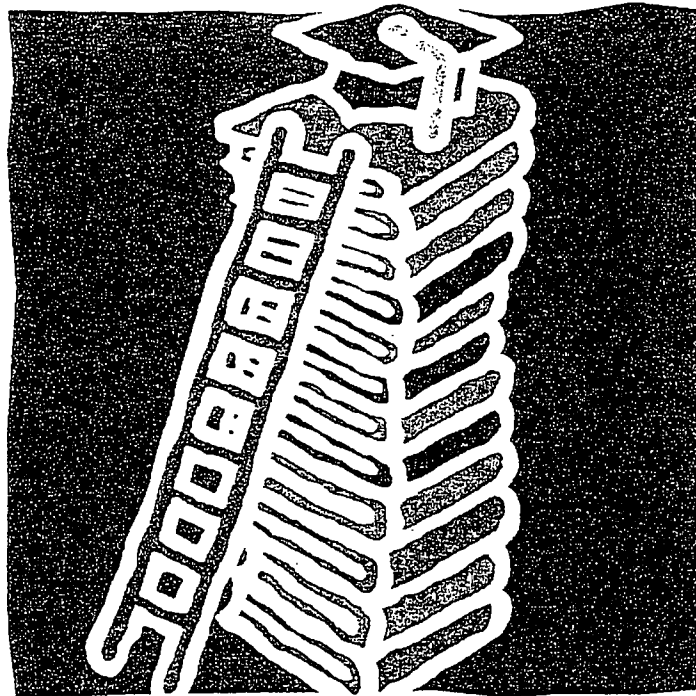
1998 Results: SAT 9 NCE

Grade	Reading	Mathematics	Language	Science	Social Science
Grade 9	37.1	46.1	45.7	44.0	44.3
Grade 10	31.0	36.8	35.7	38.5	35.6
Grade 11	36.8	38.7	40.9	39.9	48.7

SAT 9 NCE

The Stanford Achievement Test 9 (SAT 9) scores for 1998 represent baseline figures. All Grade Level scores fell within one standard deviation below the mean. Grade 9 consistently outperformed both Grades 10 and 11 in Reading, Math, Language, Science, and Social Science. An exception to note is the Grade 11 performance in Social Science. Of the five (5) tests examined, Reading is consistently on the lower end of the grade level range (Grade level is defined as between 34 and 66 NCE and 50 NCE defined as grade level proficient). Overall general performance for all grade levels in a test area were at the lower to middle grade level range. Males outperformed females in two areas, Math and Science. Migrant, LEP, Title 1, and Special Education student scores in general fell below the average grade level range. Math and Social Science scores were typically higher than the Reading, Language and Science scores. Tenth grade students produced the lowest scores in all subgroups, except in Special Education.

ACT RESULTS

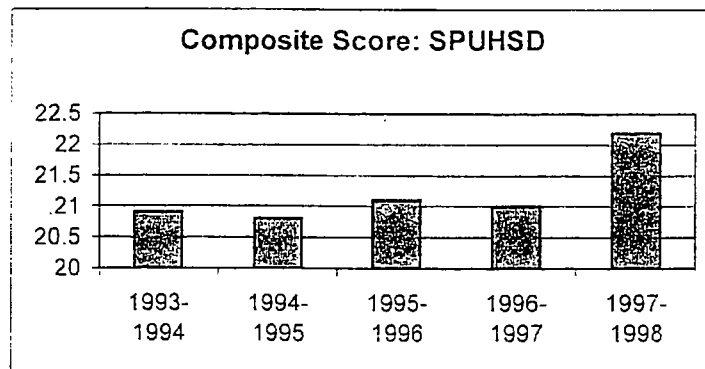


The ACT (American College Test) has a range of scores from 1-36. The ACT Assessment measures a student's skills in the areas of English, mathematics, reading and science reasoning. The ACT is an indicator of how well a student will do in college because it tests the skills in the four areas which are most frequently taught in high school and college programs. The ACT is as widely accepted as the SAT in the majority of California colleges and Universities.

ACT RESULTS

By School / County / State / Nation

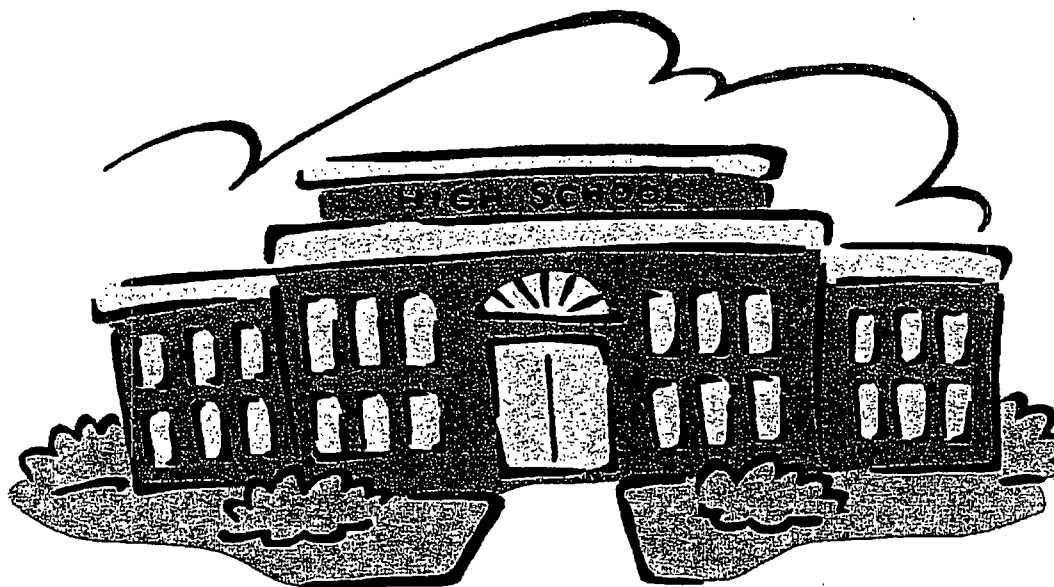
Santa Paula Union High School District ACT Scores						
Year	# Tested	English	Math	Reading	Science	Composite
1993 - 1994	20	19.9	20.1	22.0	20.9	20.9
1994 - 1995	19	20.7	20.6	21.2	20.1	20.8
1995 - 1996	13	20.8	20.0	22.3	20.7	21.1
1996 - 1997	6	20.5	19.8	21.8	20.8	21.0
1997 - 1998	5	23.1	20.6	23.3	21.7	22.2



California State ACT Scores						
Year	# Tested	English	Math	Reading	Science	Composite
1993 - 1994	18577	21.3	22.5	22.2	21.7	22.0
1994 - 1995	21706	20.8	22.2	22.0	21.6	21.8
1995 - 1996	21144	20.9	22.3	22.0	21.6	21.8
1996 - 1997	22517	20.9	22.7	21.9	21.5	21.9
1997 - 1998	23153	21.0	22.9	22.1	21.6	22.0

National ACT Scores						
Year	# Tested	English	Math	Reading	Science	Composite
1993 - 1994	478885	21.5	21.5	22.5	22.1	22.0
1994 - 1995	529146	21.4	21.5	22.4	22.0	22.0
1995 - 1996	542136	21.5	21.5	22.5	22.1	22.0
1996 - 1997	566141	21.5	21.8	22.5	22.1	22.1
1997 - 1998	606406	21.5	22.0	22.4	22.0	22.1

PSAT RESULTS

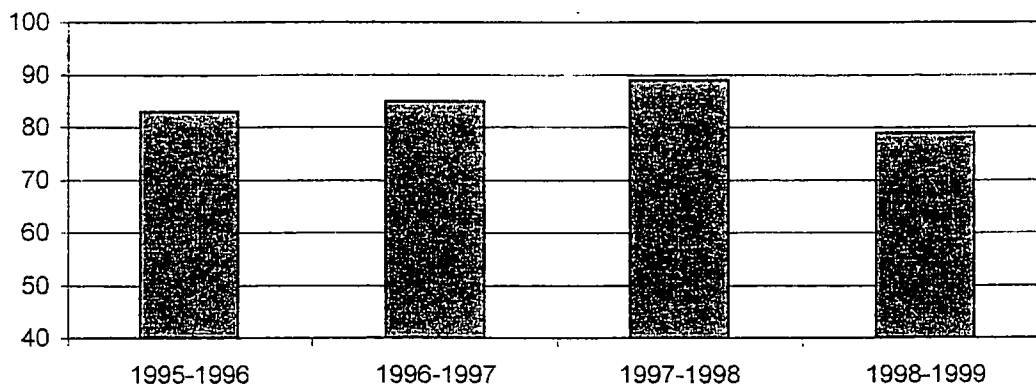


The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMQT) measures verbal and mathematical reasoning abilities considered important for college success. The score range for both the verbal and mathematics tests is 20 - 80. California and the Nation's PSAT verbal and mathematics score averages of juniors are highlighted on the following table and graphs for years 1995-1998.

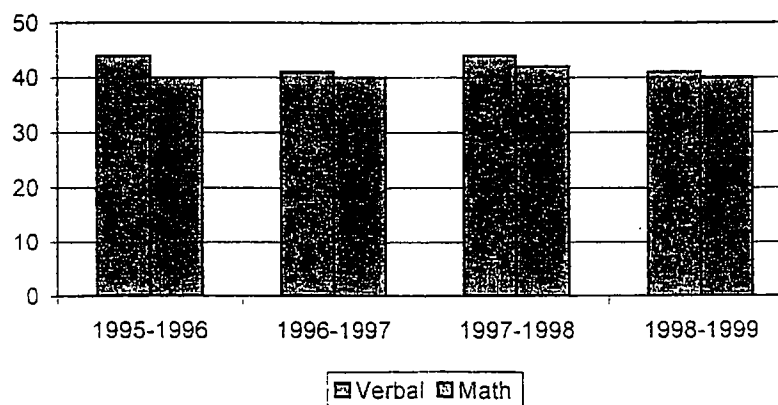
PSAT RESULTS BY SCHOOL / STATE / NATION

Santa Paula Union High School District			
Year	# Juniors Tested	Verbal Score	Mathematics Score
1995	83	44	40
1996	85	41	40
1997	89	44	42
1998	79	41	40

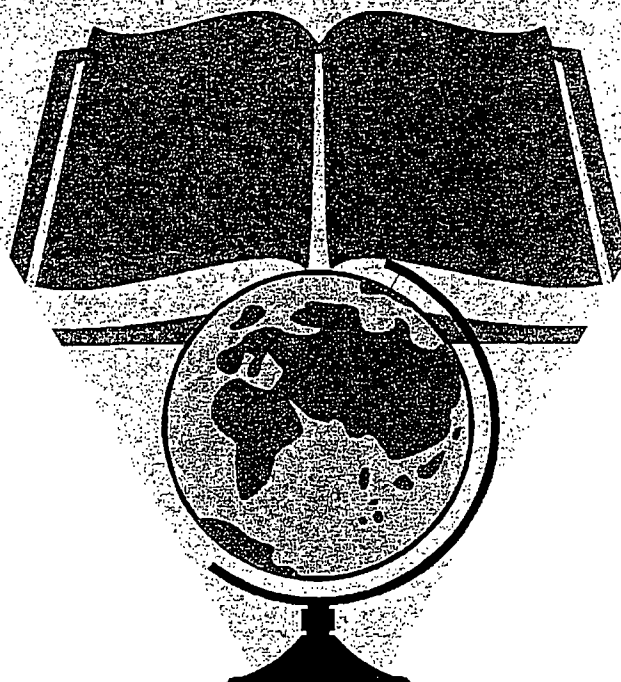
SPHS: NUMBER OF STUDENT JUNIORS TAKING PSAT



