



# RENAISSANCE HIGH SCHOOL

Service Learning Academy

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



## SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2022-23 ACTIVITY PUBLISHED IN 2023-24

### Principal's Message

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.

As the 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.

The Renaissance team consists of fifteen 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.

Our motto for this school year is Renaissance High School: Where Second Chances Lead to Success. Our school staff will partner with RHS families to build upon past practices of ensuring student success in a safe learning environment. We have adopted our school focus and are now Renaissance High School Academy of Service Learning. As a Service Learning Academy, we will work to make our community better through project based learning activities. 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!

### District & School Description

#### Santa Paula Unified School District

Santa Paula Unified School District is located in the city of Santa Paula, a small historical community serving approximately 30,000 residents within a 4.6 square-mile radius surrounded by rolling hills, avocado, and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula Unified School District operates six elementary schools, one middle school, one comprehensive high school and one continuation high school all nestled against the city's foothills. During the 2022-23 school year, the District served 4,853 students in grades TK-12. The demographic composition of the student body included 17.5% students identified with a disability, 34.1% qualifying for English learner support, 77.9% enrolled in the Free or Reduced Price Meal program, 0.6% migrant, 0.1% foster youth, and 7.1% homeless youth.

### District Vision & Mission

#### Vision:

Committed to serving every student every day.

#### Mission:

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

#### Renaissance High School

During the 2022-23 school year, Renaissance High served 121 students in grades 9-12, with over 200 students total attending the school at some point during the year. Student enrollment included 30.6% qualifying for English Learner support, 91.7% enrolled in the Free or Reduced Price Meal program, 4.1% students with disabilities, and 9.1% homeless youth.

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.

#### School Mission Statement

It is the mission of Renaissance High School to provide all students an opportunity to Rewrite their Narrative by focusing on their education, career, and personal goals. The individualized learning program concentrates on significantly raising student achievement and ensuring that all students have the opportunity to make up credits, earn a high school diploma, have the opportunity to be college and career ready and prepare to be a productive civic-minded citizen in a global economy.

### Santa Paula Unified School District

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

[www.santapaulaunified.org](http://www.santapaulaunified.org)

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The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section and for the facilities section was acquired in November 2023.

**Student Enrollment by  
Student Group and Grade Level  
2022-23**

Student Group	% of Total Enrollment	Grade Level	#
Female	37.2%	Grade 9	0
Male	62.8%	Grade 10	1
		Grade 11	40
		Grade 12	80
Non-Binary	0.0%		
American Indian or Alaskan Native	0.0%		
Asian	0.0%		
Black or African American	0.0%		
Filipino	0.0%		
Hispanic or Latino	95.9%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	0.8%		
White	3.3%		
English Learners	30.6%		
Foster Youth	0.0%		
Homeless	9.1%		
Migrant	0.0%		
Socioeconomically Disadvantaged	91.7%	Total Enrollment	121
Students with Disabilities	4.1%		

## 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
- Parent University Classes
- School-wide Event Participation
- 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 to 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 social media platforms, 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 least once each quarter. 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/](http://www.cde.ca.gov/ta/tg/ca/).

### District Benchmark Assessments

Santa Paula Unified School District utilizes districtwide diagnostic benchmark assessments that are aligned to the Common Core State Standards. These assessments will be used to evaluate

## 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

### 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	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	2	0.88	14.33	14.59	29.47	30.29

*Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.*

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

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

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

2022-23

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	117	115	98.29	1.71	0.88
Female	41	40	97.56	2.44	2.5
Male	76	75	98.68	1.32	0
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	115	113	98.26	1.74	0.89
Native Hawaiian or Pacific Islander					
Two or More Races					
White	--	--	--	--	--
English Learners	34	33	97.06	2.94	0
Foster Youth					
Homeless	14	14	100	0	0
Military					
Socioeconomically Disadvantaged	107	105	98.13	1.87	0.96
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.*

instructional programs and measure student proficiency of all students in math and language arts. Test results will be used to 1) help teachers identify areas where instruction may or may not be effective, 2) analyze and readjust curriculum maps, 3) identify concepts that need to be retaught in the classroom, 4) plan in-class lessons, and 5) identify students who need targeted academic assistance or intervention.

