

**Santa Paula Unified School District**

# **School Plan for Student Achievement**



**Renaissance High School**

**Service Learning Academy**

**56 76828 5636170**

**Contact Information:**

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**Revised June 2024**

**Fiscal Year 2024-2025**

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## The School Plan for Student Achievement

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

**Recommendations and Assurances**

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

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


English Learner Advisory Council  
Leadership Team

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: 5.10.2024

Attested:

  
Dr. Lydia Olivo, Principal

  
SSC Chairperson

5.10.24  
Date

5/10/24  
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			
Jaime Lapper		X			
Juan Garcia			X		
Dustin Magdaleno				X	
Jose Ruiz				X	
Monique Vargas				X	
Stephanie Velasquez				X	
Diego Hernandez					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				
Monique Vargas				X	
Number of members in each category	1			X	

(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: 2023-24.
- The name of the parent ELAC representative to SSC is: Monique Vargas.

## District information

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### 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

2024-2025

# SUMMARY



**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 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.

STATE PRIORITIES: ① Basic Services or Basic Conditions at Schools ② Implementation of State Academic Standards ③ Parent Engagement ④ Student Achievement ⑤ Student Engagement ⑥ School climate ⑦ Access to a Broad Course of Study ⑧ Outcomes in a Broad Course of Study

**GOAL 1** The Santa Paula Unified School district will equip all students with the academic skills, knowledge, and Learner Profile competencies necessary for success in college, career, and life through rigorous and relevant curriculum and standards-based instruction. The district will measure its progress toward achieving this goal by monitoring key performance indicators listed in Metrics in Goal 1.

- P1a Professional Development
- P1b Data Service Specialist
- P1c Curriculum Coordinators
- P1d TK/K Bilingual IAs
- P1e Expanded TK/Preschool
- P1f DLI Program
- P1g LAT – Language Appraisal Program
- P1h Newcome Teacher
- P1i AP Program/Exam Fees
- P1j CTE Support
- P1k Field Trips/University Standards Aligned
- P1l Music Program
- P1m AVID Program
- P1n Additional Elective Classes
- P1o Credit Recovery
- P1p A-G completion Rate SPHS
- P1q TK-12 ELD TOSA
- P1r ELD Standards and Curriculum

**GOAL 3**

**Student Engagement:** Santa Paula Unified School District will engage students through innovative site academies, project-based learning, and differentiated pathways.

**Parental Involvement:** The district will strengthen parent engagement and collaboration by providing diverse opportunities for increased participation.

**School Climate:** The district will enhance student safety, well-being, and academic success by implementing a comprehensive Multi-Tiered System of Supports (MTSS) that addresses student’s academic, social emotional, and mental needs.

- P3a Support Educational Outcomes
- P3b STEAM TOSA(S)
- P3c Mentoring Program
- P3d Restorative Justice/PBS
- P3e PBIS – Positive Behavior
- P3f Counselors/Mental Health
- P3g School Psychologists
- P3h Support Teen Parents
- P3i Parent Involvement
- P3j District Communication
- P3k MTSS

**GOAL 2** The Santa Paula unified School District will ensure all students achieve grade-level proficiency in literacy and math, as defined by state standards and district benchmarks, through evidenced-based high-quality reading and mathematics instruction, targeted interventions, and progress monitoring using key performance indicators listed in Metrics in Goal 2. The district will focus on equity and closing achievement gaps, for English Learners, Foster Youth, Low-Income, and students with disabilities.

- P2a Reading Intervention Teachers
- P2b Literacy Support
- P2c Parent Literacy Academy
- P2d Footsteps 2 Brilliance
- P2e Amplify | Dibels

**GOAL 4** The Santa Paula Unified School District will ensure equitable conditions of learning for all students by recurring and retaining highly qualified and diverse staff, maintaining safe and modern facilities, providing rigorous and standards-aligned curriculum and regularly assessing and addressing disparities in educational resources and opportunities.

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

**GOAL 5** With the collaboration of the Staff, Parents, and Students, Renaissance High School will increase the schools’ student stability rate to 80%.