SPHS: SCORES OF JUNIORS TAKING PSAT



SAT RESULTS

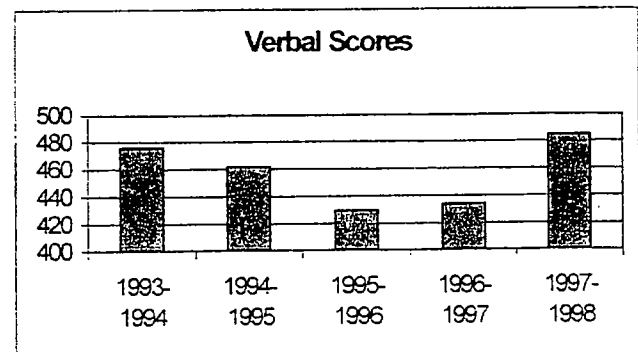
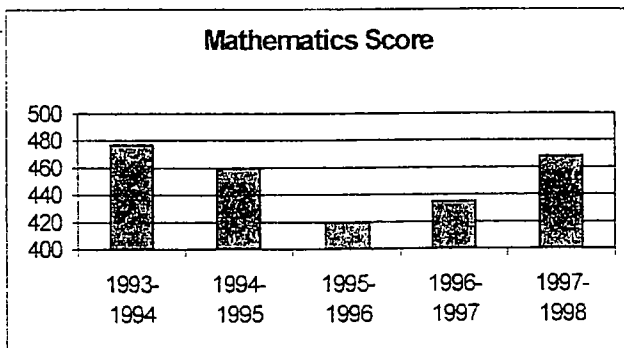
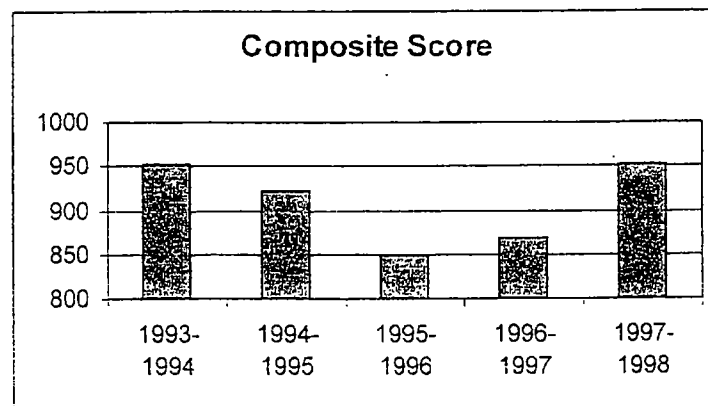


Scholastic Aptitude Test (SAT) results are reported as scaled scores with a score range of 200 to 800 on both major portions of the SAT, the verbal and mathematics test. The SAT tests verbal and mathematics reasoning skills. SAT results are considered to be a valuable predictor of college success and are one factor used by many colleges in selecting students for admission. The County, California, and the Nation's SAT scores of graduating seniors are highlighted on the following table and graphs for years 1992 - 1998.

SAT RESULTS

By School / County / State / Nation

Santa Paula Union High School District				
Year	# of Seniors Tested	Verbal Score	Mathematics Score	Composite Score
1993 - 1994	43	476	477	953
1994 - 1995	61	462	460	922
1995 - 1996	46	430	420	850
1996 - 1997	45	434	435	869
1997 - 1998	36	485	468	953



Ventura County

Year	# of Seniors Tested	Verbal Score	Mathematics Score	Composite Score
1992 - 1993	2255	513	527	1040
1993 - 1994	2338	510	526	1036
1994 - 1995	2449	514	526	1040
1995 - 1996	2508	517	532	1049
1996 - 1997	2477	521	535	1056
1997 - 1998	2593	523	537	1060

California

Year	# of Seniors Tested	Verbal Score	Mathematics Score	Composite Score
1994 - 1995	127364	488	509	902
1995 - 1996	130830	490	511	1006
1996 - 1997	134750	490	514	1010
1997 - 1998	142139	497	516	1013

Nation

Year	# of Seniors Tested	Verbal Score	Mathematics Score	Composite Score
1994 - 1995	1067993	428	482	910
1995 - 1996	1084725	505	508	1013
1996 - 1997	1127021	505	511	1016
1997 - 1998	1172779	505	512	1017

Santa Paula High School SENIORS TAKING SAT

SPHS: 1997 SAT SCORES

VERBAL	485
MATH	468
TOTAL	953



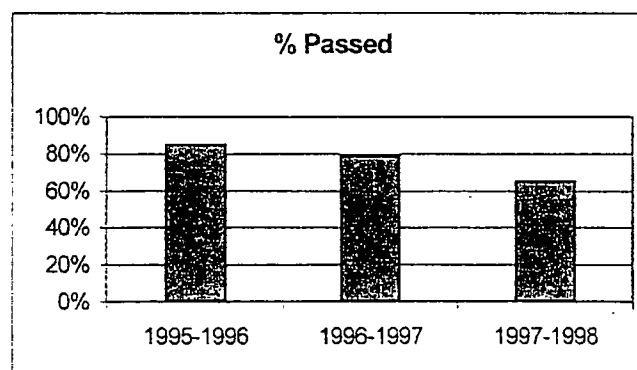
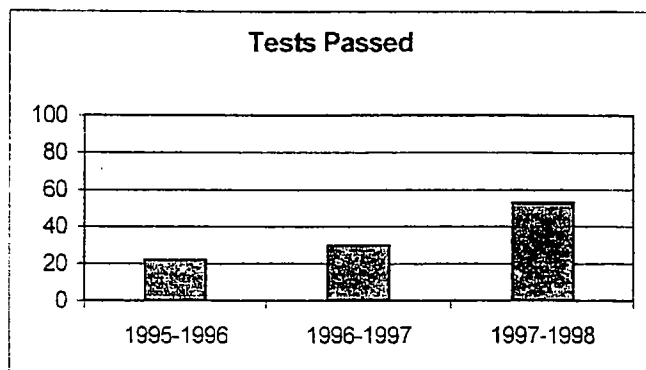
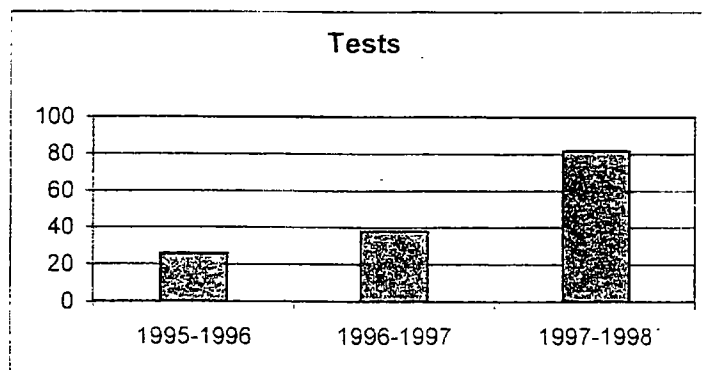
ADVANCED PLACEMENT TEST RESULTS



The Advanced Placement (AP) testing program, under the direction of the College Board, provides high school students the opportunity to complete college-level coursework in high school. The following table shows the number of students who took AP exams at SPHS and the percent who passed (scoring 3, 4, or 5) for years 1996 - 1998.

Santa Paula High School Advanced Placement Data

Year	Tests	Tests Passed	% Passed
1995-1996	26	22	84.6%
1996-1997	38	30	78.9%
1997-1998	82	53	65%



ADVANCED PLACEMENT TEST RESULTS

Examination	1994-1995		1995-1996		1996-1997		1997-1998	
	Students Tested	Students Passed	Students Tested	Students Passed	Students Tested	Students Passed	Students Tested	Students Passed
Art History								
Art: Studio/Drawing								
Art: Studio/General								
Biology	0	0	0	0	0	0	5	60%
Chemistry								
Computer Science A								
Computer Science AB								
Economics: Micro								
Economics: Macro								
English Lang./Comp.								
English Comp./Lit.								
European History								
French Language								
French Literature								
German Language								
Gov't. & Politics: Comp.								
Gov't. & Politics: U.S	13	76%	8	50%	10	80%	15	33%
Math/Calculus AB								
Math/Calculus BC								
Music List./Lit.								
Music Theory								
Physics B								
Physics C Mechanics								
Physics Elec. & Mag.								
Psychology								
Spanish Language	27	100%	18	100%	21	100%	45	97%
Spanish Literature								
U.S. History	0	0	0	0	7	14%	17	5%

UNIVERSITY OF CALIFORNIA A - F REQUIREMENTS RESULTS

**University of California
A - F Requirements
U.S. History
English
Mathematics
Lab Science
Foreign Language
College Prep. Electives**

One of the minimum academic standards a student must meet in order to be eligible for admission to the University is the subject requirement, known as the "A-F Requirements." To satisfy this requirement, students must complete the high school courses listed on the next page. The table and graph that follow show the percentage of SPUHSD County, and California seniors who have completed the "A-F Requirements" for years 1995 - 1998.

University of California

A - F Requirements

A. U.S. HISTORY: 2 YEAR REQUIRED

Two years of history/social science including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures, and geography.

B. ENGLISH: 4 YEARS REQUIRED

Four years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature. Not more than two semesters of ninth grade English can be used to meet this requirement.

C. MATHEMATICS: 3 YEARS REQUIRED, 4 RECOMMENDED

Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own courses.

D. LABORATORY SCIENCE: 2 YEAR REQUIRED, 3 RECOMMENDED

Two years of laboratory science, including at least one year of physical science and one year of life science, providing fundamental knowledge in at least two of these three disciplines: biology, chemistry, and physics. Laboratory courses in earth/space science are acceptable if they have as prerequisites or provide basic knowledge in biology, chemistry, or physics. Not more than one year of ninth grade laboratory science can be used to meet this requirement.

E. FOREIGN LANGUAGE: 2 YEARS REQUIRED, 3 RECOMMENDED

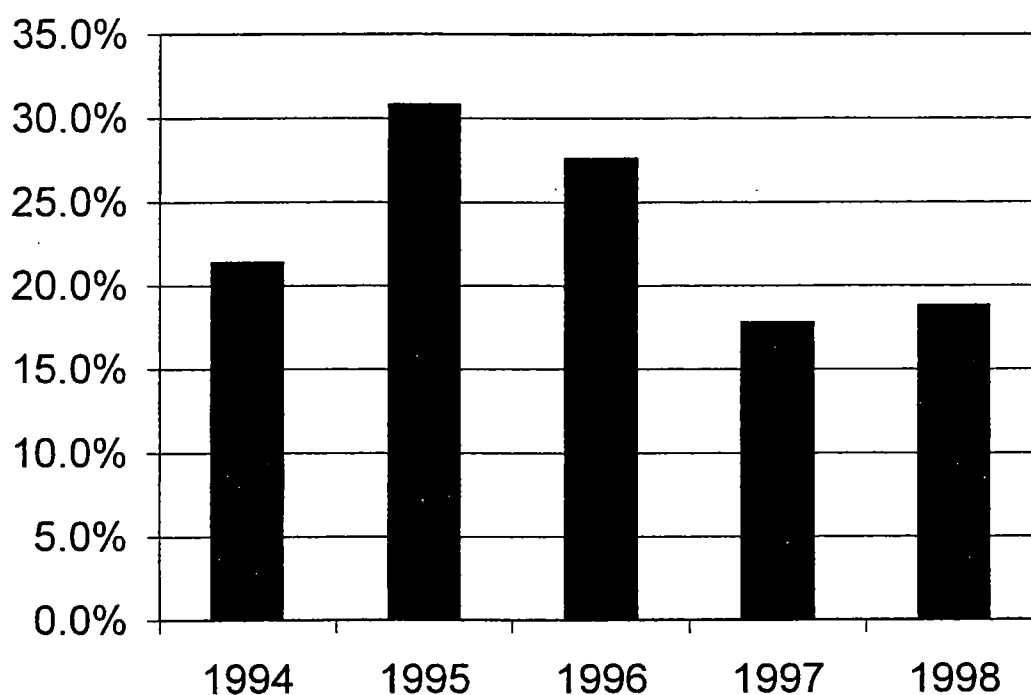
Two years of the same language other than English. courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, and composition.

F. COLLEGE PREPARATORY ELECTIVE COURSES: 2 YEARS REQUIRED

Two units (four semesters), in addition to those required in "a-e" above, chosen from the following areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and language other than English (a third year in the language used for the "e" requirement or two years of another language).

