



RENAISSANCE HIGH SCHOOL

Service Learning Academy

325 North Palm Avenue • Santa Paula, CA 93060 • (805) 525-4407 • Grades 9-12
Robert DeCandia, Principal • CDS: 5676828636170



SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2024-25 ACTIVITY PUBLISHED IN 2025-26

Principal's Message

At Renaissance High School, our focus is simple: support every student so they can meet their goals and find success. We are proud of the progress our students make each day—whether it's earning credits, improving attendance, or becoming more engaged in their learning.

Our staff works hard to build strong relationships, provide consistent support, and create a safe and welcoming environment. With programs like Knight Success, community partnerships, and hands-on learning opportunities, we continue to move our school forward.

Robert DeCandia
Principal, Renaissance High School

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 one preschool, six elementary schools, one middle school, one comprehensive high school, one continuation high school, and one independent study school all nestled against the city's foothills. During the 2024-25 school year, the District served 4,575 students in grades TK-12. The demographic composition of the student body included 17.6% students identified with a disability, 29.4% qualifying for English learner support, 1.7% migrant, 0.1% foster youth, 9.0% homeless youth, and 85.8% socioeconomically disadvantaged.

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 2024-25 school year, Renaissance High served 113 students in grades 9-12, with over 200 students total attending the school at some point during the year. Student enrollment included 46.9% qualifying for English Learner support, 4.4% students with disabilities, 15.9% homeless youth, and 97.3% socioeconomically disadvantaged.

At Renaissance High School (RHS), we prioritize fostering a positive, safe, and inclusive learning environment where every student can thrive. Our primary focus is to deliver an engaging and rigorous educational program, enabling students to earn credits in an accelerated manner. Through individualized instruction and frequent one-on-one support, we ensure that the unique needs of each student are met.

Beyond academic achievement, we emphasize mutual respect as a cornerstone of the relationships between students and staff. We uphold high expectations for student academic progress and behavior, which we communicate to parents during our comprehensive parent orientations and to students through multiple presentations throughout the school year.

Parent involvement remains of utmost importance to us. We view parents and guardians as vital partners in their child's educational journey and offer several parent education nights throughout the year. These events provide valuable insights into our program, foster collaboration between families and staff, and equip parents with tools to support their child's success.

When behavioral issues arise, we focus on restorative practices and utilize Other Means of Correction, where appropriate, as an alternative to suspension. These interventions aim to reinforce accountability, encourage positive decision-making, and help students understand the impact of their actions while maintaining their connection to the school community.

RHS staff dedicate themselves to ensuring students feel respected, safe, and supported. Each day at RHS represents a fresh start filled with opportunities to make great choices and achieve success. By partnering with families and emphasizing a culture of respect and high expectations, we strive to empower every student to reach their full potential.

School Mission Statement

Renaissance High School provides all students an opportunity to identify and advance their education, career, and personal goals. The individualized learning program concentrates on ensuring that all students receive the social-emotional and academic supports needed to recover credits, earn a high school diploma, be college and career ready and become productive and collaborative members of society.

Santa Paula Unified School District

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The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section and for the facilities section was acquired in November 2025.

Student Enrollment by Student Group

2024-25

Student Group	% of Total Enrollment
Female	39.8%
Male	60.2%
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	0%
Black or African-American	0%
Filipino	0.9%
Hispanic or Latino	98.2%
Native Hawaiian or Pacific Islander	0%
Two or More Races	0%
White	0.9%
English Learners	46.9%
Foster Youth	0%
Homeless	15.9%
Migrant Services	0%
Socioeconomically Disadvantaged	97.3%
Students with Disabilities	4.4%

Student Enrollment by Grade Level

2024-25

Grade Level	# of Students
Grade 9	
Grade 10	11
Grade 11	35
Grade 12	67
Total Enrollment	113

Local Control Accountability Plan (LCAP)

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

Parent Involvement

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

- Back to School Night
- Parent University Classes
- School-wide Event Participation
- Academic Progress Meetings
- Attendance Meetings
- Financial Aid Parent Nights
- English Learner Advisory Committee (ELAC)
- District Advisory Committee (DAC)
- District English Learner Advisory Committee (DELAC)
- School Site Council (SSC)

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

At Renaissance High School (RHS), we strive to strengthen connections for student success. We recognize that a strong partnership between the school, students, and parents is essential to each student's success. To support this connection, we provide comprehensive school-to-home communication in both English and Spanish, ensuring accessibility for all families.

