

Santa Paula Unified School District

School Plan for Student Achievement



Renaissance High School

56 76828 5636170

Contact Information:

Dr. Lydia Olivo, Principal
lolivo@santapaulausd.org
325 N. Palm Ave.
Santa Paula, CA 93060
(805) 525-4407



Revised June 2023

Fiscal Year 2023-2024

(This page intentionally left blank)

Table of Contents

The School Plan for Student Achievement	2
Recommendations and Assurances	3
School Site Council Membership	4
English Language Advisory Council (ELAC) Membership	5
District information	6
District Profile	6
District Vision.....	6
District Mission	6
District LCAP Goals.....	7
School Information	8
School Profile	8
School Mission	8
Student Enrollment by Grade	8
Student Enrollment by Ethnicity	9
Student Enrollment by Subgroup	9
Comprehensive Needs Assessment	10
Violence Prevention, Bully Prevention, and Student Safety	10
Nutrition Programs & Fitness Programs.....	11
Extended Learning Programs.....	11
School Plan for Student Achievement.....	12
Budget.....	19
References	21
2021-22 CAASPP – Grade 11 English Language Arts/Literacy & Mathematics	21
School-Parent/Home Compact.....	22
Family Engagement Policy.....	23
Parent Involvement Calendar.....	27
Teacher Mentoring Programs.....	28
Professional Development Plan	29
School Accountability Report Card.....	30
School Site Council Bylaws.....	38

The School Plan for Student Achievement

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

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

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

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

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

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

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

Dr. Lydia Olivo, Principal
Renaissance High School
325 N. Palm Ave.
Santa Paula, CA 93060
(805) 525-4407
lolivo@santapaulausd.org

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

Recommendations and Assurances

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

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

English Learner Advisory Council
Leadership Team

Signature of Authorized
Representative



- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 5/17/2023

Attested:

Lydia Olivo
Dr. Lydia Olivo, Principal

Dusti Haglund
SSC Chairperson

5/17/23
Date

5-17-23
Date

School Site Council Membership

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Lydia Olivo	X				
Gabby Geraldizo		X			
Geoff Kida		X			
Claudia Pardo		X			
Juan Garcia			X		
Robert Flores				X	
Ana Magdaleno				X	
Dustin Magdaleno				X	
Michel Serrato				X	
Damien Velasquez					X
Number of members in each category	1	3	1	4	1

English Language Advisory Council (ELAC) Membership

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Lydia Olivo	X				
Geoffrey Kida		X			
Number of members in each category	1	1			

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

- ☐ The ELAC has voted to give governance to the SSC on this date: 2019-20.
- ☐ The name of the parent ELAC representative to SSC is: Delores Morales (Edith Fuentes will be 2021-22).

District information

District Profile

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

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

District Vision

Committed to serving every student every day.

District Mission

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

District LCAP Goals

Santa Paula Unified School District LCAP Summary 2022-2023



Vision Statement: Committed to Serving Every Student Every Day

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

Goal 1: Increase academic achievement at all grade levels in ELA and Math and Implement the California State Standards in all core subjects

- a. Provide professional development for all staff
- 5a Implement English Learner Saturday Academy
- b. Retain K-5 Reading Intervention Teachers
- 5b Create a Districtwide EL Language Appraisal Team (LAT)
- c. Staff smaller class size to reduce combination classes in TK-5 grade
- 5c Create and Communicate an EL Master Plan aligned to the EL Roadmap
- d. Increase computer/student ratio, purchase technology
- 5d Hire an itinerant newcomer teacher
- e. Continue upgrades to technology infrastructure
- 5e Improve Literacy/Writing Skills for EL Students in grades 4-8
- f. Retain increased Computer Technician staffing
- 5f Add additional sections in secondary master schedules to support access to a broad based curriculum
- 5g Work Collaboratively with EL parents to implement parent education courses
- j. Extend library/literacy center hours and increase access to materials
- l. Retain Data Services Specialist position
- m. **Support Expanded Transitional Kindergarten for all 4-year-olds**
- n. Retain preparatory period for Isbell Middle School
- o. Retain two Common Core Coordinators
- p. Retain TK and K Bilingual Instructional Assistants
- q. Provide additional site allocations to support educational outcomes

Goal 2: Increase parent involvement and enhance student engagement through a variety of enrichment opportunities

- a. Provide parent involvement opportunities districtwide
- b. Retain Administrative Support at Secondary Schools
- d. Support Advanced Placement Program and exam fees Support
- e. Career Technical Education opportunities in grades 6-12
- f. Retain Athletic Trainer
- g. Fund field trips to universities for grades 5, 7, 9 and provide supplemental funding for standards-aligned field trips for all elementary schools
- h. Retain and expand Band/Chorus instruction/transportation and materials K-12
- i. Support youth leadership activities at IMS, RHS, and SPHS
- j. Support AVID program at districtwide
- k. Provide a districtwide mentoring program
- l. Fund Transportation services for District approved athletic events
- m. Retain SPHS Athletic Director position
- n. Continue to implement "Summer Matters" program
- o. Implement GATE program
- q. Maintain office assistant support at all sites
- r. Fund additional elective classes at IMS and SPHS
- s. Provide after-school and summer enrichment opportunities
- t. Increase communication and marketing of district programs
- u. Provide childcare and interpreters at school events

