



# RENAISSANCE HIGH SCHOOL

325 North Palm Avenue • Santa Paula, CA 93060 • (805) 525-4407 • Grades 9-12  
Lydia Olivo, Ed.D., Principal



## SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2021-221 ACTIVITY PUBLISHED IN 2022-23

### Principal's Message

It is my pleasure as Principal to welcome you to Renaissance High School. "Home of the Knights!" Renaissance High School's faculty, staff members and I are very excited and look forward to working together with you as a team in partnership with your child's education. In accordance with proposition 98, every school in California is required to issue an annual "Accountability Report Card." I welcome you to explore this document at this time.

It is the belief of Renaissance High School that students can and will excel in an environment that is tailored to their evolving needs. The hard working staff is both skilled and dedicated to the success of all students. We are fortunate to have experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a student's social, emotional, and intellectual needs are equally important.

At Renaissance High School, students are treated as young adults - with all the respect, responsibilities, and consideration this implies. As one of our goals we strive to identify and remove educational barriers to improve academic success. Renaissance High School expectations are high as we believe in a student's ability to be successful. It is our belief that once a student crosses the threshold to Renaissance High School they are no longer an "At Risk" student they are an "At Promise" student!

23 Reasons why your student should attend Renaissance High School:

- High Graduation Rate – 93.3 %
- Academic Credit Recovery to Either Return to the Comprehensive High School or Graduate Early
- Smaller Class Size and More Individualized Instruction
- Personal Academic Plan Developed with your Student
- Curriculum Aligned with Santa Paula High School/College Prep; California Common Core Standard-Aligned; College and Career Focus
- Western Association of Schools and Colleges (WASC) – Fully Accredited through 2025 (6-Year Accreditation)
- Model Continuation School for the State of California, 2015-2018 & 2020-2023
- Model SARB School for the State of California (School Attendance)
- Dual Enrollment with Ventura College Leading to A.A. Degree
- AVID (Advancement Via Individual Determination)
- MOS (Microsoft Office Suite) Certification Program
- Honors Digital Media Computer
- Career Technical Education Pathways
- Future Business Leaders of America (FBLA) – Regional and State Competition Winners
- Scholarship Opportunities
- Student Recognition Programs
- Safe and Caring Environment
- Fully NCLB Qualified Teachers
- APEX Distance Learning
- ASB, Yearbook, Intramural Sport Activities, Field Trips
- Full-day Schedule Monday through Friday to Maximize Student Progress
- Before and After School Tutoring
- Full-time Counselor and Full-time Outreach Coordinator

For information to register your student or tour our campus contact the Renaissance High School office at 525-4407.

### District & School Description

#### Santa Paula Unified School District

Santa Paula Unified School District is located in the city of Santa Paula, a small historical community serving approximately 30,000 residents within a 4.6 square-mile radius surrounded by rolling hills, avocado, and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula Unified School District operates six elementary schools, one middle school, one comprehensive high school and one continuation high school all nestled against the city's foothills. During the 2021-22 school year, the District served 4,988 students in grades TK-12. The demographic composition of the student body included 16.5% students identified with a disability, 34.8% qualifying for English learner support, 83.7% enrolled in the Free or Reduced Price Meal program, 1.6% migrant, 0.3% foster youth, and 7% homeless youth.

### District Vision & Mission

#### Vision:

Committed to serving every student every day.

#### Mission:

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

#### Renaissance High School

During the 2021-22 school year, Renaissance High served 119 students in grades 9-12, with over 200 students total attending the school at some point during the year. Student enrollment included 28.6% qualifying for English Learner support, 69.7% enrolled in the Free or Reduced Price Meal program, 1.7% students with disabilities, and 3.4% homeless youth.

All school staff at Renaissance High place a strong emphasis on maintaining a positive, safe learning environment through effective discipline. Parents know that their students are safe at Renaissance High and that everyone's focus is on academics. Renaissance High's academic program emphasizes mutual respect between students and staff. Most students who experience difficulty in a traditional comprehensive high school setting often find success in an alternative program. Individualized instruction with frequent one-on-one student/teacher interaction ensures that the needs of every student are met.

#### School Mission Statement

It is the mission Renaissance High School to provide all students an opportunity to refocus their education, career, and personal goals. The individualized learning program concentrates on significantly raising student achievement and ensuring that all students have the opportunity to make up credits, earn a high school diploma, have the opportunity to be college and career ready and prepare to be a productive civic-minded citizen in a global economy. Renaissance means "new start," and the staff, valuing human dignity in each student, is dedicated to assisting them in realizing that their past does not necessarily determine their potential for the future.

### Santa Paula Unified School District

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

#### Board of Trustees

Dr. Daniel Sandoval, President  
Mrs. Gabriela Ornelas, Vice President  
Mrs. Anna Villicana-Arroyo, Clerk  
Mr. Chris Wilson, Member  
Mr. Tommy Frutos, Member

#### District Administration

Mr. Jeffrey Weinstein  
Superintendent

Mr. Kevin Olson  
Assistant Superintendent  
Business Services

Dr. Edd C. Bond  
Assistant Superintendent  
Human Resources & Employee Development

Dr. David Moore  
Assistant Superintendent  
Educational Services

Dr. Gina Ramirez  
Assistant Superintendent  
EL Services & Community Engagement

Ms. Cynthia Carrillo  
Executive Director  
Classified Human Resources

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The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section and for the facilities section was acquired in December 2022.