SPHS: % OF GRADUATING SENIORS COMPLETING "A - F REQUIREMENTS"

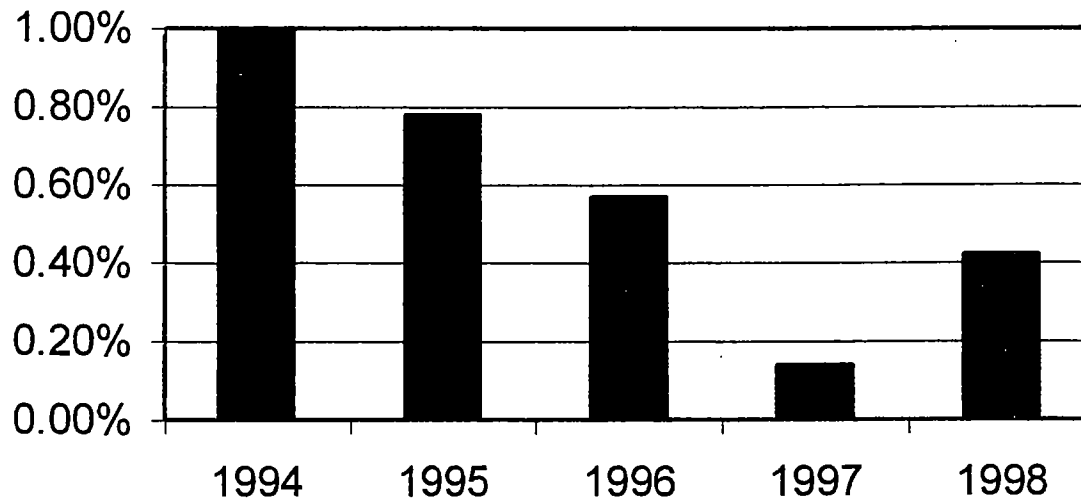
YEAR	1994	1995	1996	1997	1998
SPHS	21.4%	30.8%	27.6%	17.8%	18.8%



FIVE-YEAR DERIVED DROPOUT RATES

The Five-Year Derived Dropout Rate is based on a formula that includes determining the number enrolled at the beginning of grade 10, and reducing that number by the number of grade 10 dropouts for a given year. The remainder is then reduced by the number of grade 11 dropouts for the given year, and that remainder is reduced by the grade 12 dropouts. The final number is then compared to the original grade 10 enrollment and the computed difference is the five-year estimate. The table and graph that follow show the Five-Year Derived Dropout Rates for years 1994 - 1998.

Year	1994	1995	1996	1997	1998
SPHS	1.00%	0.78%	0.57%	0.14%	0.42%



RECONNECTING DROPOUT STUDENTS ALTERNATIVE DIPLOMA PROGRAMS



- **AVID**
- **Saturday Enrichment Program**
- **After School Tutorial Program**
- **Peer Tutorial Program**
- **Bridge Program**
- **SB65 Outreach Coordinator**
- **Volunteer Mentorship Program**
- **Summer School Institute**

SPHS

SCORECARD SUMMARY ONE

PSAT SCOREBOARD: 1995 - 1998

PERFORMANCE INDICATORS:	IMPROVEMENT	MAINTENANCE	DECLINE
1. NUMBER OF JUNIORS TESTED			X
2. VERBAL SCORE AVERAGE			X
3. MATHEMATICS SCORE AVERAGE			X

SAT SCOREBOARD: 1995 - 1998

PERFORMANCE INDICATORS:	IMPROVEMENT	MAINTENANCE	DECLINE
4. NUMBER OF SENIORS TESTED			X
5. VERBAL SCORE AVERAGE	X		
6. MATHEMATICS SCORE AVERAGE	X		

ADVANCED PLACEMENT SCOREBOARD: 1995 - 1998

PERFORMANCE INDICATORS:	IMPROVEMENT	MAINTENANCE	DECLINE
7. INCREASE IN # TAKING TESTS	X		
8. INCREASE IN COMBINED % PASS RATE			X

DROPOUT RATE SCOREBOARD:

LESSENING DROPOUT RATE FROM 1997 - 1998

PERFORMANCE INDICATORS:	IMPROVEMENT	MAINTENANCE	DECLINE
9. LESSENING DROPOUT RATE	X		

PERFORMANCE INDICATORS:	IMPROVEMENT	MAINTENANCE	DECLINE
TOTALS	4	0	5

SPHS

SCORECARD SUMMARY TWO

1996 - 1997 PERFORMANCE INDICATOR	BELOW CALIFORNIA PERFORMANCE LEVEL	BELOW VENTURA COUNTY PERFORMANCE LEVEL
1996-1997 JUNIORS PSAT VERBAL AVERAGE SCORE	X	Co. Avg. Score Not Available
1996-1997 JUNIORS PSAT MATHEMATICS AVG. SCORE	X	Co. Avg. Score Not Available
1996-1997 SENIORS SAT VERBAL AVERAGE SCORE	X	X
1996-1997 SAT MATHEMATICS AVERAGE SCORE	X	X
1996-1997 THREE-YEAR DERIVED DROPOUT RATE	Dropout % Lower	Percentage Not Available
TOTAL	5	2

1997 - 1998 PERFORMANCE INDICATOR	BELOW CALIFORNIA PERFORMANCE LEVEL	BELOW VENTURA COUNTY PERFORMANCE LEVEL
1997-1998 JUNIORS PSAT VERBAL AVERAGE SCORE	X	Co. Avg. Score Not Available
1997-1998 JUNIORS PSAT MATHEMATICS AVG. SCORE	X	Co. Avg. Score Not Available
1997-1998 SENIORS SAT VERBAL AVERAGE SCORE	X	X
1997-1998 SAT MATHEMATICS AVERAGE SCORE	X	X
1997-1998 THREE-YEAR DERIVED DROPOUT RATE	Dropout % Lower	Percentage Not Available
TOTAL	5	2

SPHS "OUTCOMES" 1997 - 1998

"AT A GLANCE"

- 1) **SCHOOL IN DISTRICT:** SANTA PAULA HIGH SCHOOL
- 2) **STUDENT ENROLLMENT:** 1438 Students
- 3) **ETHNICITY OF DISTRICT:**

19% White/Non-Hispanic	0.21% African American	0.28% Native American
80% Hispanic	0.51% Asian	
- 4) **1994 NATIONAL MERIT SCHOLARS:** Kathleen Nava - Santa Paula High School
- 5) **GOLDEN STATE EXAMINATIONS 1997:**

Student Tested	284
Highest Honors	11
Honors	21
School Recognition	33
- 6) **PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT) RESULTS:**

Students Tested.....	79
Verbal.....	41
Math.....	40
- 7) **SCHOLASTIC APTITUDE TEST RESULTS:**

Student Tested.....	36
Verbal.....	485
Math.....	468
Combined.....	953
- 8) **ADVANCED PLACEMENT (AP) RESULTS:**

Students Tested.....	82
% Passed.....	65%
- 9) **COMPLETION OF UNIVERSITY OF CALIFORNIA A-F REQUIREMENTS:**

Percent of Students Having completed A-F.....	18.7%
---	-------
- 10) **3 YEAR DERIVED DROP-OUT RATE:**.....0.42%
- 11) **STUDENTS ATTENDING COLLEGE AFTER HIGH SCHOOL GRADUATION:**

Four-Year College / Universities.....	6%
Two-Year Community College.....	60%
Total College Enrollment.....	66%

**Above State and Nation

***Above County, State & Nation

APPENDIX A

Summary – High School Performance Report, 1996-1997



School: Santa Paula High
 District: Santa Paula Union High
 County: Ventura
 CDS Code: 56-72595-5635776

Quality Indicator (Most Recent Year Available)	Percent or Rate	Two- Year Growth	State Rank	Comparison Group Rank
Students Staying in School	99.5	3.0	89	
4-year completion rate				
Complement of 4-year				
Derived dropout rate (1994-1995)				
School to Work	44.4	-20.1	59	
Career-vocational ed.				
Students enrolled				
In at least one course				
College Bound	27.7	6.3	28	
UC/CSU course				
Completion ²				
(1994-1995)				
SAT/ACT	6.5	-5.0	14	
Scores above national				
Average, rate per 100 seniors				
(1995-1996)				
Advanced Placement/ International Baccalaureate	5.3	-2.4	36	
Tests qualifying for college credit,				
Rate per 100 juniors and seniors				
(1995-1996)				
College Attendance² (1995-1996)				
UC ²	1.0	-1.9	10	
CSU ²	4.4	2.0	12	
Community College ²	48.5	3.3	86	
Total Public Attendance	53.9	3.4	47	
Private & Out-of-State ²	--	--	--	--
Total College Attendance	--	--	--	--
Total College Attendance	--	--	--	--

School Statistics

1996-1997	
% Limited English Proficient	16.8
% Receiving AFDC	9.1
% Eligible for Free or Reduced Meals	50.7
1996-1997	
Graduates	206
1996-1997 Enrollments	
Grade 9	425
Grade 10	390
Grade 11	320
Grade 12	246
1996-1997 Dropouts	2
1996-1997 SAT I Average Scores	
Total	869
Verbal	434
Math	435
% of seniors tested	18.3

NOTES:

Dashes (-) denote missing, incomplete, or otherwise question data.

Values based on 30 or fewer students tend to be unstable from year to year and should be interpreted with caution.

Extremely large increases or decreases in the two-year growth measure may be the result of erroneous data and should be interpreted with caution.

Data are based on 1996-1997 dropouts.

Data are based on 1995-1996 graduates.

Summary – High School Performance Report, 1996-1997



STATEWIDE REPORT































Quality Indicator (Most Recent Year Available)	Percent or Rate	Two- Year Growth
Students Staying in School	87.0	4.1
4-year completion rate ¹		
Complement of 4-year		
Derived dropout rate (1994-1995)		
School to Work	35.9	-2.2
Career-vocational ed.		
Students enrolled		
In at least one course		
College Bound	35.4	3.3
UC/CSU course Completion ² (1994-1995)		
SAT I /ACT	20.6	0.6
Scores above national		
Average, rate per 100 seniors (1995-1996)		
Advanced Placement/ International Baccalaureate	13.0	1.7
Tests qualifying for college credit, Rate per 100 juniors and seniors (1995-1996)		
College Attendance² (1995-1996)		
UC ²	7.3	0.4
CSU ²	9.4	1.3
Community College ²	34.8	0.3
Total Public Attendance ²	51.5	2.1
Private & Out-of-State ²	8.1	-0.1
Total College Attendance ²	59.6	2.0
Total College Attendance ²	--	--

State Statistics

1996-1997	
% Limited English Proficient	15.8
% Receiving AFDC	15.2
% Eligible for Free or Reduced Meals	30.2
1996-1997	
Graduates	259,071
1996-1997 Enrollments	
Grade 9	450,820
Grade 10	413,725
Grade 11	362,404
Grade 12	298,669
1996-1997 Dropouts	51,550
1996-1997 SAT I Average Scores	
Total	1010
Verbal	496
Math	512
% of seniors tested	41

¹ Data are based on 1996-1997 dropouts.
² Data are based on 1995-1996 graduates.

Santa Paula High School List of Accomplishments 1997 – 1998 School Year

-  The elimination of lower level classes (Standard Classes)
-  The implementation of a schoolwide tutorial program that provided tutoring services to 800 students.
-  77.9% of the SPHS student body maintained a GPA of 2.0 or higher.
-  47.5% of the SPHS student body maintained a GPA of 3.0 or higher.
-  12.5% of the students at SPHS maintained a GPA of 4.0 or higher.
-  Increased the number of Honors (10) and Advanced Placement Courses (12).
-  Maintained attendance at 98% with a student body of 1233 students.
-  Eight SPHS instructors attended the Advanced Placement Exam Workshop.
-  Revised and updated a Curriculum Handbook with 112 courses, and distributed 1300 copies to the student body.
-  Implemented an AVID Program with 25 students enrolled in the program for year one.
-  Increased the number of courses to meet the AP Exam by 14 new courses.
-  Implemented an Agricultural Science Magnet with 30 students enrolled the first year.
-  Provided four field trips for the Agricultural Science Magnet Program to Agricultural businesses.
-  The SPHS Career Center provided services to over 1200 students during the school year.
-  750 freshmen and sophomore students were introduced to the Eureka Career Assessment program.
-  Over 300 students participated in field trips to community and four-year colleges.
-  The Counseling Office and Administration held 140 Student Study Team Sessions.
-  75 seniors were identified to participate in the Rotarian Mentorship Program.
-  80% of our graduating senior class stated in a survey, that they would be attending a community college or four-year university.
-  SPHS Counseling Office contacted approximately 4200 parents during the school year.
-  389 students participated in the Golden State Exam during the school year.
-  144 students participated in the PSAT exam.
-  47 seniors completed the SAT exams.
-  82 students participated in the Advanced Placement Exams.
-  3 mentor teachers were selected from eleven applicants for the 1998-1999 school year.
-  25 Extra Effort Mini Grant Proposals were submitted, 11 were funded.
-  There were 239 suspensions during the 1998 school year with 2 expulsions.
-  Established a Safety Committee that met four times during the school year.
-  Coordinated a school and community committee to address truancy, gangs, vandalism, and graffiti.
-  183 students were referred to Alternative Education Programs.