Goal 3: Increase graduation rates and reduce suspensions and expulsions

- a. Provide opportunities for credit recovery for students in grades 9-12
- b. Continue Restorative Justice practices; expand to elementary sites
- c. Continue to implement Positive Behavior Intervention Supports (PBIS) Framework
- f. Retain additional counseling positions
- g. Increase A-G completion rate for all students; retain services at Isbell MS
- h. Retain school psychologist at full-time
- i. Fund daycare program and related services for teen parents
- K. Retain District Safety Coordinator; maintain district safety staff at sties

Goal 4: Create a welcoming and efficient school climate for students, parents, and staff

- a. Implement safety measures across school sites
- b. Support and retain additional custodial support
- c. Transfer 0.5% of expenditures to Deferred Maintenance
- e. Retain Health Services Specialists positions

Revised 7/26/22

School Information

School Profile

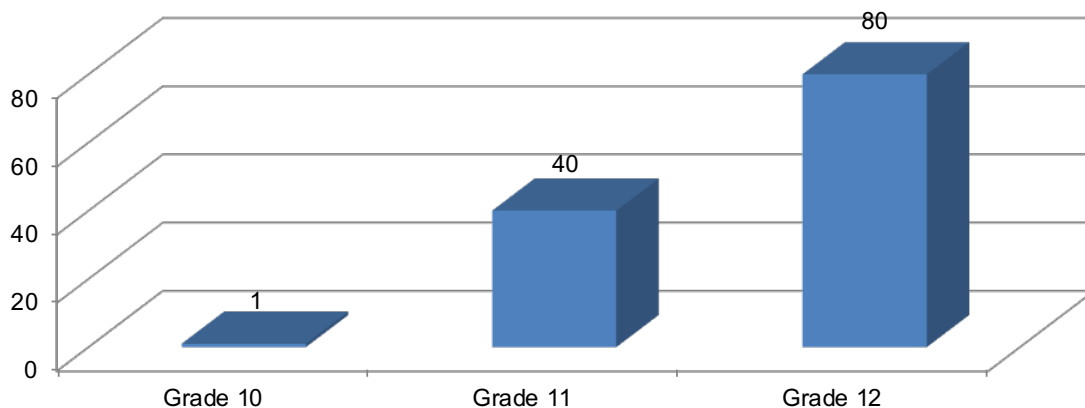
Renaissance High School is located in the city of Santa Paula and serves students in grades nine through twelve and is the continuation high school for the district. In the 2022-2023 school year, 121 students were enrolled, including 30.6% qualifying for English Language Learner support, 91.7% qualifying for free or reduced price lunch, 4.1% students with disabilities, and 9.1% homeless youth.

School Mission

It is the mission of Renaissance High School to ensure that all students are afforded an opportunity to earn a high school diploma in a safe and clean learning environment. The staff is committed to provide opportunities for students to refocus their career, educational, and personal goals. 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.