**Student Enrollment by  
Student Group and Grade Level  
2021-22**

| Student Group                       | % of Total Enrollment | Grade Level      | #  |
|-------------------------------------|-----------------------|------------------|----|
| Female                              | 39.5%                 | Grade 9          | 0  |
| Male                                | 60.5%                 | Grade 10         | 0  |
| Non-Binary                          | 0.0%                  | Grade 11         | 43 |
| American Indian or Alaskan Native   | 0.0%                  | Grade 12         | 76 |
| Asian                               | 0.0%                  |                  |    |
| Black or African American           | 0.0%                  |                  |    |
| Filipino                            | 0.0%                  |                  |    |
| Hispanic or Latino                  | 98.3%                 |                  |    |
| Native Hawaiian or Pacific Islander | 0.0%                  |                  |    |
| Two or More Races                   | 0.8%                  |                  |    |
| White                               | 0.8%                  |                  |    |
| English Learners                    | 28.6%                 |                  |    |
| Foster Youth                        | 0.0%                  |                  |    |
| Homeless                            | 3.4%                  |                  |    |
| Migrant                             | 0.0%                  |                  |    |
| Socioeconomically Disadvantaged     | 69.7%                 | Total Enrollment |    |
| Students with Disabilities          | 1.7%                  | 119              |    |

## Local Control Accountability Plan (LCAP)

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

## Parent Involvement

Parents are encouraged to get involved in Renaissance High's learning community by volunteering their time, attending school events, or sharing in the decision-making process. Back to School Night, Birthday Club (Recognition Program), Financial Aide Parent Night, graduation, monthly parent meetings, and quarterly student recognition assemblies provide opportunities for parents to interact with school staff while supporting their child's academic efforts. The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and financial planning:

- English Learner Advisory Committee
- District Advisory Committee (DAC)
- District English Learner Advisory Committee
- Migrant Parent Advisory Committee
- Title I Advisory Council
- School Site Council
- SARB Board Member

Parents seeking more information about becoming an active member in the school community may contact the principal or school office staff at (805) 525-4407.

## School News

School-to-home communication is provided in both English and Spanish. Important information about school activities, schedules, curriculum, graduation requirements, committee meetings, and announcements are available in the quarterly school newsletter. Renaissance High uses Blackboard Connect, Internet-based telephone messaging systems, to forward personalized messages from school staff to each student's home. The counselor/outreach consultant/principal publishes a school newsletter for parents; the bulletin highlights current activities on campus and upcoming events. When necessary, the principal will contact students' homes to share or discuss important information. Progress reports and report cards are mailed to students' homes at scheduled times throughout the year. The local newspaper, the Ventura Star, is occasionally used for special announcements to the community. Renaissance High's website hosts general information about the school, independent study, and hosts a calendar of activities. The Outreach Coordinator may contact parents directly to address truancy or behavior concerns.

## Student Achievement

### California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the

CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on CDE's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

## District Benchmark Assessments

Santa Paula Unified School District utilizes districtwide diagnostic benchmark assessments that are aligned to the Common Core State Standards. These assessments will be used to evaluate instructional programs and measure student proficiency of all students in math and language arts. Test results will be used to 1) help teachers identify areas where instruction may or may not be effective, 2) analyze and readjust curriculum maps, 3) identify concepts that need to be retaught in the classroom, 4) plan in-class lessons, and 5) identify students who need targeted academic assistance or intervention.

## School Facilities & Safety

### Facilities Profile

Renaissance High provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1988; ongoing maintenance ensures school facilities are kept safe and in good working condition, and continue to provide adequate space for students and staff.

### Campus Description

|                              |                 |
|------------------------------|-----------------|
| Year Built                   | 1988            |
| Bldg. Square Footage         | 8400            |
|                              | <b>Quantity</b> |
| # of Permanent Classrooms    | 0               |
| # of Portable Classrooms     | 5               |
| # of Restrooms (student use) | 1 set           |
| Media Center                 | 1               |

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

2021-22

|                                               | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students Tested                           | 112              | 51            | 45.54          | 54.46              | 2                       |
| Female                                        | 49               | 21            | 42.86          | 57.14              | 4.76                    |
| Male                                          | 63               | 30            | 47.62          | 52.38              | 0                       |
| American Indian or Alaskan Native             |                  |               |                |                    |                         |
| Asian                                         |                  |               |                |                    |                         |
| Black or African American                     |                  |               |                |                    |                         |
| Filipino                                      |                  |               |                |                    |                         |
| Hispanic or Latino                            | 110              | 51            | 46.36          | 53.64              | 2                       |
| Native Hawaiian or Pacific Islander           |                  |               |                |                    |                         |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| White                                         | --               | --            | --             | --                 | --                      |
| English Learners                              | 29               | 14            | 48.28          | 51.72              | 0                       |
| Foster Youth                                  |                  |               |                |                    |                         |
| Homeless                                      |                  |               |                |                    |                         |
| Military                                      |                  |               |                |                    |                         |
| Socioeconomically Disadvantaged               | 81               | 35            | 43.21          | 56.79              | 2.94                    |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |
| Students with Disabilities                    | --               | --            | --             | --                 | --                      |

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

## Supervision & Safety

Renaissance High staff place a high priority in maintaining a safe, secure campus at all times. Teachers, the principal, counselor, outreach coordinator, and campus security officer monitor student activities each morning as students arrive, during lunch, and after school when students are dismissed. The campus security officer and School Resource Officer (SRO) circulate throughout the campus while classes are in session. Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure. The principal, campus security officer, custodian, and school secretary carry hand-held radios at all times to quickly facilitate routine and emergency communications.

## School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Renaissance High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated and shared with school staff in fall 2022.

## Facilities Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Renaissance High's repairs and maintenance projects are performed by the district's M&O staff; emergency situations are given high priority and immediately resolved.

District custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and director of M&O meet once a week to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian inspects facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. The principal and campus security officer check restrooms frequently as a proactive measure in keeping facilities fully stocked, safe, and sanitary. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning methods, use of chemicals, and use of equipment. Evening custodians are responsible for cleaning classrooms, restrooms, the media center, and office areas. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping and other routine grounds maintenance.

### California Assessment of Student Performance and Progress Test Results in Science

#### All Students

#### Percentage of Students Meeting or Exceeding the State Standards

|                             | RHS   |       | SPUSD |       | CA    |       |
|-----------------------------|-------|-------|-------|-------|-------|-------|
|                             | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| Science (Grades 5, 8, & 10) | NT    | 2     | NT    | 14.33 | 28.72 | 29.47 |

Note: For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

### California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standards

|                                | RHS   |       | SPUSD |       | CA    |       |
|--------------------------------|-------|-------|-------|-------|-------|-------|
|                                | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| English-Language Arts/Literacy | N/A   | 5     | N/A   | 30    | N/A   | 47    |
| Mathematics                    | N/A   | 4     | N/A   | 16    | N/A   | 33    |

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAAA.

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

### CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)

#### 2021-22

|                                               | English Language Arts/Literacy |               |                |                    |                         | Mathematics      |               |                |                    |                         |
|-----------------------------------------------|--------------------------------|---------------|----------------|--------------------|-------------------------|------------------|---------------|----------------|--------------------|-------------------------|
|                                               | Total Enrollment               | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
| All Students Tested                           | 67                             | 47            | 70.15          | 29.85              | 4.55                    | 67               | 47            | 70.15          | 29.85              | 4.44                    |
| Female                                        | 27                             | 21            | 77.78          | 22.22              | 10                      | 27               | 21            | 77.78          | 22.22              | 9.52                    |
| Male                                          | 40                             | 26            | 65             | 35                 | 0                       | 40               | 26            | 65             | 35                 | 0                       |
| American Indian or Alaskan Native             |                                |               |                |                    |                         |                  |               |                |                    |                         |
| Asian                                         |                                |               |                |                    |                         |                  |               |                |                    |                         |
| Black or African American                     |                                |               |                |                    |                         |                  |               |                |                    |                         |
| Filipino                                      |                                |               |                |                    |                         |                  |               |                |                    |                         |
| Hispanic or Latino                            | 67                             | 47            | 70.15          | 29.85              | 4.55                    | 67               | 47            | 70.15          | 29.85              | 4.44                    |
| Native Hawaiian or Pacific Islander           |                                |               |                |                    |                         |                  |               |                |                    |                         |
| Two or More Races                             |                                |               |                |                    |                         |                  |               |                |                    |                         |
| White                                         |                                |               |                |                    |                         |                  |               |                |                    |                         |
| English Learners                              | 19                             | 11            | 57.89          | 42.11              | 0                       | 19               | 13            | 68.42          | 31.58              | 0                       |
| Foster Youth                                  |                                |               |                |                    |                         |                  |               |                |                    |                         |
| Homeless                                      |                                |               |                |                    |                         |                  |               |                |                    |                         |
| Military                                      |                                |               |                |                    |                         |                  |               |                |                    |                         |
| Socioeconomically Disadvantaged               | 49                             | 32            | 65.31          | 34.69              | 6.67                    | 49               | 33            | 67.35          | 32.65              | 0                       |
| Students Receiving Migrant Education Services |                                |               |                |                    |                         |                  |               |                |                    |                         |
| Students with Disabilities                    | --                             | --            | --             | --                 | --                      | --               | --            | --             | --                 | --                      |

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## Classroom Environment

### Discipline & Climate for Learning

Renaissance High takes a proactive approach to minimizing classroom disruptions and maintaining a safe learning environment. Teachers and support staff are specially trained to observe, identify, and prevent behaviors that may interrupt lessons and learning time.

Dress code policies are consistently and strictly enforced. School rules, dress code policies, academic expectations, and consequences for poor conduct are clearly explained upon enrollment and provided in the district's Annual Notice to Parents/Guardians. School rules are posted in each classroom. Teachers have adopted individual classroom management policies that support and are consistent with schoolwide rules.

Each student and their parents are provided with a printed copy of school discipline policies and the conduct code which includes an acknowledgement form. Each student and their parent(s) are required to sign and return the acknowledgement form to confirm receipt of school rules and policies. At the beginning and throughout the school year, the principal visits each class to clearly explain violent and suspendible infractions and consequences for such behaviors, including bullying and harassment. New students and their parents are invited to a mandatory evening orientation to learn about behavior and academic expectations and the resources that are available. Positive behavior is reinforced daily; all school staff remind students as needed to conduct themselves in a safe, respectful, and responsible manner. On occasion, teachers revisit school rules and behavior expectations in classroom discussions, and classrooms are visited by the outreach consultant and security guards.

Representatives from local community and youth organizations visit Renaissance High students throughout the school year. Presentations address a variety of student groups including teen moms and dads and promote the benefits of making good choices, the importance of a good education, and available health/career-related resources. Visitors include representatives from Interface, Planned Parenthood, Clinicas, Social Services, and the School Attendance Review Board.