- P5a Implement a Multi-tiered System of Supports

## School Information

### School Profile

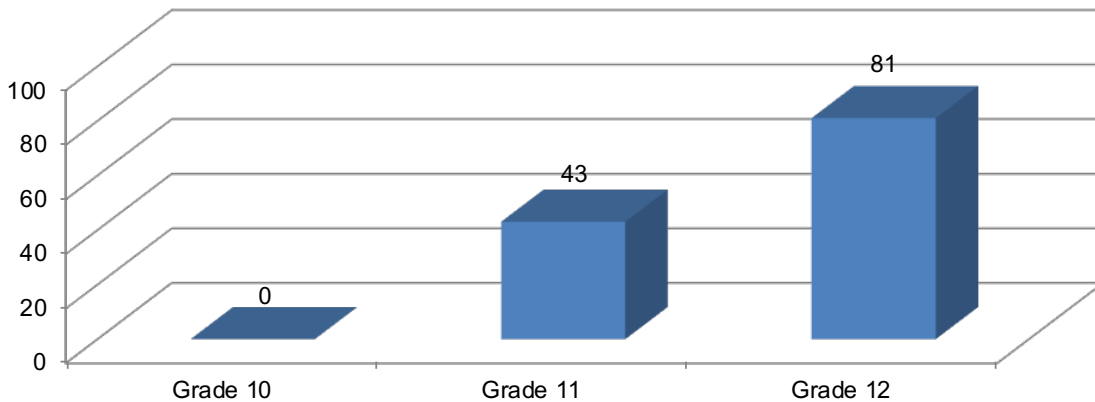
Renaissance High School is located in the city of Santa Paula and serves students in grades nine through twelve and is the continuation high school for the district. In the 2023-24 school year, 124 students were enrolled, including 37.9% qualifying for English Language Learner support, 85.5% qualifying for free or reduced price lunch, 3.2% students with disabilities, and 8.9% homeless youth.

### School Mission

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.