We encourage parents to stay informed about important school news and events through various communication channels. Key updates regarding school activities, schedules, curriculum, graduation requirements, committee meetings, and announcements are shared in our quarterly school newsletter. Additionally, we utilize social media platforms, Parent Square, our school website and calendar, as well as flyers, to disseminate critical information to students and families in a timely manner.

When circumstances require a more personal approach, the principal, counselor, or outreach specialist may visit students' homes to share or discuss important information. To keep parents informed about their child's academic progress, we mail progress reports and report cards at least once per quarter. For broader community engagement, we occasionally use local media outlets such as The Santa Paula Times and The Ventura County Star to share special announcements.

We strongly encourage parents to engage with these communication platforms regularly to stay up to date on school news, opportunities, and events. By fostering open and consistent communication, we aim to build a collaborative relationship with families that supports student achievement and success at RHS.

District Benchmark Assessments

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

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/cal.

CAASPP Test Results in ELA and Mathematics for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	7.0	5.0	34.0	35.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	0.0	0.0	20.0	22.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	37	37	100	0	5.41
Female	14	14	100	0	0
Male	23	23	100	0	8.7
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	36	36	100	0	5.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	15	15	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	37	37	100	0	5.41
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Mathematics by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	37	37	100	0	0
Female	14	14	100	0	0
Male	23	23	100	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	36	36	100	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	15	15	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	37	37	100	0	0
Students with Disabilities	--	--	--	--	--

Note: ELA & Mathematics test results include the Smarter Balanced Summative Assessment 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	0	2.22	15.95	17.78	30.73	32.33

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	91	90	98.9	1.10	2.22
Female	38	37	97.37	2.63	0.0
Male	53	53	100	0	3.77
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	88	87	98.86	1.14	2.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	38	38	100	0	0
Foster Youth	0	0	0	0	0
Homeless	16	15	93.75	6.25	6.67
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	90	89	98.89	1.11	2.25
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Physical Fitness

In the spring of each year, Renaissance High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pfi/.

Physical Fitness Test

% of Students Participating in each of the Five Fitness Components

2024-25

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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9	N/A - There were no ninth grade students in the 2024-25 school year so there are no numbers to report.				
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Note: The administration of the PFT requires only participation results for these five fitness areas.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

At Renaissance High School (RHS), we place the highest priority on maintaining a safe and secure campus at all times. Our staff, including teachers, the principal, counselor, outreach coordinator, and campus security officer, diligently monitor student activities each morning as students arrive, during nutrition and lunch periods, and after school during dismissal. This proactive supervision ensures a structured and secure environment throughout the day.

We utilize advanced safety technologies, including security cameras and air quality sensors capable of detecting vape pen smoke, strategically placed across the campus. These tools enhance our ability to maintain adequate supervision and quickly address safety concerns. During instructional hours, the campus security officer, and occasionally the School Resource Officer (SRO), patrol the campus to ensure ongoing vigilance.

Visitors play a vital role in our school community, whether as volunteers or participants in school events. To maintain campus security, all visitors must check in at the school office upon arrival, obtain and visibly wear a visitor's badge, and return the badge to the office upon departure.

Our safety practices extend beyond daily operations. RHS conducts monthly safety drills, alternating between fire, earthquake, and lockdown scenarios, to prepare students and staff for various emergency situations. Additionally, we collaborate with the Santa Paula Police Department to conduct K-9 searches, further ensuring a safe and secure learning environment.

Students play an essential role in maintaining a secure campus environment. We encourage them to report any unsafe behaviors or concerns they may observe or become aware of. By fostering a culture of accountability and open communication, we empower students to contribute to the overall safety of our school community.