### Class Sizes & Teaching Loads

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students.

| Average Class Size and Class Size Distribution |                    |                    |       |     |
|------------------------------------------------|--------------------|--------------------|-------|-----|
| 2019-20                                        |                    |                    |       |     |
| Subject                                        | Average Class Size | Number of Classes* |       |     |
|                                                |                    | 1-22               | 23-32 | 33+ |
| English                                        | 11.0               | 8                  | 1     |     |
| Math                                           | 5.0                | 11                 |       |     |
| Science                                        | 10.0               | 3                  |       |     |
| Social Science                                 | 14.0               | 5                  | 2     |     |
| 2020-21                                        |                    |                    |       |     |
| English                                        | 25.0               | 1                  | 5     |     |
| Math                                           | 17.0               | 6                  |       |     |
| Science                                        | 15.0               | 5                  |       |     |
| Social Science                                 | 25.0               | 1                  | 4     |     |
| 2021-22                                        |                    |                    |       |     |
| English                                        | 23.0               | 2                  | 4     | 1   |
| Math                                           | 16.0               | 6                  | 2     |     |
| Science                                        | 19.0               | 2                  | 2     |     |
| Social Science                                 | 31.0               | 4                  | 4     | 1   |

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

### Community Service

Renaissance High has increased its efforts to provide opportunities for its students to get involved in community organizations while developing valuable social, leadership, and career-related skills. In some cases, students have the opportunity to earn course credit while performing community service work.

| School Facility Good Repair Status                    |               |      |      |                                           |
|-------------------------------------------------------|---------------|------|------|-------------------------------------------|
| Item Inspected                                        | Repair Status |      |      | Repair Needed and Action Taken or Planned |
| Inspection Date:                                      | Good          | Fair | Poor |                                           |
| November 18, 2022                                     |               |      |      |                                           |
| Systems                                               | ✓             |      |      |                                           |
| Interior Surfaces                                     | ✓             |      |      |                                           |
| Cleanliness                                           | ✓             |      |      |                                           |
| Electrical                                            | ✓             |      |      |                                           |
| Restrooms/Fountains                                   | ✓             |      |      |                                           |
| Safety                                                | ✓             |      |      |                                           |
| Structural                                            | ✓             |      |      |                                           |
| External                                              | ✓             |      |      |                                           |
| Overall Summary of School Facility Good Repair Status |               |      |      |                                           |
|                                                       | Exemplary     | Good | Fair | Poor                                      |
| Overall Summary                                       | ✓             |      |      |                                           |

#### Percentage Description Rating:

*Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.*

| Chronic Absenteeism by Student Group (2021-22) |                       |                                         |                           |                          |
|------------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| Student Group                                  | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
| All Students                                   | 172                   | 160                                     | 81                        | 50.6                     |
| Female                                         | 73                    | 67                                      | 37                        | 55.2                     |
| Male                                           | 99                    | 93                                      | 44                        | 47.3                     |
| American Indian or Alaska Native               |                       |                                         |                           |                          |
| Asian                                          |                       |                                         |                           |                          |
| Black or African American                      |                       |                                         |                           |                          |
| Filipino                                       |                       |                                         |                           |                          |
| Hispanic or Latino                             | 170                   | 158                                     | 79                        | 50                       |
| Native Hawaiian or Pacific Islander            |                       |                                         |                           |                          |
| Two or More Races                              | 1                     | 1                                       | 1                         | 100                      |
| White                                          | 1                     | 1                                       | 1                         | 100                      |
| English Learners                               | 50                    | 49                                      | 23                        | 46.9                     |
| Foster Youth                                   |                       |                                         |                           |                          |
| Homeless                                       | 6                     | 6                                       | 3                         | 50                       |
| Socioeconomically Disadvantaged                | 131                   | 122                                     | 65                        | 53.3                     |
| Students Receiving Migrant Education Services  |                       |                                         |                           |                          |
| Students with Disabilities                     | 5                     | 5                                       | 5                         | 100                      |

### Student Recognition Programs

Renaissance High school celebrates those students who have returned in the fall for the prior year's fourth quarter awards at Open House/Back to School Night. Renaissance High School celebrates student success at the end of each quarter and at the end of the year for academic accomplishments, attendance efforts, and good citizenship. Students who maintain perfect attendance, almost perfect, most improved attendance and/or accumulate 25 credits (in one quarter) are presented with a certificate and invited to a special luncheon at the end of each quarter. Student accomplishments by subject area and for significant improvement are recognized by teachers and staff; students who have demonstrated academic achievement are presented with a certificate and invited to the luncheon at the end of each quarter. Graduating seniors are eligible to attend Grad Night at Disneyland. At the graduation ceremony, students increasing their GPA, having perfect attendance for the school year, great attendance for the school year, or demonstrating academic achievement receive special recognition by the Board of Trustees.

### Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Renaissance High School for the 2020-21 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days

the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

### Enrichment Activities

Students are encouraged to participate in student leadership and yearbook club. Student leadership (Associated Student Body - ASB) provides students the opportunity to serve as an advisory to school administration, plan campus activities, coordinate fundraising efforts, and represent the student body on the School Site Council. All students are encouraged to participate in quarterly assemblies, field trips, college visitations, Future Business Leaders of America (FBLA), Entree to Employment, Family Science Night, United Blood Services, participate in the Ignite Program, and assist students with the ASPIRE program. Additionally, all students are encouraged to be involved in community service activities such as working with the Santa Paula Latino Town Hall, Santa Paula Optimist Club, and Rotary of Santa Paula.