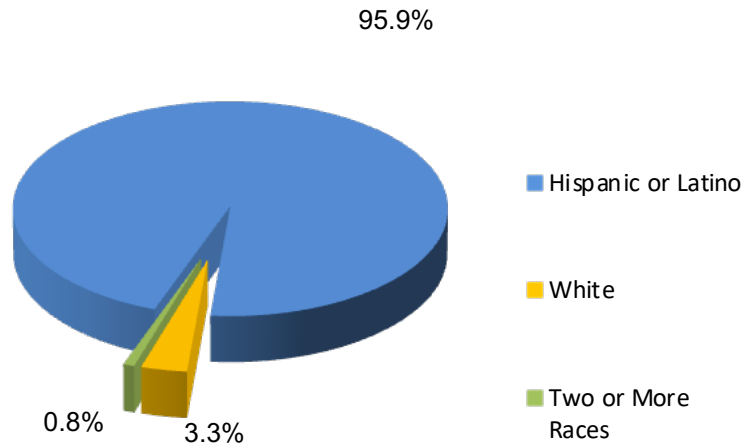
Student Enrollment by Grade

Source: Data Quest 2022-23



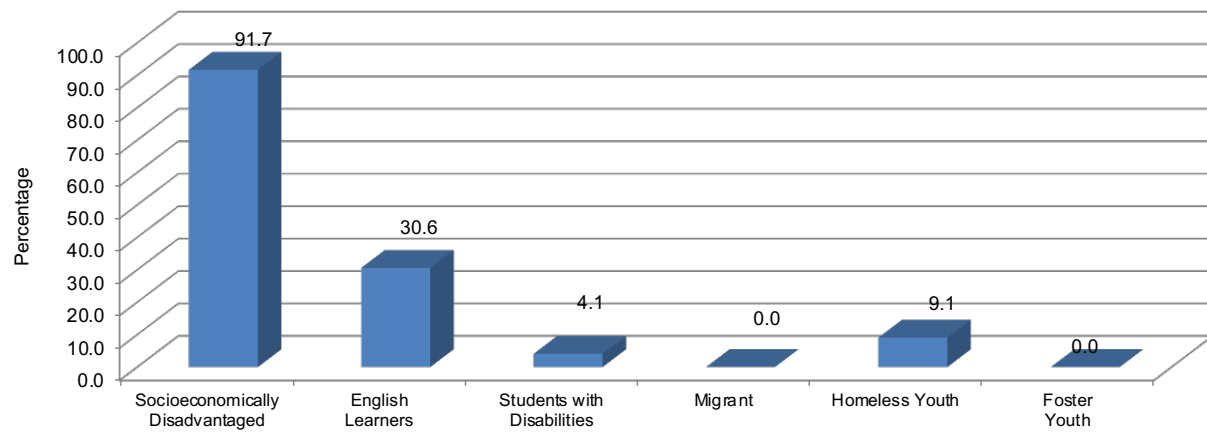
Student Enrollment by Ethnicity

Source: Data Quest 2022-23



Student Enrollment by Subgroup

Data Source: Data Quest 2022-23



Comprehensive Needs Assessment

Renaissance High School completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards. During staff development activities and staff meetings, school administrators and the leadership team considered the results of the following to identify areas of strength and weakness:

- ✓ Academic Program Survey
- ✓ Analysis of Student Performance Data:
 - CAASPP Results
 - Re-designation Criteria
 - Common Assessments
 - Transcripts Credit Acquisition
 - Teacher Feedback

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

Violence Prevention, Bully Prevention, and Student Safety

Renaissance High School supports efforts to maintain a safe and healthy environment by accessing professional resources through local law enforcement and public health agencies. The District works with school administrators to provide resources and support for both students and parents. During the 2023-2024 school year, Renaissance High School plans to provide the following programs for its students (and parents as applicable):

- Anti-bullying Presentations
- Suicide Prevention Program – Guest Speakers

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

- **CHAMPS (PBIS)** - A classwide positive behavior support program focused on improving classroom behavior, establishing clear behavior expectations, reduce misbehavior, motivating students to put forth their best effort, increasing academic engagement, and teaching students to behave respectfully and to value diversity.
- **SARB Committee** – Renaissance High is a recognized State SARB Model school in California, and is the only alternative education site that has received this distinction by CDE.
- **Clinicas Counselor** – A counselor is on site one day per week to provide counseling services to those students in need.
- **Interface Children & Family Services** – Resource Center partnering with families to foster thriving, healthy, empowered children, families and communities offering programs such as the Triple P (Positive Parenting Program), community outreach programs, and mental health and wellbeing programs.
- **Community Service Program Support** – Support for our positive incentive programs from community service organizations such as the Latino Town Hall, and the Optimist and Rotary Clubs.
- **PDAP** – Drug and alcohol prevention program held at SPHS that RHS students attend.
- **Project 2-Inspire** - research-based collaborative project that helps schools establish a Family-School-Community leadership program that involves all stakeholders – families, community-based organizations, teachers, administrators and other school staff (a collaboration project between the district office and the school site)

Nutrition Programs & Fitness Programs

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

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

The district offers a variety of free and reduce-meal programs through the [National School Lunch Program](#) (NSLP), [School Breakfast Program](#) (SBP), and the [Seamless Summer Feeding Option Program \(SSFOP\)](#). Renaissance High School follows the nutritional guidelines component of the policy and incorporates the physical activity and health/nutrition education components into daily curricula. Nutritional programs sponsored at the school include:

- **National School Lunch Program** - a federally assisted meal program which provides nutritionally balanced, low-cost or free lunches to children each school day.
- **School Breakfast Program** - a federally funded program which provides nutritious breakfasts to children.
- **Seamless Summer Feeding Option Program** - students participating in summer school receive nutritious snacks and meals through the National School Lunch and School Breakfast programs.

Extended Learning Programs

Renaissance High offers the following extended learning programs:

- Online Credit Recovery Classes
- Before & After School Tutoring
- STAR Reading/Math Intervention Program
- Access to Adult Education Classes
- Ventura College, Oxnard College & Moorpark College
- Career Education Center (through SPSHS)
- Community Service
- Work Experience
- Future Business Leaders of America
- MOS Certification Program
- Senior Portfolio Project

School Plan for Student Achievement

School Name	County-District-School CDS Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Renaissance High School	56725955636170	May 17, 2023	

Purpose and Description

Briefly describe the purpose of this plan (State whether Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement or Additional Targeted Support and Improvement)

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

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

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

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

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Leadership Meeting	4/19/2023
School Site Council	5/17/2023

Resource Inequities

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

Due to the educational impact COVID-19 had on our juniors and seniors during their freshman and sophomore years, more than 70% of this year's seniors would not have been able to meet the current graduation criteria. Their credit deficiencies were so severe that students would not have been able to earn enough credits this school year even if they earned every credit possibility. Staff and students had to propose alternate graduation requirements to the Santa Paula Board of Education so that more than 30% of our seniors had the opportunity to graduate. The board approved the change, but we also had to add other types of interventions to ensure students had proper support. Daily advisory classes were available to all students four times a week where they could receive instructional support from their classroom teachers. Large class sizes that exceeded 30 students in many classes impacted the teacher's ability to provide more individualized support that is necessary in alternative education. An urgent need is to have smaller classes to ensure teachers can attend to the academic, behavior and social emotional needs of our students. A lack of space does not allow for us to add additional classes to lower class sizes or offer additional elective courses. Students attending RHS are not currently able to reach A-G compliance because there is not a science lab due to space limitations.