Key staff members, including the principal, campus security officer, outreach specialist, and administrative assistant, carry hand-held radios to facilitate immediate communication during routine and emergency situations. The principal and campus security also work closely with the district's SRO, fostering positive relationships between law enforcement and our students to create a supportive and respectful community.

Through vigilant monitoring, advanced safety technologies, collaborative relationships, and student engagement, we remain steadfast in our commitment to providing a safe and secure environment where students can focus on their academic and personal growth.

Campus Description	
Year Built	1988
Acreage	--
Square Footage	8400
	Quantity
Permanent Classrooms	0
Portable Classrooms	5
Restrooms (Sets)	1
Media Center	1

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 January 2026.

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:

2024-25 Planned Campus Improvements:

- Parking lot striping upgrades

2023-24 Campus Improvements:

- HVAC improvement projects

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.

Deferred Maintenance

Renaissance High School had deferred maintenance projects completed in 2024-25 in the amount of \$3,440. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. Deferred maintenance funds were utilized for parking lot striping and gate and gutter replacements.

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 28, 2025. 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 2025-26 school year, 100% of restrooms were fully operational and available to students at all times.

School Facility Good Repair Status

Item Inspected	Repair Status			
Inspection Date: October 28, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces	X			
Cleanliness	X			
Electrical	X			
Restrooms/Fountains	X			
Safety	X			
Structural	X			
External	X			

Overall Summary of School Facility Good Repair Status

	Exemplary	Good	Fair	Poor
Overall Summary	X			

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.

Classroom Environment

Discipline & Climate for Learning

Renaissance High School (RHS) takes a proactive approach to maintaining a safe, respectful, and productive learning environment that minimizes classroom disruptions and maximizes student success. To support this goal, we enforce an electronic device policy that eliminates distractions from cell phones and headphones, ensuring students remain focused on their learning. Positive behavior is reinforced daily through consistent interactions with teachers and staff, who are trained to observe, identify, and address behaviors that may interrupt lessons or disrupt the educational experience.

We strictly enforce dress code policies to promote a respectful and distraction-free environment. School rules, dress code expectations, academic standards, and consequences for inappropriate behavior are clearly communicated upon enrollment and detailed in the district's Annual Notice to Parents/Guardians. Teachers implement classroom management strategies that align with and support schoolwide behavioral policies, fostering consistency and clarity for all students.

Each student and their parent(s) receive a printed copy of the school's discipline policies and conduct code, which includes an acknowledgment form. Both the student and parent(s) must sign and return this form to confirm their understanding of and agreement to uphold school rules and policies. At the start of the year and periodically throughout, the principal visits each classroom to emphasize behavioral expectations, school rules, and consequences for misconduct. New students and their families are required to attend a mandatory evening orientation, where they learn about behavioral and academic expectations as well as the resources available to support them.

At RHS, we place a strong emphasis on restorative practices to address behavioral concerns. When students require behavioral intervention, we provide opportunities for restorative conversations with teachers, peers, or staff to rebuild trust and resolve conflicts. These practices focus on teaching students the importance of mutual respect, accountability, and the values that define what it means to be a member of the Renaissance High School community.

All staff work collaboratively to remind students to conduct themselves in a safe, respectful, and responsible manner. Teachers revisit school rules and behavioral expectations as needed in classroom discussions, supported by visits from the outreach consultant and campus security. Additionally, representatives from local community and youth organizations visit RHS throughout the year, offering guidance and resources to help students grow both academically and personally.

Through proactive strategies, restorative practices, and a focus on fostering respect and responsibility, we empower our students to embrace their roles as respectful members of the Renaissance High School community and prepare them for success in all areas of their lives.