### Dropouts & Graduation Rates

Renaissance High School's teachers and administrative staff practice early identification and intervention of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Close monitoring of student credit completion and attendance help identify those students most at risk of not earning their high school diploma. Intervention strategies used to promote attendance and reduce dropout

### Graduation Rate by Student Group (Four-Year Cohort Rate) (2021-22)

| Student Group                                 | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|-----------------------------------------------|------------------------------|----------------------------|------------------------|
| All Students                                  | 49                           | 41                         | 83.7                   |
| Female                                        | 22                           | 19                         | 86.4                   |
| Male                                          | 27                           | 22                         | 81.5                   |
| Non-Binary                                    |                              |                            |                        |
| American Indian or Alaska Native              |                              |                            |                        |
| Asian                                         |                              |                            |                        |
| Black or African American                     |                              |                            |                        |
| Filipino                                      |                              |                            |                        |
| Hispanic or Latino                            | 47                           | 40                         | 85.1                   |
| Native Hawaiian or Pacific Islander           |                              |                            |                        |
| Two or More Races                             | --                           | --                         | --                     |
| White                                         | --                           | --                         | --                     |
| English Learners                              | 17                           | 16                         | 94.1                   |
| Foster Youth                                  |                              |                            |                        |
| Homeless                                      | --                           | --                         | --                     |
| Socioeconomically Disadvantaged               | 44                           | 37                         | 84.1                   |
| Students Receiving Migrant Education Services |                              |                            |                        |
| Students with Disabilities                    | --                           | --                         | --                     |

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

### Suspensions and Expulsions

|             | RHS    |       |       | SPUSD |       |       | CA    |       |       |
|-------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|
|             | 19-20  | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| Suspensions | 15.49% | 0.00% | 3.49% | 5.66% | 0.02% | 3.17% | 0.00% | 0.20% | N/A   |
| Expulsions  | 0.00%  | 0.00% | 0.00% | 0.04% | 0.00% | 0.07% | 0.00% | 0.00% | N/A   |

The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

### Suspensions & Expulsions by Student Group (2021-22)

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|-----------------------------------------------|------------------|-----------------|
| All Students                                  | 3.5%             | 0.0%            |
| Female                                        | 2.7%             | 0.0%            |
| Male                                          | 4.0%             | 0.0%            |
| Non-Binary                                    | 0.0%             | 0.0%            |
| American Indian or Alaska Native              | 0.0%             | 0.0%            |
| Asian                                         | 0.0%             | 0.0%            |
| Black or African American                     | 0.0%             | 0.0%            |
| Filipino                                      | 0.0%             | 0.0%            |
| Hispanic or Latino                            | 3.5%             | 0.0%            |
| Native Hawaiian or Pacific Islander           | 0.0%             | 0.0%            |
| Two or More Races                             | 0.0%             | 0.0%            |
| White                                         | 0.0%             | 0.0%            |
| English Learners                              | 8.0%             | 0.0%            |
| Foster Youth                                  | 0.0%             | 0.0%            |
| Homeless                                      | 0.0%             | 0.0%            |
| Socioeconomically Disadvantaged               | 2.3%             | 0.0%            |
| Students Receiving Migrant Education Services | 0.0%             | 0.0%            |
| Students with Disabilities                    | 0.0%             | 0.0%            |

rates include parent conferences, counseling, tutoring, Student Study Team referrals, SARB referrals (School Attendance Review Board), concurrent enrollment in community college classes, Advanced Academics class, Renaissance Star Reading/Math Program, and referral to independent study programs. Renaissance High School has on-site Clinicas counseling, referral to Interface and PDAP for students in need of additional counseling.

Renaissance High implemented APEX, a virtual high school offered to students all day out of the computer lab. This allows students to have access to a structured, standards-based program which provides needed coursework to quickly remedy credit deficiencies and fulfill graduation requirements. Students are able to work at their own pace, can continue working after school any place they have Internet access, and may quickly contact teachers or instructional assistants for help or to schedule personal appointments.

Renaissance High's Outreach Consultant is responsible for monitoring daily attendance and identifying students having difficulties staying in school. When a student's absences have become excessive, the coordinator contacts the student's parent(s)/guardian(s) to discuss barriers interfering with the learning process and regular attendance. The Outreach Consultant schedules conferences with students and their parent(s)/guardian(s) to conduct a more in depth discussion to remedy and improve student performance and attendance concerns. The Outreach Consultant collaborates with the local

### Dropout and Graduation Rates (Four-Year Cohort Rate)

|                     | RHS   |       |       |
|---------------------|-------|-------|-------|
|                     | 18-19 | 19-20 | 20-21 |
| Dropout Rate (%)    | 4.1   | 3.4   | 2     |
| Graduation Rate (%) | 87.8  | 69    | 83.7  |
|                     | SPUSD |       |       |
|                     | 18-19 | 19-20 | 20-21 |
| Dropout Rate (%)    | 1.7   | 2.7   | 2.8   |
| Graduation Rate (%) | 94.3  | 89.9  | 89.8  |
|                     | CA    |       |       |
|                     | 18-19 | 19-20 | 20-21 |
| Dropout Rate (%)    | 9     | 8.9   | 2     |
| Graduation Rate (%) | 84.5  | 84.2  | 83.7  |

District Attorney's office to resolve excessive truancy cases. When necessary, students may be requested to attend detention or Saturday School to make up for excessive absences and missed assignments.

The table in this report includes information for the school site, district and State on dropouts and graduation rates. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

## Curriculum & Instruction

### Staff Development

All professional development opportunities at Santa Paula Unified School District are being aligned to the California State Standards. Staff development concentrations are selected and identified based upon analysis of student performance on writing rubrics, state assessments, and end-of-unit exams.