## School Facilities & Safety

### Facilities Profile

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

### 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. Additional security cameras and vape sensors have been installed throughout the campus to ensure adequate supervision. The campus security officer and on occasion the 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 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 2023.

### 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. The following campus repair or improvement projects were planned (or completed) for the school site:

2022-23 Campus Improvements:

- Installation of VAPE sensors in boys/girls RR
- Installation of additional surveillance cameras
- Painting of mural
- Modernize one classroom to become eSports complex
- Installation of new carpeting in all classrooms
- Installation of additional signage throughout the campus

2023-24 Planned Campus Improvements:

- Installation of air conditioning at the snack bar
- Construction of two new offices at the admin building

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.

### Campus Description

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

### 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 October 25, 2023. 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 2022-23 school year, 100% of restrooms were fully operational and available to students at all times.

### 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	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	5	4	30	29	47	46
Mathematics	4	0	16	18	33	34

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

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

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

2022-23

	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	48	47	97.92	2.08	4.26	48	46	95.83	4.17	0
Female	14	14	100	0	7.14	14	14	100	0	0
Male	34	33	97.06	2.94	3.03	34	32	94.12	5.88	0
American Indian or Alaskan Native										
Asian										
Black or African American										
Filipino										
Hispanic or Latino	46	45	97.83	2.17	4.44	46	45	97.83	2.17	0
Native Hawaiian or Pacific Islander										
Two or More Races										
White	--	--	--	--	--	--	--	--	--	--
English Learners	15	14	93.33	6.67	0	15	13	86.67	13.33	0
Foster Youth										
Homeless	--	--	--	--	--	--	--	--	--	--
Military										
Socioeconomically Disadvantaged	43	42	97.67	2.33	4.76	43	41	95.35	4.65	0
Students Receiving Migrant Education Services										
Students with Disabilities	--	--	--	--	--	--	--	--	--	--

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

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

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

## 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.

### 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				
2020-21				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
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
2022-23				
English	29.0	2		4
Math	14.0	8	1	
Science	19.0	4		
Social Science	35.0			5

\*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			Repair Needed and Action Taken or Planned
Inspection Date:	Good	Fair	Poor	
October 25, 2023				
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 (2022-23)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	141	137	68	49.6
Female	51	49	27	55.1
Male	90	88	41	46.6
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino	136	132	65	49.2
Native Hawaiian or Pacific Islander				
Two or More Races	1	1	1	100
White	4	4	2	50
English Learners	43	42	21	50
Foster Youth				
Homeless	16	16	15	93.8
Socioeconomically Disadvantaged	126	124	63	50.8
Students Receiving Migrant Education Services	2	2	0	0
Students with Disabilities	9	9	5	55.6

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

### 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.

### Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Renaissance High School for the 2022-23 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 clubs. 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 elementary after school programs. Additionally, all students are encouraged to be involved in community service activities such as working with the Santa Paula community organizations in Santa Paula.

### Graduation Rate by Student Group (Four-Year Cohort Rate) (2022-23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	70	63	90
Female	25	23	92
Male	45	40	88.9
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino	68	61	89.7
Native Hawaiian or Pacific Islander			
Two or More Races			
White	--	--	--
English Learners	24	21	87.5
Foster Youth			
Homeless	18	16	88.9
Socioeconomically Disadvantaged	68	61	89.7
Students Receiving Migrant Education Services			
Students with Disabilities	--	--	--

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

### Suspensions and Expulsions

	RHS			SPUSD			CA		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspensions	0.00%	3.49%	18.44%	0.02%	3.17%	4.99%	0.20%	4.52%	N/A
Expulsions	0.00%	0.00%	0.71%	0.00%	0.07%	0.12%	0.00%	0.21%	N/A