- 📖 TUPE and Title IV provided Drug Free and No Tobacco activities to over 800 students.
- 📖 Administration attended over 219 school activities.
- 📖 The Athletic Program provided 148 athletic events during the school year.
- 📖 ASB provided 71 student activities during the school year.
- 📖 6 SAT / PSAT workshops were implemented by a SAT Consultant.
- 📖 5 PACE meetings were held during the 1997-1998 school year.
- 📖 Special Programs held 9 parent meetings during the 1997-1998 school year.
- 📖 The SPHS Drama Team presented six performances of the "Wizard of Oz".
- 📖 AP English courses were implemented at the 11th and 12th grade level for the fall of 1998.
- 📖 An accelerated reading program was implemented during the 1997-1998 school year.
- 📖 A reading enrichment program was implemented during the Spring term of 1998.
- 📖 A reading coordinator position is being implemented for the 1998-1999 school year.
- 📖 Implemented 8 Staff Development Days for Staff Training and Curriculum Development.
- 📖 Revised the SPHS Curriculum Binder for 1998-1999.
- 📖 Mailed 9 monthly parent newsletters and updated.
- 📖 Completed a "SPHS RESULTS" data report which includes information for the 1998-1999 school year.
- 📖 CSF enrollment increased to 78 participants for the school year.
- 📖 Held the first Honors Society meeting to make plans for the 1998-1999 school year.
- 📖 Submitted the SB65 Application for the 1998-1999 school year.
- 📖 Outreach Coordinator logged approximately 2324 phone calls.
- 📖 Established a Technology Committee which met six times during the school year.
- 📖 Allocated Technology funding of \$133,649 dollars that will provide four computers per classroom for the 1998-1999 school year.
- 📖 Kathleen Nava received the National Merit Award, Hispanic Merit Award, Macy Merit Award, and Science Merit Award.
- 📖 Megan Pidduck placed first in the Ventura Science Fair Competition.
- 📖 Two SPHS Athletes (Erica Vint and Willie Zavala) were inducted into the Ventura County Hall of Fame.
- 📖 Implemented a Computer Technology Academy for the Fall of 1998.
- 📖 The Knowledge Bowl Team placed third in county competition.
- 📖 Implemented a Boys Junior and Varsity Volleyball Team.
- 📖 SPHS received an A+ grade for Effort from the LA Times.
- 📖 Doug Hague, mathematics instructor, was featured in the July issue of Time Magazine.
- 📖 Ed Arguelles and Janet Borchert were featured in the Association of California School Administration Annual Report.
- 📖 Three SPHS Administrators received awards from the Association of California School Administrators.
- 📖 SPHS Principal received the "Education Award" from the Latino Town Hall.

- ☐ Six SPHS Teachers were nominated for the AMGEN Award in the spring of 1998.
- ☐ The summer school program ended with 392 students completing their summer studies.
- ☐ 27 students participated in the Summer Youth Employment/Training Program at SPHS.
- ☐ Invested funds for additional phone extensions that will be placed in each classroom for safety and communications.
- ☐ Provided 22 training sessions for staff in the area of technology.
- ☐ Established 4 sessions of articulation with the feeder school districts.
- ☐ 37 staff members attended English Language workshops and conferences for professional development.
- ☐ 74 staff members attended 51 staff development workshops or conferences.
- ☐ The implementation of an after-school tutorial program that has provided tutoring to over 400 students.
- ☐ The implementation of a SPHS Saturday Enrichment Program that currently has 19 students enrolled.
- ☐ A SPHS Student Body of 1,355 with 580 students (42%) with a GPA of 3.0 or above.
- ☐ A student body with 79% of the students with a GPA of 2.0 or above.
- ☐ A Student Body with attendance of 98%
- ☐ A list of over 200 (15%) SPHS students with perfect attendance
- ☐ Counseling and administration have identified 92 students (7% of student body) with two or more F's who will be assigned to tutoring, counseling, or transfer to alternative educational programs, e.g., Renaissance High School, Independent Studies, or Gateway.
- ☐ During the first semester, 71 students (5% of student body) were transferred to alternative educational programs.
- ☐ The implementation of the AG/Science Magnet Program under the leadership of Ray Sepulveda, Bob Young, and Roger Ferris.
- ☐ The implementation of the AVID program under the leadership of Steve Halverson, Sergio Robles, and the AVID team
- ☐ The implementation of Advanced Placement courses in the subject areas of U.S. History, American Government/Economics, Calculus, Biology, and Spanish
- ☐ The painting and unveiling of the library mural, coordinated by Celia Ward, with the assistance of Mariann Romero and her Art students.
- ☐ The ADB activities have increased, have been well organized, and have involved a diverse group of students in all events.
- ☐ The TUPE/Title IV (Drug Free Schools) Programs have implemented activities for all students, parents, and staff.
- ☐ Campus Security is continuously being trained to a higher level of sophistication in order to maintain a safe and orderly campus at SPHS
- ☐ An active School Site Council, with representation from students, parents, and staff

- ☐ A SPHS Course Guide Handbook has been completed and distributed to the School Board, Administration, Department Chairs, and all SPHS staff.
- ☐ A Curriculum Binder has been completed and submitted to the School Board and is now available to the staff and parents of SPHS.
- ☐ The 1997 football team has, for the second consecutive year, made it to the first round of CIF playoffs
- ☐ The counseling department coordinated an outstanding Career Fair with over 44 careers represented for students to visit.
- ☐ Don Thomas and the Geo Bowl Team took third in the county Geo Bowl out of 9 schools, with Steven Reeder placing first out of 150 students.
- ☐ The Santa Paula CSF membership is up to 55 students as of the first semester.
- ☐ SPHS received an AT&T School Safety Grant, which provides for the use of 2 digital cellular phones at no cost to the district.
- ☐ SPHS received a grant allocation of \$81,000 from SB65 to implement programs for at-risk students.
- ☐ Implementation of a peer student tutorial program with 31 student volunteers
- ☐ Implementation of a Health Career program with Santa Paula Memorial Hospital
- ☐ Implementation of a Bridge program for students in need of academic alternatives
- ☐ Implementation of a schoolwide reading program, Reading Enrichment
- ☐ Mock Trial Team took fifth place out of 16 teams in the Ventura County Competition
- ☐ 1997-98 Frontier League Boys' Basketball Champs
- ☐ 1998 SAT Results of 84 point increase over 1997 Results
- ☐ Time Magazine showcased Santa Paula High School in September 1998
- ☐ University California Partnership Program Established
- ☐ California State University Channel Islands Partnership Established
- ☐ California Lutheran University Target school for Upward Bound Program
- ☐ California Lutheran University Target School for Summer Math/Science program
- ☐ Schoolwide Staff Participation in WASC Self-Study Report
- ☐ Ventura College Partnership Program for enrollment for participation of students
- ☐ Increased number of Golden State participants to 248 compared to 57 in 1997
- ☐ Compared the number of Golden State Awards in 1998 to 65 compared to 18 in 1997
- ☐ 130 students completed the PSAT Exams in October of 1998
- ☐ Development of Expected Schoolwide Learning Results for SPHS
- ☐ Awarded \$10,000 Grant for Peer Tutorial Program
- ☐ Awarded \$100,000 Grant for Volunteer Mentorship Program
- ☐ Awarded \$42,000 Grant for Agricultural Science Academy
- ☐ Awarded \$500 Grant for Library Funds
- ☐ SPHS Awarded Three Mentorships to SPHS Teachers for Curriculum Development

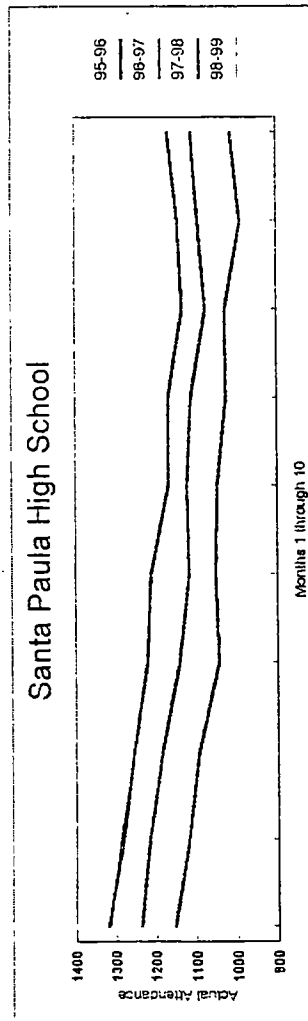
- ☐ SPHS One-Time Funding Awarded \$40,442 for four Instructional and Technology Development Proposals
- ☐ Established a Schoolwide Library Committee to develop a Library Plan Proposal for \$40,242
- ☐ Increased the number from 38, in 1997, to 82, in 1998, students participating in the Advanced Placement Exams
- ☐ Increased the number of Advanced Placement Courses from eight to twelve courses
- ☐ Increased the number of Honors courses for students in Math and Science
- ☐ Revised and updated the Santa Paula High School Outcomes Report
- ☐ Revised and Updated the Santa Paula Course Guide Student Handbook
- ☐ Awarded an AT&T Grant of two cellular phones for SPHS
- ☐ Awarded a SB65 Grant of \$36,000 for Outreach Consultant
- ☐ 170 students have attended excursions to UCLA, UC Santa Barbara, and Oxnard College as of Term one
- ☐ Coordinated the implementation of a Career Faire for 1000 student participants
- ☐ Coordinated a Freshmen Parent Night for over 100 parents in August 1998
- ☐ Coordinated the Rotary Mentorship Program for 45 Seniors at Santa Paula High
- ☐ Agricultural Science Academy is now in Year 2 of implementation
- ☐ AVID Program is now in Year 2 of Implementation
- ☐ The SPHS Student Study Team has held 98 sessions for students at risk and alternate placement
- ☐ Pat O'Dowd, SAT and Testing Consultant has presented three workshops to over 200 students and one workshop to the entire SPHS staff and faculty
- ☐ 43% of our SPHS students earned a GPA of 3.0 or better at the end of the first semester
- ☐ 76% of our SPHS students earned a GPA of 2.0 or better at the end of the first semester
- ☐ Over 800 students have participated in our Accelerated Reading Program
- ☐ Submitted the first ever DISTINGUISHED SCHOOL APPLICATION for SPHS



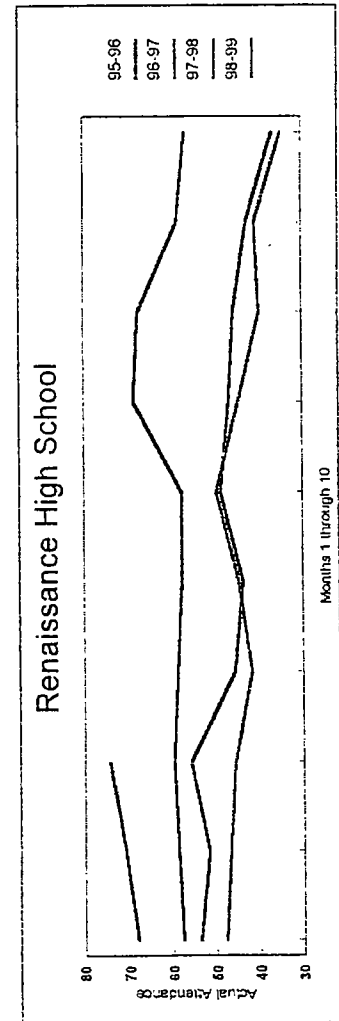
SANTA PAULA UNION HIGH SCHOOL DISTRICT 1998-99 COMPARATIVE ATTENDANCE REPORT

Independent Study				Renaissance High School				Santa Paula High School				District Total			
Enrollment		Actual Attendance		Enrollment		Actual Attendance		Enrollment		Actual Attendance		Enrollment		Actual Attendance	
97-98	98-99	97-98	98-99	97-98	98-99	97-98	98-99	97-98	98-99	97-98	98-99	97-98	98-99	97-98	98-99
MO	1	26	26	-2	15.12	15.39	0.27	100	110	10	57.90	68.32	10.42	1399	1387
1	2	33	27	-6	17.50	18.95	1.45	100	123	23	59.30	71.07	11.77	1379	1373
2	3	42	24	-18	26.00	18.12	-7.88	112	131	19	60.10	74.61	14.51	1328	1366
3	4	45			27.56			113		59.10				1333	
4	5	37			27.79			116		57.80				1342	
5	6	41			28.56			123		58.20				1298	
6	7	39			27.55			118		68.00				1301	
7	8	37			24.07			122		67.50				1275	
8	9	35			25.50			119		59.30				1265	
9	10				25.00			112		56.60				1265	