During the 2020-21, 2021-22, and 2022-23 school years, Santa Paula Unified School District provided the following staff development:

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

| Year    | Days                                                                                                                                                                                                                                                                  |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2020-21 | 0 days                                                                                                                                                                                                                                                                |
|         | <ul style="list-style-type: none"> <li>CTE - AME Course Adaptation Collaboration</li> <li>Edgenuity Training</li> <li>iLit Training</li> <li>Learning Management Platforms (Google Enterprise)</li> </ul>                                                             |
| 2021-22 | 0 days                                                                                                                                                                                                                                                                |
|         | <ul style="list-style-type: none"> <li>Health Adoption</li> <li>Curriculum Development for Agricultural Business</li> <li>MDTP Overview</li> <li>College (AVID) Tutor Training</li> <li>CPM Teacher Support Training</li> <li>English Language Development</li> </ul> |
| 2022-23 | 0 days                                                                                                                                                                                                                                                                |
|         | <ul style="list-style-type: none"> <li>CORE Learning - Literacy Services</li> <li>CGI Math - Teacher Learning Center</li> <li>Report Card Entry Training for Q</li> <li>EL Shadowing</li> </ul>                                                                       |

Renaissance High participated in staff development days during the 2021-22 school year. Renaissance High School's teachers participated in collaboration with Santa Paula High School teachers to ensure curriculum is aligned. Both schools participated in Instructional Rounds and staff development during collaboration time. Staff training topics include:

- English Language Development
- CHAMPS
- English Language Learners Shadowing
- Restorative Justice Training
- Common Core State Standards

Many of Renaissance High's teachers take advantage of and participate in staff development opportunities offered by county agencies, professional organizations, and state conferences. Teachers participated in:

- English Learner Shadowing
- CHAMPS
- Autism Orientation
- ERWC
- TUPE

Santa Paula Unified School District supports new teachers in developing their teaching skills and earning a Professional Clear Teaching Credential. The district's New Teacher Induction Consortium, formerly known as the Beginning Teacher Support and Assessment (BTSA) program, is designed for first- and second-year teachers to receive structured guidance and support from experienced teachers over a two-year period.

Teachers specializing in English learner instruction attend local workshops sponsored by the Ventura County Office of Education. Classified support staff may receive additional

job-related training from the county office of education. All certificated and classified staff participate in district-sponsored training sessions addressing sexual harassment, sexual molestation, and ergonomics.

## Instructional Materials

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

On August 24, 2022, the Santa Paula Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted [Resolution 2022-23:02 Sufficiency of Textbooks or Instructional Materials](#) which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each student has a textbook or instructional materials, or both, to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage (2) all students who are enrolled in the same course within the district, have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, and (4) sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and (5) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to the core subject areas, districts are required to disclose in this annual report the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2022-2023 school year, Santa Paula Unified School District provided all students enrolled in a visual/performing arts class with their own instructional materials or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Santa Paula Unified School District utilizes supplemental materials in addition to the science textbooks in order to meet state standards.

## School Leadership

Leadership at Renaissance High is shared among the principal, support staff, teaching staff, and parents. Renaissance High School's principal, Ms. Robin Gillette, is responsible for the day-to-day operations of the school, working closely with all school staff to align curriculum to state content standards and to provide a comprehensive curriculum to meet current students' needs and state course requirements.

Collaboration is held weekly and the focus on student learning. Everyone participates in discussing curricular programs, student achievement, school activities, WASC activities and planning, and progress in meeting goals outlined in the school site plan. The principal encourages teachers and classified staff to provide input on school decisions, staff development activities, and curriculum implementation.

The School Site Council (SSC) meets monthly and is comprised of school staff, parents, and students. As a major governing body, the SSC is responsible for monitoring school programs and compliance with Renaissance High School's single plan for student achievement, approving the school safety plan, and overseeing the school budget. Council members serve as a liaison between the school and community.

The English Learner Advisory Council meets periodically throughout the year to follow up on and evaluate the school's progress in meeting the needs of English learners. The council sponsors parent workshops to address graduation requirements, drug awareness, and current educational topics. Guest speakers from the local community, such as the Santa Paula Police Department, attend the parent workshops to provide insight into local programs and current social issues.

## Specialized Instruction

All curriculum and instruction are aligned to the California State Standards approved by the State Board of Education. Every student receives access to a rigorous, well-balanced standards-aligned curriculum. The district provides chrome books or iPads to all students as part of a 1:1 technology initiative and supports the utilization of Google suite to enhance student learning. Renaissance High School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

| Textbooks             |                                  |                                                           |                                                                                        |
|-----------------------|----------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------|
| Year Adopted          | From Most Recent State Adoption? | Publisher and Series                                      | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials |
| Reading/Language Arts |                                  |                                                           |                                                                                        |
| 2008                  | *                                | Holt, Rinehart, Winston: Literature and Language Arts     | 0%                                                                                     |
| 2018                  | *                                | Pearson: My Perspectives (ELA) ELD Companion (ELD)        | 0%                                                                                     |
| Math                  |                                  |                                                           |                                                                                        |
| 2008                  | *                                | McDougal Littell: Pre-Algebra                             | 0%                                                                                     |
| 2008                  | *                                | McDougal Littell: Algebra I                               | 0%                                                                                     |
| 2008                  | *                                | McDougal Littell: Algebra II                              | 0%                                                                                     |
| 2008                  | *                                | McDougal Littell: Geometry                                | 0%                                                                                     |
| 2008                  | *                                | McGraw Hill: Financial Math                               | 0%                                                                                     |
| 2016                  | *                                | CPM: Math Integrated 1-3                                  | 0%                                                                                     |
| Science               |                                  |                                                           |                                                                                        |
| 2014                  | *                                | It's About Time: Global Science                           | 0%                                                                                     |
| 2015                  | *                                | It's About Time: Chemistry                                | 0%                                                                                     |
| 2014                  | *                                | It's About Time: Physics                                  | 0%                                                                                     |
| 2008                  | *                                | Pearson: Anatomy                                          | 0%                                                                                     |
| Social Science        |                                  |                                                           |                                                                                        |
| 2019                  | *                                | McGraw Hill: World History                                | 0%                                                                                     |
| 2019                  | *                                | McGraw Hill: American Government                          | 0%                                                                                     |
| 2012                  | *                                | Houghton Mifflin Co.: <i>Geography</i>                    | 0%                                                                                     |
| 2019                  | *                                | National Geographic: <i>US History</i>                    | 0%                                                                                     |
| 2019                  | *                                | McGraw Hill: <i>Economics</i>                             | 0%                                                                                     |
| Foreign Language      |                                  |                                                           |                                                                                        |
| 2018                  | *                                | EMC: ¡Que Chevere! (Level 3-4) Heritage Language Speakers | 0%                                                                                     |
| 2016                  | *                                | Vista Higher Learning: Descubre Level 1, 2 & 3            | 0%                                                                                     |
| Health                |                                  |                                                           |                                                                                        |
| 2022                  | *                                | McGraw Hill: Glemcoe Health                               | 0%                                                                                     |