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

Increase academic achievement in ELA and Math by 5% as measured by local and state assessments. Goal is inclusive of English Learners, Socio-Economically Disadvantaged, Homeless, Foster Youth and Special Education students.

Identified Need:

Academic achievement in all subgroups has not grown at the rate needed to meet current annual targets. We also need to establish baseline data using our local assessments.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading	TBD in 2023	Increase by 5%
STAR Math	TBD in 2023	Increase by 5%
State ELA Assessment	TBD in 2023	Increase by 5%
State Math Assessment	TBD in 2023	Increase by 5%

**We are identified as a DASS school (Previously known as ASAM).

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served.

Strategy/Activity

- Teach Common Core State Standards
- Purchase Instructional Supplies to Implement PBL
- Host Friday "Knight" and Saturday Success Classes for Academic Support. Teachers, Outreach Specialist & Campus Security with support with the implementation of these classes.
- Guest Speakers & Presentations to Support Classroom Instruction.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Instructional Supplies: \$3,069	Site Title 1
Teacher, Outreach Specialist & Campus Security Extra Duty (Friday/Saturday Success Classes): \$1,500	Site Title 1
Professional Services (Guest Speakers/Presentations): \$3,000	Site Title 1

Annual Review:

SPSA Year Reviewed: 2022-2023

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

ANALYSIS:

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

There was no baseline data identified in the 22-23 SPSA to determine academic growth. Due to the transitory nature of our student population, it is difficult to track longitudinal data.

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

ELD coaching was not provided for all classroom teachers. Instead, our ELA teacher participated in EL Shadowing training with SPHS teachers. Future Business Leaders of America (FBLA) was not offered to students.

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

Teachers will focus on the implementation of Project Based Learning to engage more students in the lessons.

Goal 2:

Increase parent involvement and student engagement.

Identified Need:

There is a significant need to elicit more parent involvement and provide more parent education classes with a goal of giving them tools that will help them support their child academically, socially, emotionally and behavioral. We need to offer students exciting learning experiences that keep students motivated and excited about school.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Attendance at Events	Approximately 10 parents per event	To increase by 5%

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students will be served.

Strategy/Activity

Parent Outreach Support, Plan Family Engagement Nights, FAFSA Night, College Night, Back-to-School-Night, Parent Education Meetings

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Parent Involvement: \$3,000	Site Title I
Field Trips: \$10,000	Site Title I

Annual Review:**SPSA Year Reviewed: 2022-2023**

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

ANALYSIS:

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

Our counselor met with students to develop a graduation plan.

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

This year, we had to offer Friday "Knight" and Saturday Success classes to seniors who were at risk of not meeting the graduation requirements. We offered this support during the second semester but will offer it as early as the first quarter next year.

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

RHS will add bi-monthly parent education meetings.

Goal 3:

Reduce suspensions and expulsions.

Identified Need:

Majority of the suspensions were nicotine or marijuana possession. There were also offenses with physical injuries and weapons (knives) on campus.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension/Expulsion Rate	4 Expulsion Recommendations	Decrease by 5%

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students will be served.

Strategy/Activity

Campus security will work alongside administration to monitor school safety and student behavior in the classroom, campus, and at extracurricular events.

Training for staff in the areas of safety, discipline, bullying (school behavioral culture). .

Positive reinforcement activities will take place (awards, positive calls home, positive incentives. .

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
N/A	N/A

Annual Review:

SPSA Year Reviewed: 2022-2023

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

ANALYSIS:

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

This year's suspension rates drastically increased from previous years, so there will need to be a shift in the actions and services we provide students. During the first semester of the school year, students were suspended for smoking on campus, fights and possessing knives. During the second semester, we added strategic interventions in the form of student presentations and individual student meetings. This led to a decrease in suspensions during the second semester. Next year, we will need to add a parent education component and presentations by the School Resource Officer to ensure both parents and students understand consequences for behaviors. As a staff, it is imperative to identify opportunities for Other Means of Correction when applicable.

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

The Development and administration of student school safety surveys to take place at the end of each semester did not occur.

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

Next year, we will host parent information meetings regarding discipline/consequences/ED Code in collaboration with our SRO. In addition, quarterly presentations to students will occur to decrease suspensions/expulsion.

Budget

Other Federal, State and Local Funds

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

Federal Programs	Allocation (\$)
Title I 2022-23 Carryover	\$0.00
Title I 2023-24 Allocation (includes \$368.52 parent involvement funds)	\$21,569.52

Subtotal of additional federal funds included for this school: **\$21,569.52**

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

State or Local Programs	Allocation (\$)
None	N/A

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

Total of federal, state, and/or local funds for this school: **\$21,569.52**

Title I Allocations – 2023-24

Renaissance High School						
Title 1 Allocation	\$21,569					
Title 1 Budget Approved						
Title 1 Budget Revised & Approved						
		Resource	Title 1	Remarks		
		Allocation: 2023-2024	21,569	No carryover allocated from 22-23		
Object	Function	Description	Cost	SPSA Actions		
1203	1000	Field Trips	10,000.00	Schoolwide Learning Trips		
		Instructional Supplies	3,069.00	PBL Supplies		
1103	1000	Teacher, Outreach Counselor, Campus Security Ext. Duty	1,500.00	Friday Knight/Saturday Success Classes		
4300	2495	Parent Involvement	4,000.00	Supplies for Parent Events		
5800	1000	Prof. Serv. Inst	3,000.00	Guest Speakers/Presentations		
Total Spent			21,569.00			
Available Balance			0.00			
SSC Chair Signature: <u><i>Dan M. Hargrave</i></u> Date: <u>5-17-23</u> Principal Signature: <u><i>John Smith</i></u> Date: <u>5/17/23</u>						

*Any carryover funds from 22-23 will be added to field trips.