SANTA PAULA HIGH SCHOOL



RENAISSANCE HIGH SCHOOL

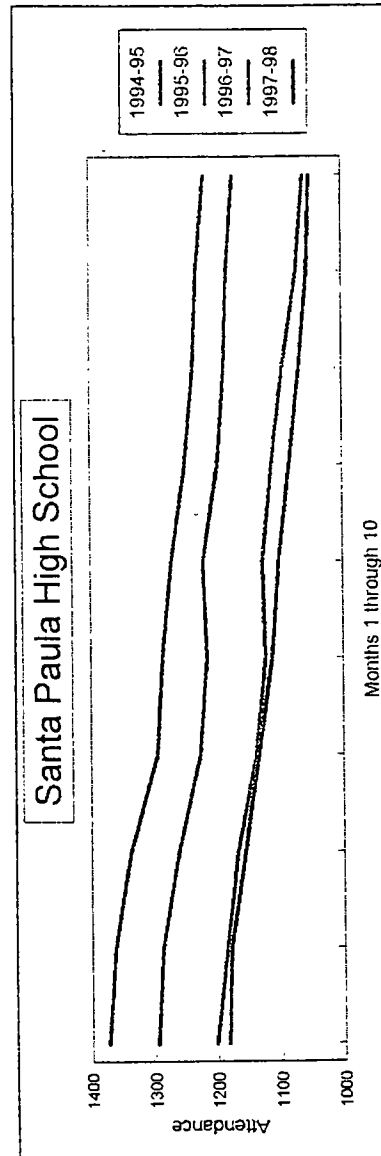


SANTA PAULA UNION HIGH SCHOOL DISTRICT 1997-98 COMPARATIVE ATTENDANCE REPORT

Independent Study			Renaissance High School			Santa Paula High School			District Total		
Enrollment	Attendance	+/-	Enrollment	Attendance	+/-	Enrollment	Attendance	+/-	Enrollment	Attendance	+/-
96-97	97-98		96-97	97-98		96-97	97-98		96-97	97-98	
MO	96-97	97-98	96-97	97-98		96-97	97-98		96-97	97-98	
1	61	28	100	100	0	1387	1400	13	1338	1528	-10
2	69	33	100	100	0	1290	1379	89	1447	1512	65
3	76	42	112	86	-26	1273	1326	53	1435	1480	45
4	60	45	113	89	-24	1261	1333	72	1410	1491	81
5	52	37	116	92	-24	1247	1346	99	1391	1499	108
6	62	41	123	92	-31	1235	1302	67	1389	1466	77
7	61	39	118	91	-27	1224	1302	78	1376	1459	83
8	57	37	122	86	-36	1216	1280	64	1359	1439	80
9	66	35	119	85	-34	1225	1267	42	1376	1421	45
10	67	35	112	86	-26	1205	1272	67	1358	1419	61

SANTA PAULA HIGH SCHOOL

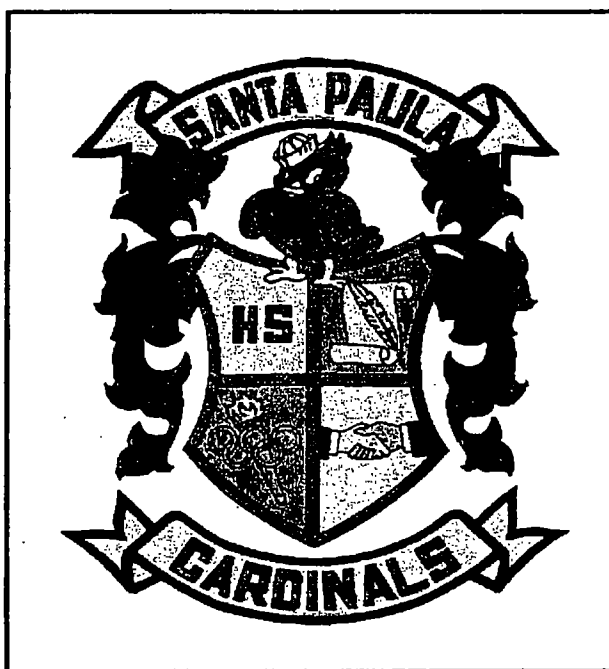
Attendance		
MO	94-95	95-96
1	1184	1204
2	1180	1187
3	1157	1169
4	1135	1139
5	1114	1124
6	1103	1128
7	1085	1114
8	1069	1096
9	1056	1074
10	1052	1062



Reporte de Estudio Propio

ENFOQUE EN EL APRENDIZAJE

Marzo 1999



**Distrito Escolar de Santa Paula High School
500 East Santa Barbara Street
Santa Paula, CA 93060**

LISTA DE CONTENIDO

- CAPITULO 1: PERFIL DE LA COMUNIDAD ESTUDIANTEL**
- CAPITULO 2: RESULTADOS DE EXPECTATIVAS DE APRENDIZAJE
 AMPLIAS**
- CAPITULO 3: RECOMENDACIONES PRINCIPALES**
- CAPITULO 4: HALLAZGOS DEL ESTUDIO PROPIO**
- A. VISION LIDERAZGO Y CULTURA**
- B. DISENO CURRICULAR**
- C. ENSEMANZA Y APRENDIZAJE POTENTES**
- D. APOYO PARA EL DESARROLLO PERSONAL
 Y ACADEMICO**
- E. EDUCACION Y RESPONSABILIDAD**



CAPITULO 1

PERFIL DE LA COMUNIDAD ESTUDIANTEL

En 1989, Santa Paula High School celebro su centenario. Desde que se fundo, la escuela se ha extendido para acomodar el desarrollo creciente del cuerpo estudiantil, tanto en su arquitectura como en su curriculum academico.

1. Indicadores estudiantiles.

La poblacion estudiantil de Santa Paula High School consiste en grupos culturales diversos. Actualmente hay 1,424 alumnos registrados. Estos residen en la comunidad cuya economia se basa principalmente en la industria y agricultura.

a. Matricula.

En los ultimos seis anos la poblacion estudiantil ha aumentado de 1,213 en octubre de 1993, a 1,438 en octubre de 1999.

b. Transicion.

El Distrito de SPSHS ofrece programas educativos alternativos para los estudiantes que no marquen progreso academico adecuado.

c. Etnicidad.

La poblacion estudiantil refleja 278/19.3% blancos, 1150/80% hispanos, 3/.30% afro-americanos, 5/.34% asiaticos, y 2/.13% nativo-americanos.

d. Proficiencia en ingles.

Un incremento en el numero de alumnos de Proficiencia Limitada en Ingles (PLI) se nota en el 23% de la poblacion estudiantil; los matriculados en el Programa de Aprendizaje Ingles(PAI) constan el 19.3%.

e. Genero.

De los 1438 alumnos actualmente registrados hay 751 varones y 687 hembras.

f. Programa de Almuerzo Gratuito/Precio Reducido.

El 53% de la poblacion estudiantil participa en este programa.

g. Poblacion con Necesidades Especiales.

Un notable incremento en el numero de alumnos con Necesidades Especiales ha surgido en los ultimos tres anos: 6% reciben AFDC; 12.7% Migrantes; 10.2% Educacion Especial; y mas de 38% califican para Titulo I.

h. Disciplina, suspensiones, expulsiones.

El personal de la Seguridad del Campus esta a cargo de supervisar la seguridad de alumnos y personal de la escuela, durante el dia escolar y actividades despues de clases. El subdirector esta a cargo de la disciplina, y copila los reportes de expulsion y suspension.

i. Asuntos de salud.

Una asistente de Salud, calificada y contratada a tiempo completo, esta a cargo de los asuntos de salud de nuestros estudiantes.

j. Inscipcion en materias.

Curso	Blanc	Hispa	Afr-am	Asiat	Nat-am	Varon	Hemb	Total
Algeb	37	113	0	0	0	69	81	150
Mat-Av	12	36	0	0	0	23	25	48
Quimica	12	46	1	0	1	31	29	60
Fisica	7	11	0	1	0	14	5	19
Ed Voc	102	428	1	0	1	284	248	532
Honores	107	285	3	7	0	158	244	402
Niv Avan	96	124	2	2	0	89	135	224

k. Alumnos que cumplen los requisitos de admision a la Universidad de California.

	Blanc	Hispa	Afro-	Asiat	Nat-	V/F	Total/%
Clase 1998	20	27	0	0	0	16/31	47/18.8%
Clase 1997	14	20	2	0	1	22/18	40/17.8%
Clase 1996	27	30	0	0	0	24/33	57/27.8%
Clase 1995	29	36	0	0	1	24/42	66/30.8%
Clase 1994	22	22	0	0	1	23/22	45/21.4%
Clase 1993	31	19	0	0	0	26/24	50/19.8%

2. Asistencia escolar

El promedio de la asistencia estudiantil desde 1993 hasta el presente es de 91.6%.

3. Encuestas escolares

4. Datos academicos

- a. **Promedio de calificaciones.** De 1995 a 1998, el promedio para cada nivel escolar ha sido el siguiente. Grado 9 = 2.04 en 1995 a 2.55 en 1998; Grado 10 = 2.29 en 1995 a 2.71 en 1998; Grado 11 = 2.40 en 1995 a 2.79 en 1998; Grado 12 = 2.94 en 1995 a 2.70 en 1998.

b. Exámenes normativos.

- Examen Golden State – certificados de cumplimiento recibidos por 18 estudiantes en 1997, y por 65 en 1998.
- Examen Preliminar de Aptitud Escolastica (PSAT) – 83 presentaron el examen en 1995-96, y 79 en 1998-99.
- Examen de Aptitud Escolastica (SAT) – 45 presentaron el examen en 1996-97 con promedio de calificación de 869, 36 lo presentaron en 1997-98 con promedio de 953.
- Examen de Nivel Avanzado (AP) - De 40 que presentaron el examen en 1995, 93% lo aprobaron; de 82 que lo presentaron en 1998, 64.6% lo aprobaron.
- Examen de Rendimiento Stanford (Stanford Achievement, SAT 9) – Todo año escolar resulto bajo en promedio nacional. De las cinco habilidades academicas, la lectura ha demostrado las calificaciones mas bajas. En general, las calificaciones en todas las materias, lenguaje, matematicas, estudios sociales y ciencias han resultado entre los niveles bajos-medios.

5. Planes despues de graduacion.

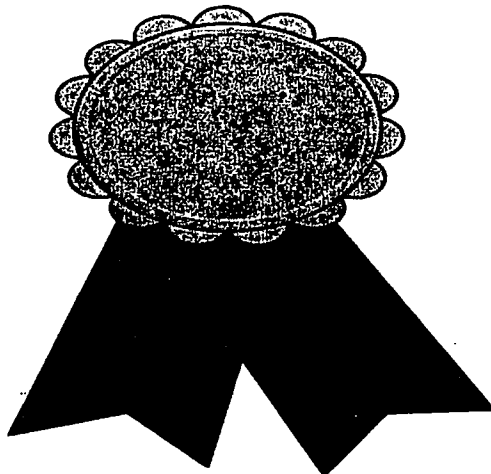
A comparacion de la clase graduada en 1995, que indico interes de 38% en asistir a colegio de 2 anos, y 9.3% a colegio de 4 anos, la clase graduada en 1998 indico interes del 60% en asistir a colegio de 2 anos, y el 6% a colegio de 4 anos.

6. Personal

Todos los profesores estan adecuadamente capacitados y autorizados para sus asignaturas didacticas.

7. Proporcion estudiantil a profesorado

El promedio en cantidad de alumnos por clase actual es de 28.2%.



CAPITULO 2

RESULTADOS DE EXPECTATIVAS AMPLIAS DE APRENDIZAJE

En 1997-98, Santa Paula High School creo la lista de Expectativas de Aprendizaje que todo alumno graduado debera haber cumplido durante su experiencia escolar. Los Resultados de Expectativas de Aprendizaje Amplias (REAA) fueron luego comunicadas a estudiantes, padres de familia, el Comite de School Site, y presentados a la Mesa Directiva del Distrito Escolar. A la par de estas expectativas, se formulo la meta educativa bajo el titulo de Mision.

MISION EDUCATIVA

En colaboracion con padres de familia y la comunidad, Santa Paula High School le proveera al estudiante un ambiente seguro. El estudiante se capacitara para hacerse un ser humano moral, productivo y bien preparado. Nuestro curriculum se enfocara en la excelencia academica, el alfabetismo y los conocimientos tecnologicos. Sobre todo, se promovera el respeto y la dignidad humana.