Suspensions & Expulsions

	22-23	23-24	24-25
	School		
% Students Suspended	18.44	4.73	11.35
% Students Expelled	0.71	0.68	0.00
	District		
% Students Suspended	4.99	4.58	4.99
% Students Expelled	0.12	0.06	0.08
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group

2024-25

Student Groups	Suspensions Rate	Expulsion Rate
All Students	11.4	0.0
Female	10.0	0.0
Male	12.4	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	11.6	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	14.5	0.0
Foster Youth	0.0	0.0
Homeless	17.4	0.0
Migrant Services	0.0	0.0
Socioeconomically Disadvantaged	11.7	0.0
Students with Disabilities	0.0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Community Service

Renaissance High School (RHS) has strengthened its commitment to fostering leadership and community involvement by providing students with numerous opportunities to engage with community organizations and district schools. These experiences allow students to develop essential social, leadership, and career-related skills while making meaningful contributions to their community.

Students at RHS frequently demonstrate their leadership skills by supporting events hosted by the middle and elementary schools within the district. Through mentoring programs, school events, and collaborative activities, RHS students serve as role models for younger peers, inspiring and encouraging them to strive for success. These opportunities not only enhance leadership abilities but also foster a sense of responsibility and connection to the broader educational community.

Additionally, RHS students can participate in structured community service activities, with some opportunities allowing them to earn course credit. These programs integrate academic learning with practical experience, enabling students to apply their knowledge while developing skills that will benefit them in future educational and professional endeavors.

By engaging with the community and contributing to district-wide initiatives, RHS students cultivate a strong sense of leadership, responsibility, and civic engagement. These experiences prepare them to excel as active, conscientious members of their communities and future leaders in their chosen fields.

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

Subject	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
English	29.0	2		4
Math	14.0	8	1	
Science	19.0	4		
Social Science	35.0			5
2023-24				
English	21.0	5	3	
Math	20.0	3	3	
Science	23.0	2	2	
Social Science	25.0	2	7	
2024-25				
English	21.0	4	3	
Math	20.0	2	4	
Science	19.0	3	1	
Social Science	20.0	6	3	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

***"Other" category, if applicable, is for multi-grade level classes.

Student Recognition Programs

Renaissance High School (RHS) is committed to acknowledging and celebrating student success in academics, attendance, and citizenship throughout the school year. At the end of each quarter and at the conclusion of the academic year, students are recognized for their achievements in various categories, fostering a culture of excellence and motivation.

Students who demonstrate outstanding attendance—whether perfect, near-perfect, or most improved—are honored with certificates and invited to a special luncheon at the end of each quarter. Additionally, teachers and staff recognize students for their accomplishments in specific subject areas, significant academic improvement, and overall classroom excellence. These students are also presented with certificates and included in the quarterly recognition luncheon.

To further highlight exceptional achievement, students have the opportunity to earn the Principal Spotlight award during these ceremonies, celebrating their extraordinary contributions and successes.

Seniors are afforded additional opportunities for recognition during the annual Senior Awards Ceremony held in June. This event honors their academic achievements, leadership, and community involvement, with some students earning scholarships to support their post-secondary endeavors.

Through these celebrations, RHS fosters a supportive and motivating environment that values hard work, perseverance, and dedication, encouraging all students to strive for their personal best.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Renaissance High School for the 2024-25 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."

Chronic Absenteeism by Student Group

2024-25

Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	141	132	69	52.3
Female	60	55	36	65.6
Male	81	77	33	42.9
American Indian or Alaska Native		--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	138	129	67	51.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	62	58	28	48.3
Foster Youth	--	--	--	--
Homeless	23	22	14	63.6
Migrant Services	--	--	--	--
1	137	130	67	51.5
Students with Disabilities	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Enrichment Activities

Renaissance High School (RHS) actively encourages students to participate in leadership and extracurricular opportunities that enhance their personal and professional growth. Through involvement in student leadership and yearbook clubs, students develop critical skills while contributing meaningfully to the school community.

The Associated Student Body (ASB) provides students with a platform to take on leadership roles and actively engage in school governance. ASB members serve as advisors to school administration, plan and organize campus activities, coordinate fundraising efforts, and represent the student body on the School Site Council. These experiences empower students to develop their leadership, organizational, and communication skills.

Beyond leadership clubs, RHS encourages all students to participate in a wide array of activities that promote engagement and enrichment. Students are invited to take part in quarterly assemblies, educational field trips, college visitations, and community-focused initiatives such as United Blood Services and the Ignite Program. Additionally, students have opportunities to mentor and support younger peers by assisting with after-school programs at district elementary schools.