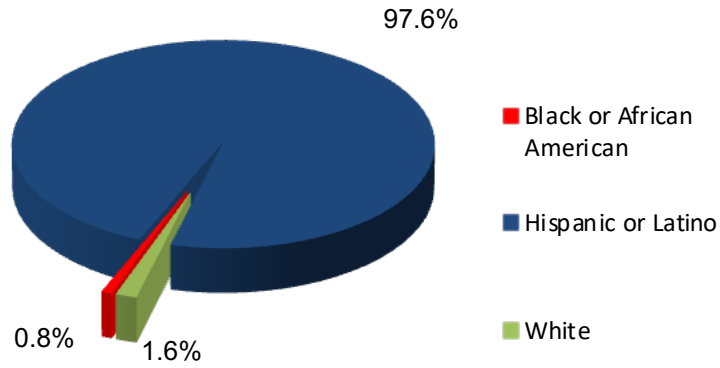
### Student Enrollment by Grade

Source: Data Quest 2023-24



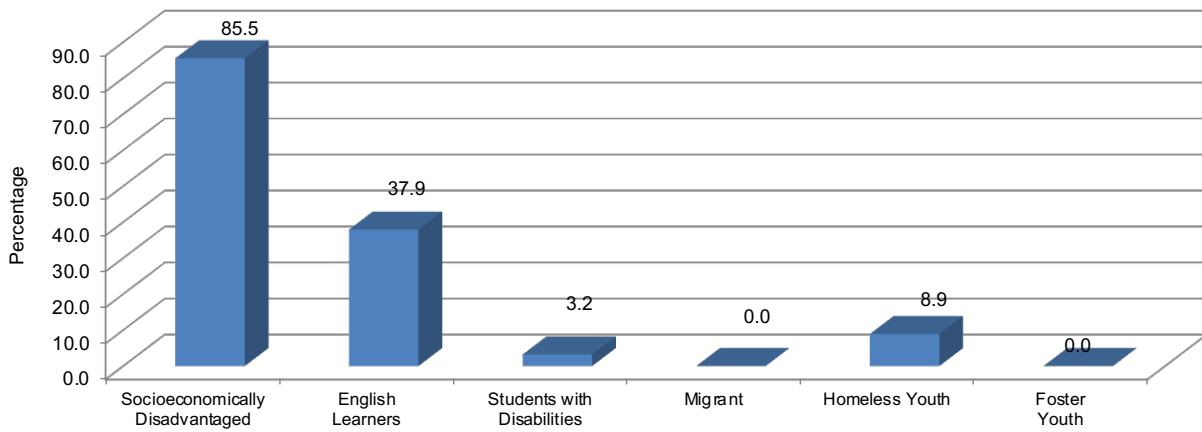
### Student Enrollment by Ethnicity

Source: Data Quest 2023-24



### Student Enrollment by Subgroup

Data Source: Data Quest 2023-24



### 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 2024-25 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 10, 2024	

## 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.

Renaissance High School qualifies for Equity Multiplier funds based on California Education Code (EC) 42238.024. It is required to be used to provide evidence-based services and support for students. Under the Multi-Tier System of Supports (MTSS) framework, we plan to utilize the funds to meet the students academic and social-emotional needs. Addressing students’ academic, socioeconomic, and behavioral needs through targeted interventions following a "whole-child" approach, considering not only academic performance but also social-emotional and other non-academic factors that impact student success will be the focus of the targeted interventions. MTSS aims to improve academic outcomes, promote student well-being, and increase student engagement and stability by creating a learning environment that addresses the full spectrum of student needs.

## 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	4/15/2024
School Site Council	5/10/2024

## 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)**

N/A

# Goals, Strategies, Expenditures, and Annual Review

## Goal 1:

**Increase academic achievement in ELA and Math by a minimum of 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 does not indicate that students are meeting grade level standards. In comparison to ELA data of students who met or exceeded grade level standards at Santa Paula High School, 40.58% fewer of our students met/exceeded standards. In comparison to Math data of students who met or exceeded grade level standards at Santa Paula High School, 15.49% fewer of our students met/exceeded standards. There is a discrepancy in levels of achievement from students who are enrolled at the comprehensive high school.

### Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading	4% (juniors: at/above benchmark in spring)	9%
	7% (seniors: at/above benchmark in spring)	12%
CAASPP ELA Assessment	4.26% (2023 scores)	9.26%
CAASPP Math Assessment	0% (2023 scores)	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

- Host “Knight Success Classes” for Academic Support. Teachers, Outreach Specialist, Counselor & Campus Security with support with the implementation of these classes.
- Parent Education Classes

### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Teacher, Outreach Specialist, Counselor, Interpreter & Campus Security Extra Duty (Friday/Saturday Success Classes & Parent Education Classes): \$8,000	Site Title 1
Professional Services (Guest Speakers/Presentations): Any Additional Funds Allocated during 24-25 school year	Site Title 1



## Annual Review:

### SPSA Year Reviewed: 2023-2024

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.

- As a school, we were able to host after-school student “success” classes offering students the opportunity to catch-up on missing assignments and get support from a certificated teacher. These classes were offered 6 times a semester for all four semesters. On average, approximately 15-20 students attended each session.
- We did not invite guest speakers or provide special classroom presentations that supported classroom instruction. Instead, any class guests focused on postsecondary education opportunities and financial aid.
- We hosted parent education classes, specifically a beginning of the school year parent orientation that outlined academic and behavioral expectations for students. In addition, we held classes on mental health, technology, graduation requirements and post-secondary opportunities. We had an average attendance of 8 parents each session.

The 2021-2022 CAASPP ELA results identified 4.54% of that year’s junior class meeting or exceeding state standards in English Language Arts. The 2022-2023 CAASPP ELA results identified 4.26% of the junior class as meeting or exceeding the state standards in English Language Arts. This is a decrease of 0.28% students meeting proficiency.

The 2021-2022 CAASPP Math results identified 4.44% of that year’s junior class meeting or exceeding state standards in Math. The 2022-2023 CAASPP Math results identified 0% of the junior class as meeting or exceeding the state standards in Math. This is a decrease of 4.44% students meeting proficiency.

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

Initially, we budgeted \$3,609 for instructional supplies and \$3,000 for professional services (guest speakers/presentations) but needed to increase the budget for staff extra duty to host our after school student success classes. The SSC also allocated more money for field trips.