RESULTADOS DE EXPECTATIVAS AMPLIAS DE APRENDIZAJE

Todo alumno demostrara:

- La habilidad para investigar y acceder informacion de varias fuentes o recursos, y utilizar la informacion para lograr sus metas individuales.
- Las habilidades basicas, mentales, y sociales aparte de conocimientos en tecnologia y recursos informativos.
- La habilidad a leer el idioma ingles a nivel competente, para objetivos funcionales y recreativos.
- La habilidad a solucionar problemas de manera que utilice informacion, evalúe alternativas y haga decisiones informadas.
- La habilidad y adiestramiento necesarios para definir metas de bienestar y salud.
- El respeto y comprension hacia individuos y grupos culturales diversos.
- Ser responsable y ser consciente de los valores propios que puede aportar a la sociedad.

CAPITULO 3

RECOMENDACIONES PRINCIPALES

A resultado de la previa investigacion acreditadora por la Asociacion de Escuelas y Colegios Western (WASC), Santa Paula High School recibio cinco Recomendaciones Principales de mejoramiento:

1. La administracion y el personal desarrollen un plan para proveerle al maestro el entrenamiento para desarrollar las habilidades en pensamiento analitico de los alumnos en toda materia.
2. La administracion, los estudiantes y el personal, desarrollen un proceso para el mejoramiento de la participacion en actividades co-curriculares y de liderazgo por parte de las minorias subrepresentadas, para poder involucrar a mas alumnos en el proceso educativo total.
3. El Distrito, la administracion y el personal, investigue fuentes de fondos economicos fuera de los recursos escolares para reforzar los programas educativos.
4. El personal siga participando en talleres, programas de capacitacion, y conferencias para actualizarse en las tecnicas inovativas de la ensenanza.
5. La administracion y el personal desarrollen un plan de mayor colaboracion entre el Programa de Aprendizaje Ingles y el resto de los departamentos para fin de beneficiar al alumno con mejores tecnicas instructivas que le rindan mayor exito escolar.

La administracion, el personal el cuerpo estudiantil y la comunidad han puesto por evidencia un progreso consistente con respecto a estas Recomendaciones Principales.

CAPITULO 4

HALLAZGOS DEL ESTUDIO PROPIO

CATEGORIA A

VISION, LIDERAZGO Y CULTURA

VLC-A1. Tiene la escuela una vision claramente definida, basada en su filosofia, en las necesidades estudiantiles, y en la investigacion educativa actual? Es esta vision apoyada por la mesa directiva y por la administracion central? Esta el proposito escolar definido por los resultados de expectativas amplias de aprendizaje?

VLC-A2. Toma decisiones e inicia actividades el liderazgo escolar, que esten enfocadas en que todo alumno adquiera los resultados de expectativas amplias de aprendizaje? Es compartida la autoridad escolar con la comunidad, y promueve la participacion y la responsabilidad del aprendizaje estudiantil?

VLC-A3. Es apoyado, utilizado y supervisado el personal escolar en facilitarle al estudiante adquirir los resultados de las expectativas amplias de aprendizaje? Forman parte el liderazgo y el personal, de una organizacion que se comprometa al desarrollo profesional?

VLC-A4. Es la escuela un lugar limpio, ordenado y seguro que acoja el aprendizaje? Esta el ambiente escolar caracterizado por la confianza, el profesionalismo y altas expectativas para todo alumno, y por el enfoque en el mejoramiento?

La mesa directiva y la administracion apoyan claramente las metas de la mision escolar. El proposito escolar esta emparejado a los Resultados de Expectativas Amplias de Aprendizaje. Nuestra comunidad escolar valora a su poblacion cultural diversa. Ademas, procura y promueve la colaboracion con los padres de familia y la comunidad en una variedad de ambitos:

- **Tecnologia.** El aprendizaje con computadoras se emplea en varias materias, ingles, estudios sociales, ciencias, matematicas y artes graficas.
- **Excelencia academica.** Nuestra escuela opera con un enfoque renovado en crear un curriculum preparatorio a colegio/universidad de alta calidad para todo alumno.
- **Alfabetismo.** A base de que la mayoría de los alumnos del grado noveno empiezan con deficiencias en la lectura y escritura, SPHS ha implementado programas remediales para permitir su progreso adecuado.

- **Preparacion.** Nuestro enfoque continua siendo uno de preparar a todo alumno para una vida saludable y participatoria, sin que intervengan diferencias etnicas o de habilidad escolastica.
- **Seguridad.** Nuestro cuerpo de Seguridad del Campus ha mantenido una relacion positiva y de confianza con los estudiantes.
- **Respeto.** De acuerdo a las expectativas de aprendizaje, a los alumnos y personal se les valora con el grado de respeto de una sociedad culta.

Para el reconocimiento de logros academicos, el Cuerpo Gubernativo Estudiantil (CGE) organiza un almuerzo cada semestre y otorga certificados a alumnos que hayan sacado promedio de 3.0 o mas, como tambien reconoce al estudiante del mes. Ademas, durante el ano entero, el CGE organiza eventos, bailes, concursos y asambleas en los que participa la poblacion estudiantil. La organizacion estudiantil, Federacion Escolastica de Becas de California (CSF), tiene una membresia alta de 79 alumnos. Aparte de clubes que prestan servicio a la comunidad, nuestra escuela tiene clubs activos de Mecha y Migrante y eventos populares de Cinco de Mayo que enfatizan la diversidad etnica. De procedencias distintas y de todos los niveles academicos, nuestros estudiantes tambien participan en programas competitivos en los que llevan una tradicion ganadora: Geo Bowl, Mock Trial, el Club de Drama, y la Feria de Ciencia del Condado de Ventura.

Tanto la administracion como el cuerpo de profesores, estudiantes, padres de familia y representantes de la comunidad participan en los comites donde se forman las decisiones de poliza. El exito de programas escolares requiere el compromiso y participacion activa de toda la comunidad escolar. El compromiso al exito de nuestra juventud es el vehiculo para lograr nuestra mision escolar.

Areas de fortaleza

- Proposito y mision escolar estan claramente definidas y emparejados a los REAA.
- Los REAA han sido definidos por el cuerpo de profesores y personal.
- El liderazgo es colaborativo (no de arriba para abajo).
- Escuela segura, todo el personal contribuye.
- Colaboracion con instituciones educativas superiores y con la industria.
- Variedad de actividades extra-curriculares y enfasis en logros academicos.
- Buena y frecuente colaboracion y comunicacion con la comunidad.
- Enfoque en mejorar calificaciones en la lectura.
- Mayor enfasis en los resultados de exámenes normativos e instrumentos diagnosticos.
- Curriculum preparatorio a colegio para todo alumno.
- Consejeria y tutorias entre alumnos.
- Capacitacion continua para el personal.
- Intervencion con los del grado noveno para mejorar habilidades academicas.
- Promedio academico de los estudiantes en Honores ha elevado.

CAPITULO 4 (Cont.)

CATEGORIA B

DISENO CURRRICULAR

- DC-B1.** Participa todo alumno en un curriculum riguroso, relevante y coherente que apoya los Resultados de Expectativas Amplias de Aprendizaje?
- DC-B2.** Tiene todo alumno acceso al diseno curricular de la escuela, a recibir asistencia para superarse, al ajuste continuo de su plan individual de aprendizaje y a informacion respecto a las oportunidades pos-secundarias?
- DC-B3.** Al graduarse, esta el alumno preparado para continuar sus metas academicas y ocupacionales?

En Santa Paula High School, el desarrollo curricular esta guiado por los Resultados de Expectativas Amplias de Aprendizaje y por el diseno academico del Estado de California. La escuela tiene al alcance del personal y de padres de familia un Manual de Curriculum y una Guia de Cursos. Los jefes de departamentos academicos de SPHS forman el Comite de Curriculum para modificar el diseno academico de acuerdo a las necesidades estudiantiles y al diseno estatal. El programa de cursos (master schedule) y los horarios de clases operan con el objetivo de proveerle a todo alumno la oportunidad de participar en un curriculum que apoya los REAA. Durante su experiencia escolar en SPHS a todo alumno se le extiende la oportunidad de ser participe en un curriculum riguroso, relevante y coherente.

Los REAA se cumplen en una variedad de maneras:

- **Recursos.** SPHS le provee a todo alumno la oportunidad de utilizar una variedad de recursos: libros de texto, la biblioteca, las computadoras para investigar informacion y ayudarles con trabajos escritos, el Programa de Lectura Acelerada, libros en espanol e ingles, el Centro de Carreras y el Programa Eureka, la Consejeria y los Servicios Educativos.
- **Habilidades Interpersonales.** Esta expectativa se cumple por medio de las oportunidades que SPHS le ofrece al alumno de ambientarlo a la diversidad intelectual, cultural y social. Este contacto se ha hecho mas evidente por la eliminacion de cursos estandar, lo cual ha permitido que mas alumnos participen en clases preparatorias a colegio. Ademas, todo alumno y personal esta informado de sus responsabilidades a las reglas y codigos de asistencia, conducta y disciplina.

- **Cualidades Personales.** La habilidad a definir metas de bienestar y salud se promueve por medio del requisito de SPHS de que todo alumno del grado noveno tome un curso de salud. Además, se requiere la educación física en los grados 9 y 10. Otras oportunidades a tratar temas de salud se presentan en los cursos de biología, vida moderna, desarrollo infantil y nutrición.
- **Habilidades Mentales.** La expectativa de que todo alumno desarrolle habilidades críticas mentales es una prioridad en todos los cursos. Es requisito producir trabajos de investigación, hacer presentaciones orales, escribir trabajos y presentar gráficas auténticas, organizar portafolios y participar en proyectos de composición. Con la variedad de métodos de enseñanza, y por medio del trabajo producido, el estudiante demuestra su desarrollo académico en las habilidades de lectura, escritura, análisis, síntesis y evaluación.
- **Habilidades básicas.** SPHS ha diseñado programas de cursos para ayudar a los alumnos que necesiten adquirir las habilidades básicas requisitas para funcionar al nivel adecuado académico. Entre ellos hay clases de SDAIE, el programa de adquisición de inglés, y PASS —que ayuda a alumnos del grado 12 que estén deficientes en créditos, tutorías, y los programas de verano.
- **Tecnología.** SPHS ofrece cursos relacionados a la tecnología: física, química, alfabetismo en computación, artes finas en computación, tecnología aplicada, el procesador y el teclado.
- **Responsabilidad social.** Al principio de cada año escolar, SPHS envía al hogar de cada alumno la lista de códigos de vestir, de asistencia y de conducta en español y en inglés para mejor informar a los padres de familia. Además, la administración les comunica a los alumnos de todos los grados los REAA.

A lo largo de su experiencia en SPHS, el alumno participa en una variedad de actividades que lo guían a planear su futuro: Conferencia de planeamiento de 4 años; el programa Eureka, acceso continuo a materiales en Centro de Carreras, Feria de Carreras, AVID, Instituto de Verano, Bridge, ROP, visitas a colegios y universidades, talleres informativos acerca de ayuda financiera, UNOS, talleres preparativos para presentar exámenes de admisión universitaria, Noche de Colegios, y programas con modelos profesionistas de la comunidad.

SPHS está comprometida a preparar al estudiante a competir exitosamente en el mundo laboral del siglo 21. El estudiante tiene acceso a toda clase de programas, desde Educación Especial hasta Honores y Nivel Avanzado. La meta principal es que al graduarse, el estudiante esté preparado para continuar sus metas académicas y ocupacionales, y que posea las habilidades prácticas, tecnológicas y la actitud necesarias.

Areas de fortaleza:

- Eliminacion de cursos estandar.
- Los REAA estan emparejados al marco estatal.
- Aumentada participacion en exámenes de PSAT, SAT y GSE.
- Aumento de cursos ofrecidos de Nivel Avanzado y Honores.
- Mejoria en recursos de biblioteca.
- Computadoras accesibles a todo alumno, aumentan cada año.
- Clases de ingles y estudios sociales participan en el Programa de Lectura Acelerada.
- Personal de consejeria es bilingue.
- Servicios educativos provee variedad de programas de apoyo academico para alumnos con necesidades o habilidades particulares.
- Asambleas estudiantiles que tratan temas de interes social y se ofrecen programas que promueven la responsabilidad social.
- Muchas actividades extracurriculares con enfasis academico.
- Nuevos programas se brindan para mejorar las calificaciones en exámenes normativos y rendimiento escolar.
- Implementacion efectiva de polizas y reglas que promueven un ambiente seguro para el aprendizaje.
- El personal representa una positiva diversidad de experiencia y procedencia.

Areas de desarrollo:

- Mayor articulacion entre SPHS y escuelas secundarias (Jr.High), y los colegios/universidades.
- Mejorar las calificaciones de exámenes normativos, incl. SAT 9, por todo alumno de cada nivel, 9, 10, 11, y 12 grados.
- Conectar a todas las aulas de clases a la red de computacion.
- Incrementar el personal del Programa de Lectura Acelerada.
- Aumentar programas de computacion (software).
- Proveer fondos continuos a los departamentos academicos para actualizar y mantener el equipaje tecnologico.