Community service is also a key component of student involvement at RHS. Students are encouraged to collaborate with local organizations in Santa Paula, fostering a sense of civic responsibility and community connection while gaining valuable experience that supports personal growth and future aspirations.

Through these diverse opportunities, RHS students are empowered to cultivate leadership, service, and a strong sense of community engagement, preparing them to make a positive impact both within and beyond the school setting.

Dropouts & Graduation Rates

Renaissance High School (RHS) prioritizes the early identification and intervention of students exhibiting warning signs or behavioral patterns that may place them at risk of not earning their high school diploma. Through close monitoring of student credit completion and attendance, staff identify students most at risk of falling behind and implement targeted strategies to support their progress and prevent dropout.

Intervention measures include parent conferences, individualized counseling, tutoring, and Student Study Team (SST) referrals. When necessary, students may be referred to the School Attendance Review Board (SARB), enrolled in community college classes through concurrent enrollment, or guided toward independent study programs. Additionally, students can be referred to the district's Mental Health Counselor for non-academic support to address underlying challenges that may affect their educational success.

To ensure all students remain on track for graduation, RHS provides each student with a personalized graduation plan at the beginning of the school year. These plans are updated at the start of each quarter to reflect individualized credit goals necessary for academic progress. For students requiring more than the standard 30 credits per quarter, RHS holds parent meetings to discuss additional strategies and resources to support their success, as the school offers a maximum of 30 credits per quarter.

To further assist students, RHS offers daily morning tutoring before the first period, ensuring access to additional academic support. Students who need to earn more than 30 credits per quarter also have the option to enroll in APEX, an online, standards-based program that provides structured coursework to address credit deficiencies efficiently. APEX also offers students the opportunity to take courses that are not available at RHS, enabling them to fulfill graduation requirements and explore additional academic areas of interest. This flexibility allows students to complete necessary classes at their convenience while meeting rigorous academic standards.

RHS's Outreach Coordinator plays a critical role in monitoring daily attendance and identifying students struggling to maintain regular school attendance. When excessive absences are identified, the Outreach Coordinator contacts parents or guardians to discuss potential barriers to attendance and learning. Conferences are scheduled to conduct in-depth discussions with students and their families, aiming to resolve attendance concerns and improve performance.

In cases of persistent truancy, the Outreach Coordinator collaborates with the principal and the local District Attorney's Office to address and resolve attendance issues. When appropriate, students may be assigned to detention or Saturday School to make up for missed assignments and instructional time.

Through these comprehensive intervention strategies, Renaissance High School remains steadfast in its commitment to supporting every student's academic and personal success while fostering a pathway to graduation.

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/>.

Graduation Rate by Student Group (Four-Year Cohort Rate)

2024-25

Student Groups	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	45	40	88.9
Female	22	21	95.5
Male	23	19	82.6
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	44	40	90.9
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	--	--	--
English Learners	21	20	95.2
Foster Youth	0	0	0
Homeless	14	13	92.9
Migrant Services	0	0	0
Socioeconomically Disadvantaged	45	40	88.9
Students with Disabilities	0	0	0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Dropout and Graduation Rates

	School		
	21-22	22-23	23-24
Dropout Rate (%)	4.3	1.5	0.0
Graduation Rate (%)	90	86.4	88.9
	District		
	21-22	22-23	23-24
Dropout Rate (%)	3.5	2.1	1.4
Graduation Rate (%)	90.1	92.5	96.9
	State		
	21-22	22-23	23-24
Dropout Rate (%)	8.2	1.5	8.0
Graduation Rate (%)	86.2	86.4	87.5

Curriculum & Instruction

Instructional Materials

All textbooks used in the core curriculum throughout Santa Paula Unified School District are currently being 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 24, 2025, 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 2025-26:5 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 2025-26 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.