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.

The only change made to this goal was to identify the percentages of students who are meeting state proficiency levels. We also limited the strategies/activities to focus on parent education and student support classes, so there is a focused approach on supporting students academically. Teachers will continue focusing on strengthening their classroom instruction, routines and academic and behavioral supports. We will continue to implement Project Based Learning activities to enhance the learning opportunities for all.

**Goal 2:**

Increase parent involvement and student engagement by 10%.

**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	10 parents per event	12 Parents
Student Participation in Service Learning Opportunities	15 - 20 Students	17- 22 Students

**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, Service Learning Projects

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
Parent Involvement: \$1,000	Site Title I
Field Trips: \$7,907	Site Title I

## Annual Review:

### SPSA Year Reviewed: 2023-2024

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.

- Parent education classes were offered once per quarter.
- 2 school-wide field trips were planned to support student learning and to increase engagement and coursework completion

The attendance of our parent education classes increased from approximately 8 parents to 10 parents in attendance at each event. Interpretation was offered for each class, and parents took advantage of the opportunity.

Two school-wide field trips were planned to supplement the learning experience and teach them about college opportunities. Students could only attend the field trips if they had earned a minimum number of credits in each classroom.

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

We had to increase the budget for the field trips as the cost was more than anticipated.

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.

The goal will remain the same. While we did increase parent engagement, there is still less than 1% of parents who attend our workshops/events. There is still a need to have this goal. We also need to ensure that more students are connected to school and engaged in lessons as evidenced by earning credits they need to stay on track for graduation.

**Goal 3:**

Reduce suspensions and expulsions by 10%.

**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		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 incentive).

Train staff in trauma informed practices & provide students youth leadership training.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
Professional Services (Guest Speakers/Presentations): Any Additional Funds Allocated during 24-25 school year	Title 1 or Equity Multiplier Grant

## Annual Review:

### SPSA Year Reviewed: 2023-2024

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.

From 2021-2022 to 2022-2023, our suspension rates increased by 18.4%. The majority of the suspensions, 15% of the 18.4% occurred from August-December. At the beginning of the second semester (January, 2023), we implemented behavior expectation presentations in all classrooms to review behavior expectations and potential consequences that could result in suspensions/expulsion. This school year, 2023-2024, we implemented the expectation presentations in all 4 quarters and presented the same information to parents during orientation and other parent education classes. Our suspension rate from 2022-2023 - 2023-2024 decreased to .05%. The one expulsion that occurred was due to an incident that happened off of school grounds. We did not have a single fight on campus this entire school year.

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

There were no major differences between the intended budget expenditures and the strategies/activities needed to meet the goal.

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.

While our team is making progress in mitigating student discipline, there continues to be a need to train all staff members on how to deal with and respond to student behaviors using trauma informed practices. Staff will receive social-emotional, mentoring and trauma-informed care training while students receive youth leadership training.

## 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 2023-24 Carryover	\$0.00
Title I 2024-25 Allocation (includes \$334 parent involvement funds)	\$16,907.00

Subtotal of additional federal funds included for this school: **\$16,907.00**

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

State or Local Programs	Allocation (\$)
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: **\$16,907.00**

Title I Allocations – 2024-25

Title 1 Allocation		16, 907		Renaissance High School		Title 1		16, 907		Remarks	
Title 1 Budget Approved		16, 907		Resource		Allocation: 2024-2025				No carryover allocated from 24-25	
Object	Function	Description	Cost	SPSA Actions							
1203	1000	Field Trips	7,907.00	Schoolwide Learning Trips							
1103	1000	Teacher, Outreach Counselor, Campus Security Ext. Duty	8,000.00	Friday Knight/Saturday Success Classes & Parent Classes							
4300	2495	Parent Involvement	1,000.00	Supplies for Parent Events							
5800	1000	Prof. Serv. Inst	0.00	Guest Speakers/Presentations							
Total Spent											
Available Balance											

SSC Chair Signature: Leff Shin Date: 5/10/24

Principal Signature: Clydia Oliver Date: 5-10-24

\*Any carryover funds from 24-25 will be added to field trips or professional services.