CAPITULO 4

HALLAZGOS DEL ESTUDIO PROPIO

CATEGORIA A

VISION, LIDERAZGO Y CULTURA

- VLC-A1.** Tiene la escuela una vision claramente definida, basada en su filosofia, en las necesidades estudiantiles, y en la investigacion educativa actual? Es esta vision apoyada por la mesa directiva y por la administracion central? Esta el proposito escolar definido por los resultados de expectativas amplias de aprendizaje?
- VLC-A2.** Toma decisiones e inicia actividades el liderazgo escolar, que esten enfocadas en que todo alumno adquiriera los resultados de expectativas amplias de aprendizaje? Es compartida la autoridad escolar con la comunidad, y promueve la participacion y la responsabilidad del aprendizaje estudiantil?
- VLC-A3.** Es apoyado, utilizado y supervisado el personal escolar en facilitar al estudiante adquirir los resultados de las expectativas amplias de aprendizaje? Forman parte el liderazgo y el personal, de una organizacion que se comprometa al desarrollo profesional?
- VLC-A4.** Es la escuela un lugar limpio, ordenado y seguro que acoja el aprendizaje? Esta el ambiente escolar caracterizado por la confianza, el profesionalismo y altas expectativas para todo alumno, y por el enfoque en el mejoramiento?

La mesa directiva y la administracion apoyan claramente las metas de la mision escolar. El proposito escolar esta emparejado a los Resultados de Expectativas Amplias de Aprendizaje. Nuestra comunidad escolar valora a su poblacion cultural diversa. Ademias, procura y promueve la colaboracion con los padres de familia y la comunidad en una variedad de ambitos:

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- **Excelencia academica.** Nuestra escuela opera con un enfoque renovado en crear un curriculum preparatorio a colegio/universidad de alta calidad para todo alumno.
- **Alfabetismo.** A base de que la mayoria de los alumnos del grado noveno empiezan con deficiencias en la lectura y escritura, SPHS ha implementado programas remediales para permitir su progreso adecuado.

- **Preparacion.** Nuestro enfoque continua siendo uno de preparar a todo alumno para una vida saludable y participatoria, sin que intervengan diferencias etnicas o de habilidad escolastica.
- **Seguridad.** Nuestro cuerpo de Seguridad del Campus ha mantenido una relacion positiva y de confianza con los estudiantes.
- **Respeto.** De acuerdo a las expectativas de aprendizaje, a los alumnos y personal se les valora con el grado de respeto de una sociedad culta.

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Areas de fortaleza

- Proposito y mision escolar estan claramente definidas y emparejados a los REAA.
- Los REAA han sido definidos por el cuerpo de profesores y personal.
- El liderazgo es colaborativo (no de arriba para abajo).
- Escuela segura, todo el personal contribuye.
- Colaboracion con instituciones educativas superiores y con la industria.
- Variedad de actividades extra-curriculares y enfasis en logros academicos.
- Buena y frecuente colaboracion y comunicacion con la comunidad.
- Enfoque en mejorar calificaciones en la lectura.
- Mayor enfasis en los resultados de exámenes normativos e instrumentos diagnosticos.
- Curriculum preparatorio a colegio para todo alumno.
- Consejeria y tutorias entre alumnos.
- Capacitacion continua para el personal.
- Intervencion con los del grado noveno para mejorar habilidades academicas.
- Promedio academico de los estudiantes en Honores ha elevado.

CAPITULO 4 (Cont.)

CATEGORIA B

DISENO CURRRICULAR

- DC-B1.** Participa todo alumno en un curriculum riguroso, relevante y coherente que apoya los Resultados de Expectativas Amplias de Aprendizaje?
- DC-B2.** Tiene todo alumno acceso al diseno curricular de la escuela, a recibir asistencia para superarse, al ajuste continuo de su plan individual de aprendizaje y a informacion respecto a las oportunidades pos-secundarias?
- DC-B3.** Al graduarse, esta el alumno preparado para continuar sus metas academicas y ocupacionales?

En Santa Paula High School, el desarrollo curricular esta guiado por los Resultados de Expectativas Amplias de Aprendizaje y por el diseno academico del Estado de California. La escuela tiene al alcance del personal y de padres de familia un Manual de Curriculum y una Guia de Cursos. Los jefes de departamentos academicos de SPHS forman el Comite de Curriculum para modificar el diseno academico de acuerdo a las necesidades estudiantiles y al diseno estatal. El programa de cursos (master schedule) y los horarios de clases operan con el objetivo de proveerle a todo alumno la oportunidad de participar en un curriculum que apoya los REAA. Durante su experiencia escolar en SPHS a todo alumno se le extiende la oportunidad de ser participe en un curriculum riguroso, relevante y coherente.

Los REAA se cumplen en una variedad de maneras:

- **Recursos.** SPHS le provee a todo alumno la oportunidad de utilizar una variedad de recursos: libros de texto, la biblioteca, las computadoras para investigar informacion y ayudarles con trabajos escritos, el Programa de Lectura Acelerada, libros en espanol e ingles, el Centro de Carreras y el Programa Eureka, la Consejeria y los Servicios Educativos.
- **Habilidades Interpersonales.** Esta expectativa se cumple por medio de las oportunidades que SPHS le ofrece al alumno de ambientarlo a la diversidad intelectual, cultural y social. Este contacto se ha hecho mas evidente por la eliminacion de cursos estandar, lo cual ha permitido que mas alumnos participen en clases preparatorias a colegio. Ademas, todo alumno y personal esta informado de sus responsabilidades a las reglas y codigos de asistencia, conducta y disciplina.

- **Cualidades Personales.** La habilidad a definir metas de bienestar y salud se promueve por medio del requisito de SPHS de que todo alumno del grado noveno tome un curso de salud. Además, se requiere la educación física en los grados 9 y 10. Otras oportunidades a tratar temas de salud se presentan en los cursos de biología, vida moderna, desarrollo infantil y nutrición.
- **Habilidades Mentales.** La expectativa de que todo alumno desarrolle habilidades críticas mentales es una prioridad en todos los cursos. Es requisito producir trabajos de investigación, hacer presentaciones orales, escribir trabajos y presentar gráficas auténticas, organizar portafolios y participar en proyectos de composición. Con la variedad de métodos de enseñanza, y por medio del trabajo producido, el estudiante demuestra su desarrollo académico en las habilidades de lectura, escritura, análisis, síntesis y evaluación.
- **Habilidades básicas.** SPHS ha diseñado programas de cursos para ayudar a los alumnos que necesiten adquirir las habilidades básicas requisitas para funcionar al nivel adecuado académico. Entre ellos hay clases de SDAIE, el programa de adquisición de inglés, y PASS –que ayuda a alumnos del grado 12 que estén deficientes en créditos, tutorías, y los programas de verano.
- **Tecnología.** SPHS ofrece cursos relacionados a la tecnología: física, química, alfabetismo en computación, artes finas en computación, tecnología aplicada, el procesador y el teclado.
- **Responsabilidad social.** Al principio de cada año escolar, SPHS envía al hogar de cada alumno la lista de códigos de vestir, de asistencia y de conducta en español y en inglés para mejor informar a los padres de familia. Además, la administración les comunica a los alumnos de todos los grados los REAA.

A lo largo de su experiencia en SPHS, el alumno participa en una variedad de actividades que lo guían a planear su futuro: Conferencia de planeamiento de 4 años; el programa Eureka, acceso continuo a materiales en Centro de Carreras, Feria de Carreras, AVID, Instituto de Verano, Bridge, ROP, visitas a colegios y universidades, talleres informativos acerca de ayuda financiera, UNOS, talleres preparativos para presentar exámenes de admisión universitaria, Noche de Colegios, y programas con modelos profesionistas de la comunidad.

SPHS está comprometida a preparar al estudiante a competir exitosamente en el mundo laboral del siglo 21. El estudiante tiene acceso a toda clase de programas, desde Educación Especial hasta Honores y Nivel Avanzado. La meta principal es que al graduarse, el estudiante esté preparado para continuar sus metas académicas y ocupacionales, y que posea las habilidades prácticas, tecnológicas y la actitud necesarias.

Areas de fortaleza:

- Eliminacion de cursos estandar.
- Los REAA estan emparejados al marco estatal.
- Aumentada participacion en exámenes de PSAT, SAT y GSE.
- Aumento de cursos ofrecidos de Nivel Avanzado y Honores.
- Mejoria en recursos de biblioteca.
- Computadoras accesibles a todo alumno, aumentan cada ano.
- Clases de ingles y estudios sociales participan en el Programa de Lectura Acelerada.
- Personal de consejeria es bilingue.
- Servicios educativos provee variedad de programas de apoyo academico para alumnos con necesidades o habilidades particulares.
- Asambleas estudiantiles que tratan temas de interes social y se ofrecen programas que promueven la responsabilidad social.
- Muchas actividades extracurriculares con enfasis academico.
- Nuevos programas se brindan para mejorar las calificaciones en exámenes normativos y rendimiento escolastico.
- Implementacion efectiva de polizas y reglas que promueven un ambiente seguro para el aprendizaje.
- El personal representa una positiva diversidad de experiencia y procedencia.

Areas de desarrollo:

- Mayor articulacion entre SPHS y escuelas secundarias (Jr.High), y los colegios/universidades.
- Mejorar las calificaciones de exámenes normativos, incl. SAT 9, por todo alumno de cada nivel, 9, 10, 11, y 12 grados.
- Conectar a todas las aulas de clases a la red de computacion.
- Incrementar el personal del Programa de Lectura Acelerada.
- Aumentar programas de computacion (software).
- Proveer fondos continuos a los departamentos academicos para actualizar y mantener el equipaje tecnologico.

CAPITULO 4 (Cont.)

CATEGORIA C

ENSEÑANZA Y APRENDIZAJE POTENTES

- EAP-C1.** Esta todo alumno involucrado en experiencias exigentes de aprendizaje para lograr los Resultados de Expectativas Amplias de Aprendizaje? Utilizan los profesores estrategias y recursos, incluso la tecnologia, para captar activamente a los estudiantes y para ayudarlos a tener exito a alto nivel?
- EAP-C2.** Experimenta todo alumno las oportunidades de aprendizaje que enfaticen destrezas mentales a alto nivel y que integren el contenido aplicado y academico? Hay colaboracion entre 1) el personal, 2) el personal y los estudiantes, y 3) entre la escuela y la comunidad?
- EAP-C3.** Utilizan rutinamente los estudiantes una variedad de recursos para involucrarse en el aprendizaje aparte del libro de texto y de la aula de clases?

El personal de SPHS hace todo esfuerzo por proveerle a cada estudiante experiencias exigentes de aprendizaje con las que logra los REAA. Para este fin, la mayoria de los alumnos, incluso algunos que han trascendido de la Educacion Especial, estan inscritos en clases preparatorias al colegio. Los profesores emplean una variedad de estrategias y recursos para involucrarlos activamente en trabajos diversos que exigen enfoque intelectual. Estimulan el aprendizaje, teniendo en cuenta el marco estatal y la responsabilidad que cada uno lleva de capacitar a los alumnos a lograr el nivel educativo necesario para un provechoso futuro. Utilizan metodos de aprendizaje colaborativo con el fin de fomentar las modalidades distintas de aprendizaje. Ademias los profesores de materias distintas colaboran para proveerle al alumno la oportunidad de lograr objetivos comunes.

En 1995-96, la escuela y la comunidad propuso y adopto el Horario Block. Este instrumento instructivo se utilizo para remediar el problema de asistencia y bajas calificaciones, especialmente de los grados 9 y 10. Por dos anos seguidos, se ha comprobado una mejoria en ambas areas a resultado de haber cambiado el horario a tres clases diarias. El Horario Block ha convencido a estudiantes y profesores que este cambio estructural puede producir favorables resultados.