References

2021-22 CAASPP – Grade 11 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 11						
All Students Tested	67	47	44	2.27%	2.27%	25.00%	70.45%
Male	40	26	24	0.00%	0.00%	25.00%	75.00%
Female	27	21	20	5.00%	5.00%	25.00%	65.00%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	67	47	44	2.27%	2.27%	25.00%	70.45%
Hawaiian or Pacific Islander							
White (not Hispanic)							
Two or More Races							
Socioeconomically Disadvantaged	49	32	30	3.33%	3.33%	26.67%	66.67%
English Learners	19	11	10	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless Youth	*	*	0	N/A	N/A	N/A	N/A

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 11						
All Students Tested	67	47	45	0.00%	4.44%	4.44%	91.11%
Male	40	26	24	0.00%	0.00%	4.17%	95.83%
Female	27	21	21	0.00%	9.52%	4.76%	85.71%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	67	47	45	0.00%	4.44%	4.44%	91.11%
Hawaiian or Pacific Islander							
White (not Hispanic)							
Two or More Races							
Socioeconomically Disadvantaged	49	33	32	0.00%	0.00%	6.25%	93.75%
English Learners	19	13	12	0.00%	0.00%	0.00%	100.00%
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless Youth	*	*	*	*	*	*	*

School-Parent/Home Compact

School-Parent-Student Compact 2022-2023

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

School Responsibilities

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

Parent Responsibilities

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

Student Responsibilities

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

Student Printed First and Last Name: _____

Student Signature: _____

Date: _____

Parent/Guardian Printed First and Last Name: _____

Parent/Guardian Signature: _____

Date: _____

Family Engagement Policy

**Renaissance High School
School, Parent and Family Engagement Policy
2023 - 2024**

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

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

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

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

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

Renaissance High School will involve parents in the joint development, review and update of its school parental engagement policy and plan. Parents will have the opportunity to learn about, discuss, and have input into the plan at School Site council meetings, RHS PTA meetings, the annual Title I meeting, and English Learner Advisory Committee meetings.

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

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

***District's Discrimination, Equity, and Title IX Compliance Officer
Executive Director Special Education and Student Support Services
201 S. Steckel Drive, Santa Paula, CA 93060
(805) 933-8836***

Annual Title I Meeting

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

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

Title I Program and Services

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

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

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

School Review and Improvement and Information about Student Achievement Progress

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

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

Flexible Number of Meetings

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

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

Parent Feedback and Input

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

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

School-Parent Compact

RHS distributes, to the parents and family members of Title 1 students, a school-parent compact. The compact has been jointly developed by all stakeholders. It describes how the school and families will partner to help children achieve the challenging state academic standards. While the School-Parent Compact may include other items suggested by parents and family members, as required by Title I requirements; and it may include the following items:

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

Training for Parents and Staff

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

- School Site Council and ELAC;
- RHS PTA sponsored parent activities;
- Ventura County Office of Education workshops and events;
- Training provided to parents at Annual Title I meeting.
- Training and workshops regarding online and distance learning

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

- Parent conferences
- Newsletters
- Presentations at ELAC and SSC
- Annual Title I Meeting
- “Coffee with the Principal” event

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

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

Translation and Understandable Format

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

Parent Comments

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

Parent Involvement Calendar

July School Year Orientation (Parents/Students)	January Parent Orientation SSC/ELAC SARB
August Back To School Night SSC/ELAC	February SSC/ELAC SARB College Night (Financial Aid Workshop)
September SSC/ELAC SARB	March SSC/ELAC SARB
October SSC/ELAC SARB	April SSC/ELAC SARB
November SSC/ELAC SARB	May SSC/ELAC SARB
December SSC/ELAC SARB	June

BI-MONTHLY PARENT MEETINGS FOCUSED ON THE FOLLOWING TOPICS:
SARB, Substance/Alcohol Use/Prevention, Parent Square/Socia Media, Community Resources,
Discipline/Consequences (EdCode), SRO Presentations

Teacher Mentoring Programs

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The **California Teacher Induction (CTI)** program offers support and assistance to newly credentialed teachers. All participating new teachers are provided peer support over a two-year period.

The Ventura County Office of Education Teacher Support Services has established an integrated system that supports multiple entry points into the teaching profession to provide a skilled, credential teacher for every classroom in Ventura County. The department is a unique blending of support through the learning-to-teach system from pre-service experiences to university teacher preparation to new teacher induction. Teacher Support Services provides a broad range of professional development and services. Program and services are offered locally and within the region reaching VCOE and its 20 districts, charter and private schools, 6 university teacher preparation programs, and Santa Barbara and San Luis Obispo County offices.