School Leadership

Leadership at Renaissance High School (RHS) is a collaborative effort involving the site principal, teachers, staff, students, and parents, all working together to foster a dynamic and effective learning environment. Under the leadership of the site principal, RHS ensures that daily operations align with the school's mission of academic excellence. Dr. Olivo works closely with staff to align curriculum to state content standards and provide a comprehensive educational program that meets the diverse needs of students while adhering to state course requirements.

Teachers at RHS play a vital leadership role as members of the Instructional Leadership Team (ILT) and the School Site Council (SSC). Through the ILT, teachers guide instructional practices, analyze data, and implement strategies to improve student outcomes. As members of the SSC, they contribute to key decision-making processes that shape the school's programs, safety initiatives, and budget allocations.

Students also take on significant leadership roles at RHS. Through participation in the Associated Student Body (ASB), the School Site Council, and positions such as Student Board Member and Superintendent's Committee representative, students serve as the voice of their peers, advising administration, planning school activities, and representing RHS at district-level discussions. These leadership opportunities empower students to contribute meaningfully to their school and community while developing essential skills.

The School Site Council meets monthly and consists of school staff, parents, and students. As a primary governing body, the SSC monitors school programs and compliance with the Single Plan for Student Achievement, approves the school safety plan, and oversees the school budget. Members also serve as liaisons between the school and the community, ensuring transparent communication and fostering collaborative relationships.

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2008	Holt, Rinehart, Winston: <i>Literature and Language Arts</i>	No - Local	0%
2018	Pearson: <i>My Perspectivas (ELA) ELD Component</i>	No - Local	0%
History-Social Science			
2019	McGraw Hill: <i>World History</i>	No - Local	0%
2019	McGraw Hill: <i>American Government</i>	No - Local	0%
2019	McGraw Hill: <i>Economics</i>	No - Local	0%
2019	National Geographic: <i>US History</i>	No - Local	0%
2016	Cengage Learning: <i>European History AP</i>	No - Local	0%
2014	Bedford/St. Martins: <i>US History AP</i>	No - Local	0%
2014	Bedford, Freeman, Worth Publishing: <i>Psychology CP</i>	No - Local	0%
2015	Cengage Learning: <i>Psychology AP</i>	No - Local	0%
2014	Pearson Prentice Hall: <i>Sociology</i>	No - Local	0%
2021	McGraw Hill: <i>Criminal Justice</i>	No - Local	0%
Mathematics			
2008	McGraw Hill: <i>Financial Math</i>	No - Local	0%
2024	Bedford, Freeman, Worth Publishing Group: <i>Statistics AP</i>	No - Local	0%
2024	Bedford, Freeman, Worth Publishing Group: <i>Statistics CP</i>	No - Local	0%
2024	Cengage/National Geographic: <i>Pre-Calculus</i>	No - Local	0%
2013	W.H. Freeman and Co.: <i>Calculus AP</i>	No - Local	0%
2016	CPM: <i>Math Integrated 1-3</i>	No - Local	0%
Science			
2025	Open Science Education: <i>Biology of the Living Earth</i>	No - Local	0%
2024	BFW: <i>Biology AP</i>	No - Local	0%
2025	Open Science Education: <i>Chemistry in the Earth System</i>	No - Local	0%
2025	HMH Dimensions Physics: <i>Physics of the Universe</i>	No - Local	0%
2024	OpenStax: <i>Physics AP</i>	No - Local	0%
2021	G&W: <i>Anatomy</i>	No - Local	0%
2023	McGraw Hill: <i>Zoology</i>	No - Local	0%
2024	BFW: <i>Environmental AP</i>	No - Local	0%
Foreign Language			
2023	Carnegie Learning: <i>En Voz Alta 1, 2</i>	No - Local	0%
2023	Vista Higher Learning: <i>Temas (Spanish AP)</i>	No - Local	0%
2023	Vista Higher Learning: <i>Senderos Level 1, 2 & 3</i>	No - Local	0%
Health			
2022	McGraw Hill: <i>Glencoe Health</i>	No - Local	0%

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 2023-24, 2024-25, and 2025-26 school years, Santa Paula Unified School District provided the following staff development:

Number of School Days Dedicated to Staff Development and Continuous Improvement	
2023-24	2 days
• Project Based Learning with Trevor Muir • Active Intruder Training	
2024-25	2 days
• Priority Standards and Standards Maps • Benchmark Assessments and Performance Matters • CAASPP Testing	
2025-26	2 days
• AMIRA Reading • Cognitively Guided Instruction (CGI) • Social-Emotional Learning • Benchmark/Performance Matters • Mathematics, Science, History-Social Science/ELA • CAASPP Alignment • WASC Focus	

Renaissance High participated in staff development days during the 2024-25 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.