En 1996-97, se decidio eliminar cursos estandar con el fin de proveerles a mas estudiantes la oportunidad de participar en cursos preparativos a colegio. El cambio resulto en que los profesores adaptaran su materia a las necesidades de grupos heterogeneos estudiantiles, o sea de alumnos con distintos niveles de destrezas de aprendizaje. Los resultados han sido impactantes:

- Aumento en numero de graduados que asisten al colegio.
- El aumento mas grande en la historia de la escuela en las calificaciones del SAT.
- El promedio de calificaciones mas alto que nunca entre los atletas.
- La membresia mas alta en la Lista de Honor.
- El numero mayor que se registra para los cursos preparativos de Nivel Avanzado.
- Aumento de cursos ofrecidos de Nivel Avanzado.
- La clase graduada de mayor cantidad en la historia.
- Mayor membresia en la Federacion Escolastica de California.
- Aumento en numero de estudiantes inscritos para los exámenes de PSAT y SAT.
- Aumento en numero de profesores que asisten a talleres y conferencias de capacitacion para actualizar sus conocimientos.
- Aumento de numero de estudiantes matriculados, cada ano desde 1993.
- 70% de alumnos inscritos en cursos superiores de matematicas y ciencias son hispanos.
- 65% de alumnos inscritos en Nivel Avanzado/Honores son hispanos.
- Desde 1995 el promedio cumulativo para la clase graduada ha aumentado de 2.04 a 2.70.

Desde 1997, cuando la escuela elimino los cursos estandar, Santa Paula High School ha implementado servicios de apoyo academico:

- Programas de tutorias, antes y despues de las horas de escuela y sabados, que brinda asistencia remedial en cursos esenciales.
- Un programa de Rendimiento a Base de Determinacion Individual (AVID) con fin de guiar a mas estudiantes en la preparacion para colegio/universidad.
- Iniciando un programa con la nueva universidad CSU Channel Islands, para ayudar a los estudiantes con los requisitos de admision en ingles y matematicas.
- Implementacion de un Instituto de Verano para alumnos del grado noveno cuyas habilidades en lectura y matematicas no esten al nivel adecuado de High School.
- Implementacion del Programa Iman de Agricultura y Ciencia con varias universidades que ofrecen prioridad de admision a nuestros estudiantes que terminan el programa exitosamente.
- Iniciando un programa de colaboracion con la Universidad de California, Santa Barbara.

SPHS esta dedicada a instituir tecnicas potentes de ensenanza para facilitar el exito del aprendizaje heterogeneo de nuestras clases. Por lo tanto, esta resuelta a proveer los programas y servicios tutoriales necesarios para conectar a nuestros alumnos con sus metas educativas.

Areas de fortaleza:

(Previamente mencionadas.)

Areas de desarrollo:

- Mas entrenamiento en el uso de aplicacion de la tecnologia.
- Mas programas de Educacion Vocacional.
- Mas fondos financieros para apoyar las metas educativas.
- Reducir el numero de estudiantes por clase.
- Reconocer mas la ayuda de la comunidad.
- Integrar mas el aprendizaje, el curriculum y los objetivos de ciertos grupos estudiantiles.

CATEGORIA D

APOYO PARA EL DESARROLLO PERSONAL Y ACADEMICO

- ADPA-D1.** Recibe todo alumno la ayuda adecuada para asegurar su exito academico?
- ADPA-D2.** Tiene el estudiante a su alcance un sistema de servicios y de oportunidades de apoyo personal en la escuela y comunidad?
- ADPA-D3.** Emplea el liderazgo escolar una amplia variedad de estrategias para promover la participacion de padres de familia y de la comunidad?
- ADPA-D4.** Cuales son los recursos humanos, materiales financieros y estructurales, disponibles de la escuela? Son estos recursos suficientes y efectivamente utilizados para apoyar a los alumnos a lograr los REAA?

Cada aula de clases es un punto focal en una red de servicios de apoyo para asegurar el exito academico estudiantil. Todo alumno tiene acceso a una variedad de cursos para ayudarlo a cumplir su plan de estudio individual, desde los de Nivel Avanzado/Honores, hasta los de Educacion Especial y clases vocacionales. Mientras en cada aula de clases hay recursos con una o mas computadoras, la biblioteca ofrece un ambiente rico de recursos, y esta abierta diariamente, una hora antes hasta una hora despues de clases. Ademias, se brindan programas alternativos para alumnos que no experimentan exito en las clases regulares: Renaissance High School, el programa Bridge, Home Teaching y Estudio Independiente. La oficina de Servicios Educativos administra programas para estudiantes con necesidades particulares como Titulo I, Migrante, programas de aprendizaje ingles (SDAIE), y un programa de empleo. Para facilitar el aprendizaje de cursos esenciales, hay colaboracion entre los profesores y demas personal para proveer la asistencia necesaria para estos alumnos.

Santa Paula High School le da alta prioridad a asegurar que todo alumno tenga exito y este bien relacionado con la escuela. Los soportes academicos estan complementados por un sistema de servicios extracurriculares, disenados para fomentar el desarrollo personal y academico de cada alumno. Aparte de sus deberes academicos, muchos profesores sirven de supervisores de clubes estudiantiles, de clases generales o de entrenadores en deportes.

Una red de servicios escolares y comunitarios aseguran la retencion y la redireccion de alumnos que estan a riesgo de reprobbar. Un Equipo de Estudio Estudiantil, esta a cargo de acomodar a los estudiantes en programas alternativos cuando es necesario. Por otra parte, los consejeros ademias estan a cargo de vigilar el progreso academico de todo alumno hacia la graduacion. Ayudan a alumnos a inscribirse en el programa de ROP y organizan presentaciones informativas de colegio y universidad para ayudar a los alumnos a formar sus metas para el futuro.

Santa Paula High School provee muchas oportunidades para involucrar a los padres de familia y a la comunidad en los programas academicos de los estudiantes. Se organizan dos Noches de Regreso a la Escuela para facilitar la comunicacion entre escuela y hogar. Cada evento notable se publica en el periodico Santa Paula Times, el cual se entrega gratuitamente los miercoles a los residentes. El Boletin del Director se les envia a padres de familia en ingles y espanol, el cual les comunica sobre eventos y reglas de la escuela. El director se reune con el School site Council, y el Comite de Padres de estudiantes migrantes, bilingues y Titulo I se reune una vez al mes.

De beneficio economico para nuestros estudiantes, que se graduan con calificaciones sobresalientes, son las becas otorgadas cada ano por mas de 40 organizaciones, incluso la Armada Americana. Otros recursos comunitarios que les ofrecen entrenamiento y posibilidades de empleo a nuestros jovenes son las companias de Chevrolet y Toyota, profesionistas y organizaciones agricolas, el hospital, y las escuelas locales; como tambien otorgan reconocimientos Rotary, Kiwanis, y el Banco de America.

Areas de fortaleza:

- Programa riguroso preparativo a colegio
- Colaboracion con colegios y universidades.
- Variedad de metodologias de ensenanza para asegurar el exito de todo estudiante.
- Tutorias para alumnos.
- Servicios bibliotecarios con horario completo y asistente bilingue.
- Aumento de seguridad en la escuela.
- Centro de Carreras dinamico, administrado por especialista bilingue.
- Visitas a colegios/universidades.
- Bastantes computadoras accesibles.
- Participacion por padres de familia y personal escolar en actividades estudiantiles.
- Fuerte involucramiento y apoyo comunitario.
- Instituto de verano para estudiantes del grado noveno.
- Programa Bridge y AVID.
- Mas de una docena de clubes/actividades que fomentan habilidades sociales.
- Consejeria accesible de 7:30a.m. a 5:00p.m.
- El distrito mantiene un presupuesto balanceado.
- El campus remodelado, ambiente escolar agradable y campus atractivo.

Areas de desarrollo:

- Ofrecer mas cursos electivos y cursos de educacion vocacional.
- Aumentar tutorias para estudiantes de cursos a Nivel Avanzado por personal calificado.
- Extender el laboratorio de computadoras para permitir mayor accesibilidad al alumno.
- Reinstituir el programa de experiencia de empleo.
- Aumentar a tiempo completo el servicio de psicologa escolar.

CATEGORIA E

EVALUACION Y RESPONSABILIDAD

ER-E1. Emplean los profesores una variedad de estrategias de evaluación para calificar a los estudiantes y para modificar las prácticas instructivas? Utilizan los estudiantes los resultados de la evaluación para modificar su aprendizaje y para reforzar su progreso educativo?

ER-E2. La escuela, el distrito y la comunidad repasan con regularidad el progreso estudiantil hacia cumplimiento de los Resultados de Expectativas Amplias de Aprendizaje? Se reportan con regularidad los resultados de evaluación a la comunidad entera?

ER-E3: A que medida se guían el programa de desarrollo y de presupuesto por la evaluación de los Resultados de Expectativas Amplias de Aprendizaje?

Entre los departamentos académicos existe una diversidad con respecto a las maneras de evaluación actuales. Entre ellas, se utilizan el ensayo escrito, presentaciones orales, pruebas y exámenes objetivos y de destrezas, evaluación individual o de grupo, diarios de lecturas, proyectos, actuaciones, laboratorio, portafolios y trabajos manuales. Los reportes de progreso escolar y las calificaciones de mediados y final de cada término son consistentes con el Horario Block. Actualmente el estudiante y los padres de familia reciben estos reportes frecuentes de manera que estén enterados y puedan participar en el progreso del estudiante. Esta clase de evaluación guía las modificaciones curriculares.

Por evidencia, se utilizan nuevas estrategias y técnicas de enseñanza, y se utilizan los fondos financieros para capacitar a los profesores en nuevas metodologías. Además se seleccionan y se compran libros de texto y materiales de acuerdo a las Expectativas de Aprendizaje; se refuerzan programas para aumentar la preparación del alumno —como el Programa de Lectura Acelerada, el Programa de Agricultura y Ciencia; se aumentan el número de cursos en computación a medida que el equipo tecnológico se instala para el beneficio del alumno. Además se han implementado varias tutorías para ayudar a quienes tengan dificultades académicas.

El haber definido los Resultados de Expectativas Amplias de Aprendizaje de Santa Paula High School simboliza la culminación de la evolución reciente de los programas educativos que ofrece. La implementación del Horario Block y del currículum preparatorio a colegio/universidad y demás programas ha sido guiada por el objetivo de lograr los REAA. A medida que evaluamos nuestros programas actuales, nuevos programas se desarrollan y se utilizan recursos respectivamente para apoyar los REAA.

Areas de fortaleza:

- Variedad de instrumentos de evaluacion utilizados por departamentos.
- Resultados de exámenes normativos al alcance de los profesores.
- Muchos programas y cursos se han agregado para responder a los resultados evaluativos.
- Mas literatura en español forma parte de los recursos bibliotecarios.
- Mas alumnos tienen acceso a las computadoras.
- Los alumnos que utilizan las tutorias, demuestran mejoramiento.
- La informacion sobre resultados de exámenes normativos se distribuye ampliamente.
- Mayor enfoque en evaluacion y en responsabilidad.
- Horario Block ha mejorado la interaccion entre profesor y estudiante.
- Fondos economicos siguen procurandose y utilizandose para la tecnologia.
- La conscientizacion del personal con respecto a las necesidades escolares ha aumentado a resultado de los REAA.

Areas de desarrollo:

- Programas tutoriales necesitan ser evaluados continuamente para verificar que cumplan con las necesidades de los estudiantes.
- A los estudiantes debe requerirse un curso basico de computacion.
- Mas explicacion del manual "Outcomes" y su importancia para el personal.
- Mas analisis comprensivo y analitico de resultados de exámenes normativos, tutorias, y estadisticas.
- Reduccion de estudiantes por clase para poder ayudar a mas estudiantes con dificultades academicas.
- Determinar un sistema de evaluacion de los REAA.

SANTA PAULA HIGH SCHOOL

MISION EDUCATIVA

En colaboracion con padres de familia y la comunidad, Santa Paula High School le proveera al estudiante un ambiente seguro. El estudiante se capacitara para hacerse un ser humano moral, productivo, y bien preparado. Nuestro curriculum se enfocara en la excelencia academica, el alfabetismo y los conocimientos tecnologicos.

Sobre todo, se promovera el respeto y la dignidad humana.

RESULTADOS DE EXPECTATIVAS AMPLIAS DE APRENDIZAJE

Todo alumno demostrara:

- ◆ **La habilidad para investigar y acceder informacion de varias fuentes o recursos, y utilizar la informacion para lograr sus metas individuales.**
- ◆ **Las habilidades basicas, mentales, y sociales aparte de conocimientos en tecnologia y recursos informativos.**
- ◆ **La habilidad a leer el idioma ingles a nivel competente, para objetivos funcionales y recreativos.**
- ◆ **La habilidad a solucionar problemas de manera que utilice informacion, evalúe alternativas y haga decisiones informadas.**
- ◆ **La habilidad y adiestramiento necesarios para definir metas de bienestar y salud.**
- ◆ **El respeto y comprension hacia individuos y grupos culturales diversos.**
- ◆ **Ser responsable y ser consciente de los valores propios que puede aportar a la sociedad.**