Site-based Mentoring Programs:




Renaissance High School supports teacher mentoring through classroom observation and modeling, and through ELD Coaches provided by the District Office. Teachers are provided opportunities to visit other classrooms on and off campus to observe effective teaching strategies. Substitute services are provided during instructional time to allow teachers to attend conferences and/or visit other sites.

Professional Development Plan

All teachers at Renaissance High School have received ongoing Professional Development in Common Core Literacy Standards, Response to Intervention, California content specific standards through faculty meetings, conference and workshop attendance and district training. During the 2023-24 school year, Renaissance High School teachers will focus on the following staff development topics:

- Project Based Learning
- Alternative Education Best Practices
- Instructional Practices in Content Areas
- Professional Learning Communities
- Western Association of Schools and Colleges (WASC)
- Model Continuation High Schools
- District Planned Professional Development
- VCOE Professional Development (as appropriate)

School Accountability Report Card

ACCREDITED BY THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES		
	<h1>RENAISSANCE HIGH SCHOOL</h1> <p>325 North Palm Avenue • Santa Paula, CA 93060 • (805) 525-4407 • Grades 9-12 Lydia Olivo, Ed.D., Principal</p>	 
<h2>SCHOOL ACCOUNTABILITY REPORT CARD</h2> <p>A REPORT OF 2021-22 ACTIVITY PUBLISHED IN 2022-23</p>		
<h3>Principal's Message</h3> <p>Renaissance High School (RHS) is a unique, alternative high school that serves students in 11th and 12th grades. We are one of two high schools in the Santa Paula Unified School District, and the majority of our students transfer from Santa Paula High School. In the past, RHS has been recognized as a California Model Continuation School, and we are working hard to be recognized again in the future.</p> <p>As the new principal of Renaissance, I am committed to ensuring students have opportunities to grow as young adults on the verge of completing their academic career. Students can expect to see and interact with me daily. Parents can expect that I will be available to meet and talk with them in a timely manner, and staff can expect my guidance and support throughout the year.</p> <p>The Renaissance team consists of twelve staff members who are dedicated to supporting each students' academic, behavior and social-emotional needs. We will strive to inspire our students to identify and reach their personal goals while building strong, lasting relationships. In a small school environment, students will have the opportunity to recover credits and return to the comprehensive high school or stay and graduate from RHS with a team of adults cheering for them every step of the way.</p> <p>Our motto for this school year is A Year of Fabulous Transformation where our school staff will partner with RHS families to build upon past practices of ensuring student success in a safe learning environment. Parents and guardians are encouraged to become an active part of your child's education and lean on the RHS team as partners. Go Knights!</p>	<h3>District Vision & Mission</h3> <p>Vision: Committed to serving every student every day.</p> <p>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.</p> <p>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.</p> <p>All school staff at Renaissance High School (RHS) place a strong emphasis on maintaining a positive and safe learning environment. Our main focus is to provide students with an engaging, rigorous educational program as they earn credits in an accelerated manner. Individualized instruction with frequent one-on-one support ensures that the needs of every student are met. In addition to academic success, we emphasize mutual respect between students and staff. Expectations for student behavior are shared with them on multiple occasions and reiterated as needed. When appropriate, there are opportunities for Other Means of Correction, in lieu of suspension, if school rules are not followed. Parents can rest assured that the RHS staff is dedicated to ensuring students are respected, safe and know that each day is a new start for great choices.</p>	<h3>Santa Paula Unified School District</h3> <p>201 S. Steckel Drive Santa Paula, CA 93060 (805) 933-8800 www.santapaulaunified.org</p> <p>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</p> <p>District Administration Mr. Jeffrey Weinstein Superintendent</p> <p>Mr. Kevin Olson Assistant Superintendent Business Services</p> <p>Dr. Edd C. Bond Assistant Superintendent Human Resources & Employee Development</p> <p>Dr. David Moore Assistant Superintendent Educational Services</p> <p>Dr. Gina Ramirez Assistant Superintendent EL Services & Community Engagement</p> <p>Ms. Cynthia Carrillo Executive Director Classified Human Resources</p> <p>Contents Principal's Message District & School Description Local Control Accountability Plan (LCAP) Parent Involvement Student Achievement School Facilities & Safety Classroom Environment Curriculum & Instruction Professional Staff SARC Data & Internet Access District Expenditures</p> <p>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.</p>
<h3>District & School Description</h3> <p>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.</p>	<h3>School Mission Statement</h3> <p>It is the mission of Renaissance High School to provide all students an opportunity to Rewrite their Narrative by focusing on their education and 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.</p>	

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	119
Students with Disabilities	1.7%		

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 School's learning community by volunteering their time, attending school events, or sharing in the decision-making process on a school committee. Opportunities for parent involvement are as follows:

- Back to School Night
- Town Hall Meetings
- Knight Showcase
- Attendance Meetings
- Financial Aid Parent Nights
- English Learner Advisory Committee (ELAC)
- District Advisory Committee (DAC)
- District English Learner Advisory Committee
- School Site Council

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

School News

The connection between Renaissance High School (RHS), students and parents is critical in the success of each student. 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. RHS utilizes Parent Square, our school website & calendar and flyers to communicate important information to students and families. When necessary, the principal, counselor and/or outreach specialist will visit 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 Santa Paula Times and The Ventura County Star are occasionally used for special announcements to the community.