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

Renaissance High School is committed to providing inclusive educational opportunities for students with identified disabilities, ensuring their success in the least restrictive learning environment. Special Education students are mainstreamed into general education classrooms whenever appropriate, based on their Individualized Education Program (IEP).

Each student is assigned a case manager who is responsible for overseeing the implementation of the IEP. The case manager works closely with teachers, staff, and families to provide individualized support tailored to the student's specific needs. Utilizing a push-in model, case managers and support staff deliver targeted assistance within the general education setting, fostering collaboration and inclusivity.

The Special Education program at RHS offers a continuum of services designed to address the unique needs of each student. These services ensure that students with disabilities have equitable access to the core curriculum and a broad range of educational opportunities. By tailoring support to align with each student's IEP, the program enables them to achieve their full academic potential while promoting personal growth and independence.

English Learners (Emergent Bilinguals)

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 Students whose parents are employed in the agricultural sector and experience high mobility rates are eligible for Santa Paula Unified School District's Migrant Education Services. These services aim to address the unique challenges faced by migrant families, providing comprehensive support to enhance students' academic success and overall well-being.

Migrant Education Services include academic progress monitoring, tailored academic support, and access to health and welfare resources. At the district level, staff facilitate referrals to local community service and assistance agencies, ensuring that families receive streamlined access to essential resources. They may also conduct parenting classes to equip parents with foundational knowledge and skills to support their children's academic progress at home. These classes provide practical strategies to foster a positive learning environment, strengthen family engagement, and empower parents to actively contribute to their child's educational journey.

Through these initiatives, Santa Paula Unified School District is committed to addressing the needs of migrant students and their families, promoting equity and opportunity within the community.

At Risk Interventions

Renaissance High School is committed to providing targeted intervention programs to support students who are not meeting state proficiency standards in English Language Arts and Mathematics. Through collaborative efforts, Student Study Teams (SST), comprised of the principal, counselor, teachers, and parents, identify and implement individualized strategies to address students' academic and social development needs while closely monitoring their progress.

Key intervention strategies include:

- Daily Morning Tutoring: Students have access to academic support each morning before the first period, providing them with additional opportunities to reinforce learning and address academic challenges.
- Credit Recovery and APEX Programs: These web-based programs allow students to complete coursework at their own pace, enabling them to recover lost credits or accelerate their academic progress.
- School Attendance Review Board (SARB) Resources: For students struggling with truancy-related issues, RHS collaborates with SARB to provide focused assistance for students and their families, helping to redirect efforts toward academic improvement and regular attendance.
- Response to Intervention (RtI): This instructional framework equips teachers with the skills to differentiate curriculum, analyze student performance data, and modify instruction to meet individual learning needs effectively. By adopting RtI, RHS enhances the delivery of tailored instruction to improve student outcomes.
- Parent Conferences: Frequent and collaborative discussions with parents ensure alignment between home and school efforts, fostering a supportive environment for student success.

These intervention programs reflect RHS's commitment to addressing the diverse needs of its students, ensuring they have the resources and support necessary to achieve academic and personal success.

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. 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 visit the campus throughout the year to share the advantages and opportunities available for career training.

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2024-25 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	100%
2024-25 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

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 does not offer UC/CSU credit course requirement. Students may enroll in college prep courses through the community college or online resources.

University of California Admission Requirements:

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

California State University Admission Requirements:

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

Career Readiness

Renaissance High School integrates academic studies with practical work applications and work-based learning experiences through partnerships involving teachers, parents, students, and local businesses. These school-to-career plans are designed to prepare students for future employment and educational opportunities, ensuring they acquire essential skills for success.