References

2022-23 CAASPP – Grade 11 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy 2022-23						
	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	48	47	47	0.00%	4.26%	19.15%	76.60%
Male	34	33	33	0.00%	3.03%	21.21%	75.76%
Female	14	14	14	0.00%	7.14%	14.29%	78.57%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	46	45	45	0.00%	4.44%	20.00%	75.56%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	43	42	42	0.00%	4.76%	19.05%	76.19%
English Learners	15	14	14	0.00%	0.00%	0.00%	100.00%
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless Youth	10	10	10	*	*	*	*

	Mathematics 2022-23						
	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	48	46	46	0.00%	0.00%	2.17%	97.83%
Male	34	32	32	0.00%	0.00%	3.13%	96.88%
Female	14	14	14	0.00%	0.00%	0.00%	100.00%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	46	45	45	0.00%	0.00%	2.22%	97.78%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	43	41	41	0.00%	0.00%	2.44%	97.56%
English Learners	15	13	13	0.00%	0.00%	0.00%	100.00%
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless Youth	10	10	10	*	*	*	*



School-Parent/Home Compact

**School-Parent-Student Compact**

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  
2024 - 2025**

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

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

BI-MONTHLY PARENT MEETINGS FOCUSED ON THE FOLLOWING TOPICS:  
SARB, Substance/Alcohol Use/Prevention, Parent Square/Social 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 2024-25 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
- Western Association of Schools and Colleges (WASC)
- Model Continuation High Schools
- District Planned Professional Development



School Accountability Report Card

ACCREDITED BY THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES



# 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

#### Board of Trustees

Mrs. Gabriela Ornelas, President  
Mrs. Anna Villicana-Arroyo, Vice President  
Mr. Tommy Frutos, Clerk  
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#### District Administration

Mr. Jeffrey Weinstein  
Superintendent

Mr. Kevin Olson  
Assistant Superintendent  
Business Services

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

Dr. David Moore  
Associate Superintendent  
Educational Services

Dr. Gina Ramirez  
Assistant Superintendent  
EL Services & Community Engagement

Ms. Cynthia Carrillo  
Executive Director  
Classified Human Resources

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Curriculum & Instruction  
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SARC Data & Internet Access  
District Expenditures

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section and for the facilities section was acquired in November 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
Non-Binary	0.0%	Grade 11	40
American Indian or Alaskan Native	0.0%	Grade 12	80
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	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.



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.

	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.

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	20.83%	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/>.

	RHS		
	19-20	20-21	21-22
Dropout Rate (%)	3.4	2	4.3
Graduation Rate (%)	69	83.7	90
SPUSD			
Dropout Rate (%)	2.7	2.8	3.5
Graduation Rate (%)	89.9	89.8	90.1
CA			
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

2021-22	0 days
•Health Adoption	
•Curriculum Development for Agricultural Business	
•MDTP Overview	
•College (AVID) Tutor Training	
•CPM Teacher Support Training	
•English Language Development	
2022-23	0 days
• CORE Learning - Literacy Services	
• CGI Math - Teacher Learning Center	
• Report Card Entry Training for Q	
• EL Shadowing	
2023-24	2 days
• Project Based Learning with Trevor Muir	
• Active Intruder Training	

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. <i>Math Integrated 1-3</i>	0%
Science			
2014	*	It’s About Time. <i>Global Science</i>	0%
2008	*	McGraw-Hill Glencoe. <i>Biology CP</i>	0%
2013	*	McGraw-Hill. <i>Biology AP</i>	0%
2015	*	It’s About Time. <i>Chemistry</i>	0%
2014	*	It’s About Time. <i>Physics</i>	0%
2008	*	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>Senderos Level 1, 2 &amp; 3</i>	0%
Health			
2022	*	McGraw-Hill. <i>Glencoe Health</i>	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/eq/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	18954.3	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	4653	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	236.7	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	12,937	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	102,686	103,046
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.



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 Code64001)
- 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 a (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 1<sup>st</sup> 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 3<sup>rd</sup> 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.