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/.

District Benchmark Assessments

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

California Assessment of Student Performance and Progress 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.

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.

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
	Quantity
# of Permanent Classrooms	0
# of Portable Classrooms	5
# of Restrooms (student use)	1 set
Media Center	1

Supervision & Safety

Renaissance High School staff places a high priority in maintaining a safe and 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 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, outreach specialist and administrative assistant carry hand-held radios at all times to quickly facilitate routine and emergency communications. The principal and campus security officer collaborate with the district's School Resource Officer (SRO) to build a relationship between law enforcement and our students.

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 School'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 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, 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 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 dash (--) 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.

School Inspections

Renaissance High coordinates with M&O for completion of larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Renaissance High took place on November 18, 2022. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2021-22 school year, 100% of restrooms were fully operational and available to students at all times.

Classroom Environment

Discipline & Climate for Learning

Renaissance High School takes a proactive approach to minimizing classroom disruptions and maintaining a safe learning environment. Positive behavior is reinforced daily. 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. 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 behavioral expectations and consequences for such behaviors. 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. All school staff remind students 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 School students throughout the school year. Presentations address a variety of student groups from organizations such as 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	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.

School Facility Good Repair Status

Item Inspected	Repair Status			
Inspection Date:	Repair Needed and Action Taken or Planned			
November 18, 2022	Good	Fair	Poor	
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

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.

Student Recognition Programs

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. 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 advisor 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, 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.

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%

Dropouts & Graduation Rates

Renaissance High School 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 rates include parent conferences, counseling, tutoring, Student Study Team

referrals, SARF referrals (School Attendance Review Board), concurrent enrollment in community college classes, Advanced Academics class, and referral to independent study programs. In addition, students may be referred to the district's Mental Health Counselor to provide additional non-academic support.

Renaissance High School has the ability to enroll students in APEX, giving students the ability to take classes online at their convenience. 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.

Renaissance High School's Outreach Coordinator 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 Coordinator collaborates with the principal and local 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/>.

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		
	17	27	2.8
Dropout Rate (%)	94.3	89.9	89.8
Graduation Rate (%)			
	CA		
	9	89	2
Dropout Rate (%)	84.5	84.2	83.7
Graduation Rate (%)			

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

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

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 School is provided by the site principal with the support of all other staff members. Renaissance High School's principal, Dr. Lydia Olivo, 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.

The School Site Council (SSC) meets monthly and is composed 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.

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 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.: Geography	0%
2019	*	National Geographic: US History	0%
2019	*	McGraw Hill: Economics	0%
Foreign Language			
2018	*	EMC: ¡Que Chere! (Level 3-4) Heritage Language Speakers	0%
2016	*	Vista Higher Learning: Descubre Level 1, 2 & 3	0%
Health			
2022	*	McGraw Hill: Glencoe 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 our 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 as students increase in their language proficiency, 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 English Language Arts and Math. Student study teams composed 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 a daily Advisory Period where students may get additional support within the school day 4x a week.
- 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.
- SARF (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.
- 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.

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/.

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 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.

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.

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/teacher-equity-definitions.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.

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

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.

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.

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/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

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 Certificated 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.

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

School Site Council Bylaws

Renaissance High School
Home of the Knights
School Site Council Bylaws



Renaissance High School Site Council Bylaws

ARTICLE I - DUTIES OF THE SCHOOL SITE COUNCIL

The school site council of Renaissance High School is hereinafter referred to as the council, shall carry out the following duties:

- Develop and approve the Single Plan for Student Achievement
- Obtain recommendations for the proposed Single Plan for Student Achievement from all stake holders and any applicable school advisory committees (Ed Code 64001)
- Develop and approve the plan and related expenditures in accordance with all state and federal laws and regulations.
- Recommend the plan and expenditures to the governing board for approval.
- Provide ongoing review of the implementation of the plan with the principal, teachers, and other school staff members.
- Make modifications to the plan whenever the need arises.
- Submit the modified plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures.
- Annually, (and at each semester, trimester, etc.), evaluate the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the council by the district governing board and by state law.

ARTICLE II - MEMBERS

Section A. Composition (EC 52012, 52852 and 54724)

The council shall be composed of the following members, the principal, teachers elected by other teachers, other school personnel elected by other school personnel, parents elected by other parents, in secondary schools students elected by the entire student body, and community members elected by such parents. Classroom teachers are the majority on the school staff side. Each member has equal voting rights. **The principal is responsible for the elections of staff members.**

At an elementary level, the council shall be constituted to ensure parity. Half of the membership shall be (a) principal, classroom teachers and other school personnel (staff side); and half shall be (b) parents, or other community members elected by the parents (parent side). The council will be made up of no fewer than 10 members.

At the secondary level, the council shall be constituted to ensure parity. Half of the membership shall be (a) principal, classroom teachers and other school personnel (staff side); and half shall be (b) half parents, or community members elected by the parents and half students elected by the entire student body (parent side). The council will be made up of no fewer than 12 members. **Middle schools may but is not required to include student representatives (EC 33133-c). The principal is responsible for the elections of staff members student representatives.**

Parent Members

A parent is a person who is a mother, father, or legal guardian of a student attending a particular school, but who is not employed at the school attended by such student.