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

### Suspensions & Expulsions by Student Group (2022-23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	18.44%	0.71%
Female	9.80%	1.96%
Male	23.33%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	18.38%	0.74%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	20.93%	2.33%
Foster Youth	0.00%	0.00%
Homeless	6.25%	0.00%
Socioeconomically Disadvantaged	18.25%	0.79%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

### 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, SARB referrals (School Attendance Review Board), concurrent enrollment in community college classes, and a possible 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		
	19-20	20-21	21-22
Dropout Rate (%)	3.4	2	4.3
Graduation Rate (%)	69	83.7	90
	SPUSD		
	19-20	20-21	21-22
Dropout Rate (%)	2.7	2.8	3.5
Graduation Rate (%)	89.9	89.8	90.1
	CA		
	19-20	20-21	21-22
Dropout Rate (%)	8.9	7.8	4.3
Graduation Rate (%)	84.2	87.0	90.0

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

## 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 2021-22, 2022-23, and 2023-24 school years, Santa Paula Unified School District provided the following staff development:

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

Year	Days
2021-22	0 days
	<ul style="list-style-type: none"> <li>•Health Adoption</li> <li>•Curriculum Development for Agricultural Business</li> <li>•MDTP Overview</li> <li>•College (AVID) Tutor Training</li> <li>•CPM Teacher Support Training</li> <li>•English Language Development</li> </ul>
2022-23	0 days
	<ul style="list-style-type: none"> <li>• CORE Learning - Literacy Services</li> <li>• CGI Math - Teacher Learning Center</li> <li>• Report Card Entry Training for Q</li> <li>• EL Shadowing</li> </ul>
2023-24	2 days
	<ul style="list-style-type: none"> <li>• Project Based Learning with Trevor Muir</li> <li>• Active Intruder Training</li> </ul>

Renaissance High participated in staff development days during the 2022-23 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
- Project Based Learning

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:

- California Continuation Education Association
- Mental Health First Aid
- Attendance Training
- Tobacco Use Prevention Education

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 September 27, 2023, 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 2023-24:2 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 2023-24 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.

## 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.

## 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.

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: <i>Literature and Language Arts</i>	0%
2018	*	Pearson: My Perspectives (ELA) ELD Companion (ELD)	0%
	*	California State University: ERWC (Online)	0%
Math			
2008	*	McGraw Hill: <i>Financial Math</i>	0%
2008	*	John Wiley & Sons: <i>Statistics CP</i>	0%
2011	*	Bedford Freeman Worth Publishing Group: <i>Statistics AP</i>	0%
2013	*	W.H. Freeman and Co.: <i>Calculus</i>	0%
2016	*	CPM: Math Integrated 1-3	0%
Science			
2014	*	It's About Time: <i>Global Science</i>	0%
2008	*	McGraw-Hill Glencoe: <i>Biology CP</i>	0%
2013	*	McGraw Hill: <i>Biology AP</i>	0%
2015	*	It's About Time: <i>Chemistry</i>	0%
2014	*	It's About Time: <i>Physics</i>	0%
2008	*	Pearson: <i>Anatomy</i>	0%
2010	*	McGraw-Hill: <i>Zoology</i>	0%
2014	*	W.H. Freeman and Co.: <i>Environmental AP</i>	0%
	*	GW: <i>Anatomy CTE</i>	0%
	*	McGraw Hill: <i>Sports Medicine</i>	0%
Social Science			
2019	*	McGraw Hill: <i>World History</i>	0%
2019	*	McGraw Hill: <i>American Government</i>	0%
2019	*	McGraw Hill: <i>Economics</i>	0%
2019	*	National Geographic: <i>US History</i>	0%
2011	*	Pearson Prentice Hall: <i>Criminal Justice</i>	0%
2008	*	Houghton Mifflin: <i>AP US History</i>	0%
2014	*	Worth Publishing: <i>Psychology CP</i>	0%
2015	*	Cengage Learning: <i>Psychology AP</i>	0%
2014	*	Pearson Prentice Hall: <i>Sociology</i>	0%
	*	BFW: <i>AP US History</i>	0%
	*	Cengage: <i>Euro History AP</i>	0%
	*	Cengage: <i>AP American Government</i>	0%
Foreign Language			
2023	*	Carnegie Learning: <i>En Alta Voz 1, 2</i>	0%
2018	*	Vista Higher Learning: <i>Temas (Spanish AP)</i>	0%
2016	*	Vista Higher Learning: <i>Senders Level 1, 2 &amp; 3</i>	0%
Health			
2022	*	McGraw Hill: Glencoe Health	0%