## Special Education

Special Education students are mainstreamed into the general education classroom as appropriate based upon their IEP (Individual Education Plan). Each student is assigned a case manager to oversee the implementation of the IEP. Special Education includes a continuum of services to be provided to each student in the least restrictive learning environment. The special education program ensures that students with disabilities have access to core curriculum and educational opportunities in light of their individual unique needs.

## English Learners

Students identified as English Learners (EL) through the ELPAC (English Language Proficiency Assessments for California) exam are placed with a teacher who has been certified to teach English learners. Based on ELPAC scores, only students in the intermediate or advanced levels of learning English are eligible to enroll in the continuation high school program. Teachers differentiate instruction and incorporate SDAIE (Specially Designed Academic Instruction in English) strategies into their instructional practices for all subject areas. SDAIE is a method of teaching EL students in English so they may gain skills in both subject material and in using English based upon students' individual abilities. As students increase fluency, progress is measured through classroom performance and ELPAC results; individualized instruction is adjusted to meet the current learning needs of each student.

## Migrant Education

Students whose parents are employed in the agricultural field and have high mobility rates qualify for migrant education services. Academic progress monitoring, academic support, and health and welfare services are available as well as referrals to local community service/assistance agencies. Students have access to PASS, a credit recovery program specially designed for students who are unable to maintain consistent enrollment in one school. Parenting classes are offered to provide basic information and training on how to support the academic process at home. Students are invited to take advantage of Renaissance High's Work-Study program which provides employment opportunities that develop responsibilities as well as financial support.

## At Risk Interventions

Renaissance High School supports intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. Student study teams comprised of the principal, counselor, teachers, and parents work together to identify individualized intervention strategies to monitor progress of students having difficulty with academic or social development.

- We established Mandatory Morning Tutoring classes in lieu of our previous "drop in tutoring." Students are enrolled that have been identified by the teachers and counselor as needing additional academic support. This class meets for 30 minutes Monday through Friday.
- Credit Recovery and APEX, web-based programs, enable students to complete coursework at their own pace to either "catch up" or "speed up" progress in earning course credits.

- SARB (School Attendance Review Board) resources are accessed when students and their parents need more focused assistance in correcting truancy-related issues and redirecting academic progress.

- Renaissance Star Reading Program: computer-assisted reading intervention program to help students improve basic reading and comprehension skills.

- Response to Intervention (RtI): instructional model which provides teachers with the skills and knowledge to differentiate curriculum, collaborate more effectively using student performance data, and appropriately modify instruction to improve student performance.

## College Preparation & Career Readiness

Upon enrollment, the school counselor introduces students to district graduation requirements, post-secondary choices, and local programs available to students who are interested in getting a head start on the college preparation and work readiness process. Parents participate in this initial meeting to help establish an academic plan to meet graduation requirements as well as prepare for post-high school career goals. The counselor closely monitors student progress in meeting personal goals and credit completion requirements for graduation. Students may participate in career and post-secondary planning activities, career fairs, college field trips, career interest surveys, ASVAB testing, and college entrance exams offered either through Renaissance or Santa Paula High School. Guest speakers from PathPoint, military, colleges, parent and student FAFSA night, and ITT visit the campus throughout the year to share the advantages and opportunities available for career training.

### College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. Renaissance High School offers only those classes needed to acquire a high school diploma from the Santa Paula Unified School District; however, Renaissance High School is in the process of ensuring some of the courses offered receive UC/CSU approval. Students may enroll in college prep courses through the community college or online resources.

University of California Admission Requirements:

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

California State University Admission Requirements:

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

### Enrollment in and Completion of UC/CSU-Required Courses

|                                                                           | %   |
|---------------------------------------------------------------------------|-----|
| 2021-22 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission   | 100 |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 0   |

## Career Readiness

School-to-career plans integrate academic studies with real work applications and work-based learning experiences through a partnership between teachers, parents, students, and local businesses. Students are introduced to the work experience program, Career Education Center (CEC), and workability programs. Career education courses comply with state-adopted content standards and are integrated into the student's four-year

### Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment

|                                                       | 2020-21 | 2021-22 |
|-------------------------------------------------------|---------|---------|
| Permits and Waivers                                   | 0       |         |
| Misassignments                                        | 0       |         |
| Vacant Positions                                      | 0       |         |
| Total Teachers Without Credentials and Misassignments | 0       |         |

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

|                                                        | 2020-21 | 2021-22 |
|--------------------------------------------------------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0       |         |
| Local Assignment Options                               | 0.8     |         |
| Total Out-of-Field Teachers                            | 0.8     |         |

### Class Assignments / Indicator

|                                                                                                                                                    | 2020-21 | 2021-22 |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)                | 0       |         |
| No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 2.7     |         |