Council members chosen to represent parents may be employees of the school district so long as they are not employed at this school site (EC 52852 and 54722).

Teacher Members

A teacher is defined as an employee of the school whose duties require him/her to provide direct instruction to the pupils for the full time for which he/she is employed (EC 33150).

Other School Personnel

Other school personnel is defined as a person who does not provide direct instruction to pupils for the full time for which he/she is employed. This category may include classified staff, non-classroom teachers, and administrative staff other than the principal.

Student Representatives (secondary schools only)

Any student enrolled at the school with which the council is affiliated is eligible to be elected as a student representative.

Community Members

A community member is defined as an adult who resides or spends the major portion of each work day within the attendance area of the school, and who is neither a regular day-school student, nor a parent, a member of the staff, administration, or classified staff of the school with which the council is affiliated.

The Renaissance High School SSC will be composed of: Waiver Request

- __2__ classroom teachers
- __1__ other school staff members
- __2__ parents or community members
- __1__ the school principal
- __2__ students (secondary schools only)

EC Section 52863: (Authority for Waiver)

Any governing board, on behalf of a school site council, may request the State Board of Education to grant a waiver of any provision of this article. The State Board of Education may grant a request when it finds that the failure to do so would hinder the implementation or maintenance of a successful school-based coordinated program.

If the State Board of Education approves a waiver request, the waiver shall apply only to the school or schools which requested the waiver and shall be effective for no more than two years. The State Board of Education may renew a waiver request.

Section B Term of office

Council members shall be elected for __1__ year term. If the term is for two years, half or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining shall number elected during even years. At the first regular meeting of the council, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the council. Absentee ballots shall not be permitted. Voting by proxy is not permitted.

Section D: Termination of Membership

The council may, by affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the council chairperson.

Section E. Transfer of membership

Membership on the council may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the council occurring during the term of a duly elected member shall be filled by a duly noticed regular election or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat)

ARTICLE III – OFFICERS**Section A: Officers**

The officers of the council shall be: chairperson, vice-chairperson, secretary, parliamentarian and other officers the council may deem desirable. All officers are elected by the entire membership of the SSC.

Section B - Duties of Officers**The chairperson shall:**

- Preside at all meetings of the council
- Sign all letters, reports and other communications of the council
- Perform all duties corresponding to the office of chairperson.
- Have other such duties as are prescribed by the council

The vice-chairperson shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep minutes of all regular and special meetings of the council.
- Transmit true and correct copies of the minutes of such meetings to members of the council.
- Provide all notices in according with these bylaws
- Be custodian of the records of the council
- Keep a register of the names, addresses and telephone numbers of each member of the council, the chairpersons of the school advisory committees, and others with whom the council has regular dealings, as furnished by those persons.
- Perform other such duties as are assigned by the chairperson or the council

The Parliamentarian shall:

- Assist the chairperson in maintaining order.
- Should be familiar with the committee's bylaws, parliamentary procedures and Robert's Rules of Order.

Section C: - Election and Term of Office

The officers shall be elected annually, at the 1st or September meeting of the council, and shall serve for one year, or until each successor has been elected.

Section D: Removal of Officers

Any officer may be removed from their office by a two-thirds vote of all the members.

Section E: - Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the council, for the remaining portion of the term of office.

ARTICLE IV – SUBCOMMITTEES**Section A: Sub-committees**

The council may establish and abolish sub-committees of their own membership to perform duties as shall be prescribed by the council. At least one member representing teachers and one member representing parents shall make up the sub-committee. No sub-committee may exercise the authority of the school site council.

Section B. Membership

Unless otherwise determined by the council, the council chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section C: Term of Office

The council shall determine the terms of office for members of a committee.

Section D: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the council, or policies of the district governing board.

Section E. Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the council. The act of a majority of members present shall be the act of the committee, provided a quorum is in attendance.

ARTICLE V – MEETINGS OF THE COUNCIL**Section A: Meetings**

The council shall meet regularly on the 3rd Wednesday of each month. The chairperson may call special meetings of the council by majority vote of the council. All meetings must be open to the public

Section B: Place of meetings

The council shall hold its regular meetings at a facility provided by the school, unless such facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the council.

Section C: Notice of meetings

Written public notice shall be given of all meetings at least 72 hours in advance of meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venues: posted school office, via US Postal Service and Ed Connect parent call. All required notices shall be delivered to council and committee members no less than seventy-two hours, and no more than 7 days in advance of the meeting, personally or by mail (or e-mail).

Section D: Administrative responsibility

The principal shall have the responsibility for the proper function and implementation of the SSC.

Section E. Conduct of meetings

Meetings of the council shall be conducted in accordance to the rules of order established by EC Section 3147 (c), and with Roberts Rules of Order or an adaptation thereof approved by the council.

Section F: Meetings open to the public

All meetings of the council, and committees established by the council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

ARTICLE VII – AMENDMENTS

An amendment of these bylaws may be made at any regular meeting of the council by a vote of two-thirds of the members present. Written notice of proposed amendment must be submitted to council members at least 3 days prior to the meeting at which the amendment is to be considered for adoption.