## English Learners

Students identified as English Learners (EL) through the ELPAC (English Language Proficiency Assessments for California) exam received scaffolded instruction from all classroom teachers. Based on ELPAC scores, students in the intermediate or advanced levels of learning English are priority for enrolling 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 Santa Paula Unified's 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. At the district level, parenting classes are offered to provide basic information and training on how to support the academic process at home.

## 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.
- SARB (School Attendance Review Board) resources are accessed when students and their parents need more focused assistance in correcting truancy-related issues and redirecting academic progress.
- Response to Intervention (RtI): instructional model which provides teachers with the skills and knowledge to differentiate curriculum, collaborate more effectively using student performance data, and appropriately modify instruction to improve student performance.

## College Preparation & Career Readiness

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

### College Preparation Courses

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

### University of California Admission Requirements:

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

### California State University Admission Requirements:

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

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

	%
2022-23 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

	2020-21	2021-22
Permits and Waivers	0	0
Misassignments	0	1
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	1

### 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	0
Local Assignment Options	0.8	1.1
Total Out-of-Field Teachers	0.8	1.1

### 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	22.2
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	0

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

### School Year 2020-21

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

### School Year 2021-22

Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.7	61.56	213.6	89.46	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2.8	1.19	4853	1.74
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	1	16.64	12.8	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.1	19.13	2.2	0.93	11953.1	4.28
Unknown	0.1	2.66	7.2	3.03	15831.9	5.67
Total Teaching Positions	6	100	238.7	100	279044.8	100

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

## 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.

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.

## 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 2021-22 school year, Santa Paula Unified School District spent an average of \$18,320 of total general funds to educate each student (based on 2021-22 audited financial statements). The table in this report: 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Expenditures Per Pupil and School Site Teachers Salaries 2021-22					
Dollars Spent Per Student					
Expenditures Per Pupil	RHS	SPUSD	% Difference - State Average for		
			School and District	Districts of Same Size and Type	School and State
Total Restricted and Unrestricted	12,837	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,636	N/A	N/A	N/A	N/A
Unrestricted (Basic)	11,200	9,246	121.1%	7,607	147.2%
Average Teacher Salary	78,672	85,611	N/A	81,984	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 2021-22 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

- A-G Completion Grant
- Agricultural Career Technical Education Incentive
- After School Education & Safety (ASES)
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Nutrition: Kitchen Infrastructure Upgrade Funds
- Classified School Employee Summer Assistance Program

## Academic Counselors and Other Support Staff

2022-23

	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	1.0
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

2021-22

	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	54,882	50,875
Mid-Range Teacher Salary	81,268	79,761
Highest Teacher Salary	102,666	103,045
Average Principal Salaries:		
Elementary School	126,001	128,154
Middle School	130,642	131,774
High School	144,686	142,676
Superintendent Salary	220,000	211,462
Percentage of Budget For:		
Teacher Salaries	30.76	30.11
Administrative Salaries	4.87	5.49

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

- COVID Relief Funding
- Education Protection Account
- Educator Effectiveness
- Expanded Learning Opportunities Program
- Learning Communities for School Success Program
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III
- Tobacco Use Prevention Education

## 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.