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

### School Year 2020-21

| Teacher Preparation and Placement / Authorization/Assignment                                    | School # | School % | District # | District % | State #  | State % |
|-------------------------------------------------------------------------------------------------|----------|----------|------------|------------|----------|---------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 4.1      | 72.35    | 208.2      | 90.65      | 228366.1 | 83.12   |
| Intern Credential Holders Properly Assigned                                                     | 0        | 0        | 1          | 0.44       | 4205.9   | 1.53    |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA)                      | 0        | 0        | 6.9        | 3.04       | 11216.7  | 4.08    |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         | 0.8      | 14.43    | 3.2        | 1.4        | 12115.8  | 4.41    |
| Unknown                                                                                         | 0.7      | 12.87    | 10.2       | 4.47       | 18854.3  | 6.86    |
| Total Teaching Positions                                                                        | 5.7      | 100      | 229.7      | 100        | 274759.1 | 100     |

### School Year 2021-22

| Teacher Preparation and Placement / Authorization/Assignment                                    | School # | School % | District # | District % | State # | State % |
|-------------------------------------------------------------------------------------------------|----------|----------|------------|------------|---------|---------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) |          |          |            |            |         |         |
| Intern Credential Holders Properly Assigned                                                     |          |          |            |            |         |         |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA)                      |          |          |            |            |         |         |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         |          |          |            |            |         |         |
| Unknown                                                                                         |          |          |            |            |         |         |
| Total Teaching Positions                                                                        |          |          |            |            |         |         |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

academic plan as core curriculum and elective courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type. Renaissance High School offers a Microsoft Office Suite (MOS) certification program for students who are interested.

Ventura Community College Job Developer representatives visit Santa Paula and Renaissance High each year. Students are invited to a presentation promoting career awareness and opportunities through guest speaker presentations. Under the terms of an articulation agreement between the district and Ventura Community College, students enrolled in Renaissance High's Computer Art & Graphics course and/or Computer Technology course may earn college units as well as high school credit.

Work experience students are partnered with community organizations and employers that provide on-the-job training and mentoring for students 16 years and older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, contact the school counselor.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

Career Education Center (CEC) are offered in partnership with the Ventura County Office of Education. A variety of ROP courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. ROP courses are held at the Camarillo Airport Campus; free bus transportation is provided.

## Professional Staff

### Support Services Staff

Renaissance High's non-teaching support services staff is a specialized team of experts who, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns. The counselor provides academic and career counseling, assistance with class registration, advice on how to be successful in the classroom, and social development assistance. The district's psychologist is available as needed to assist with academic, social, and emotional issues, provides assessments to determine eligibility for special education services, and participates in the IEP process. Speech and occupational therapist services are provided on an individual basis as determined by student needs and IEPs.

### Teacher Preparation and Credentials

The charts in this report identify the number of teachers at Renaissance High School, Santa Paula Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also reports Renaissance High School's information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Note: Data for the Teacher Preparation and Credentials charts for 2021-22 will not be available until after February 1st per California Department of Education guidance. These charts will be updated once data is available.

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

### Expenditures Per Student

For the 2020-21 school year, Santa Paula Unified School District spent an average of \$15,077 of total general funds to educate each student (based on 2020-21 audited financial statements). The table in this report: 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

| Expenditures Per Pupil and School Site Teachers Salaries |        |        |                                    |                                                   |                                 |
|----------------------------------------------------------|--------|--------|------------------------------------|---------------------------------------------------|---------------------------------|
| 2020-21                                                  |        |        |                                    |                                                   |                                 |
| Dollars Spent Per Student                                |        |        |                                    |                                                   |                                 |
| Expenditures Per Pupil                                   | RHS    | SPUSD  | % Difference - School and District | State Average for Districts of Same Size and Type | % Difference - School and State |
| Total Restricted and Unrestricted                        | 13,120 | N/A    | N/A                                | N/A                                               | N/A                             |
| Restricted (Supplemental)                                | 1,516  | N/A    | N/A                                | N/A                                               | N/A                             |
| Unrestricted (Basic)                                     | 11,604 | 7,630  | 152.1%                             | 0                                                 | N/A                             |
| Average Teacher Salary                                   | 75,430 | 81,573 | N/A                                | 0                                                 | N/A                             |

Note: Cells with N/A values do not require data.

In addition to general fund state funding, Santa Paula Unified School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

- Agricultural Career Technical Education Incentive
- After School Education & Safety (ASES)
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III
- Tobacco Use Prevention Education

### Academic Counselors and Other Support Staff

2021-22

|                                  | No. of Staff | FTE* |
|----------------------------------|--------------|------|
| Academic Counselor               | 1            | 1.0  |
| Health Aide                      | As needed    |      |
| Psychologist                     | As needed    |      |
| Speech & Language Specialist     | As needed    |      |
| Campus Security Officers         | 1            | 0.8  |
| Outreach Consultant              | 1            | 1.0  |
| District Mental Health Counselor | As needed    |      |

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

### Teacher and Administrative Salaries

2020-21

|                             | SPUSD   | State Average of Districts in Same Category |
|-----------------------------|---------|---------------------------------------------|
| Beginning Teacher Salary    | 52,425  | 48,503                                      |
| Mid-Range Teacher Salary    | 77,630  | 74,912                                      |
| Highest Teacher Salary      | 98,428  | 100,321                                     |
| Average Principal Salaries: |         |                                             |
| Elementary School           | 126,001 | 122,160                                     |
| Middle School               | 130,642 | 127,632                                     |
| High School                 | 144,686 | 137,578                                     |
| Superintendent Salary       | 220,000 | 198,665                                     |
| Percentage of Budget For:   |         |                                             |
| Teacher Salaries            | 31.03   | 31                                          |
| Administrative Salaries     | 5.35    | 6                                           |

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

## SARC Data & Internet Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about Renaissance High School and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.