Career exploration is embedded throughout the coursework at Renaissance High School, allowing students to investigate a wide range of career options, including pathways in the military. This intentional integration ensures that students are exposed to diverse opportunities and can make informed decisions about their futures.

Students participate in programs such as the Work Experience Program, Career Education Center (CEC), and ROP, which provide opportunities to develop career readiness. Career education courses, aligned with state-adopted content standards, are embedded into the students' four-year academic plans as part of the core curriculum and elective offerings. Individual assessments of work readiness skills are conducted through end-of-course exams, project-based evaluations, and on-the-job or classroom observations. Community partners and instructors regularly provide feedback on student progress, adhering to established schedules based on the specific program.

Representatives from Ventura Community College visit Renaissance High School annually to promote career awareness and educational opportunities through guest speaker presentations. Under an articulation agreement between the district and Ventura Community College, students enrolled in Renaissance High School's may be dual enrolled in both schools if they meet the criteria.

Students aged 16 and older can gain hands-on experience through the Work Experience Program, which partners them with community organizations and employers. These partnerships provide on-the-job training and mentorship while ensuring that students receive supervision and guidance to maximize the educational benefits of their part-time employment.

Renaissance High School collaborates with the Ventura County Office of Education to offer Career Education Center (CEC) programs. These Regional Occupational Program (ROP) courses prepare students (16 years and older) for entry-level employment, skill enhancement, or advanced educational opportunities. ROP courses are held at the Camarillo Airport Campus, with free bus transportation provided for participants.

By embedding career exploration into coursework and providing access to comprehensive school-to-career programs, Renaissance High School equips students with the skills, experiences, and resources needed to succeed in their chosen career paths, whether in the workforce, higher education, or military service. These opportunities foster academic achievement, personal growth, and informed decision-making for all students.

Professional Staff Support Services Staff

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

Academic Counselors & Other Support Staff (Nonteaching Professional Staff)

2024-25

	No. of Staff	FTE
Academic Counselor	1	1.0
Outreach Consultant	1	1.0
Health Aide	1	As Needed
Speech & Language Specialist	1	As Needed
Psychologist	1	As Needed
Campus Security Officers	1	1.0
District Mental Health Counselor	1	As Needed
Assistant Principal	1	0.5

Note: 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 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.

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	4.2	0.0	0.0	1	0.0	5.7
School %	73.68	8.77	0.0	17.54	0.0	100
District #	240.7	4.2	4.7	5.9	12.2	267.9
District %	89.85	1.59	1.77	2.21	4.57	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	4.3	0.0	0.0	0.9	0.2	5.4
School %	79.48	0.0	0.0	16.82	3.7	100.0
District #	235.8	3.5	11.3	2.3	8.7	261.8
District %	90.06	1.36	4.33	0.91	3.34	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	3.7	0.0	1.0	1.1	0.1	6.0
School %	61.56	0.0	16.64	19.13	2.66	100.0
District #	213.6	2.8	12.8	2.2	7.2	238.7
District %	89.46	1.19	5.38	0.93	3.03	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0

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

**Teachers Without Credentials and Misassignments
(Considered “Ineffective” under ESSA)**

Authorization / Assignment

	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	0.0
Misassignments	1.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.0	0.0	0.0

**Credentialed Teachers Assigned Out-of-Field
(Considered “out-of-field” under ESSA) / Indicator**

	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	1.1	0.9	1.0
Total Out-of-Field Teachers	1.1	0.9	1.0

Class Assignments / Indicator

	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	22.2	0.0	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0

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

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.

**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.

Teacher and Administrative Salaries

2023-24

	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$63,983	\$57,978
Mid-Range Teacher Salary	\$94,745	\$89,612
Highest Teacher Salary	\$119,305	\$117,194
Superintendent Salary	\$265,582	\$234,076
Average Principal Salaries:		
Elementary School	\$139,491	\$143,632
Middle School	\$142,631	\$149,447
High School	\$157,963	\$162,334
Percentage of Budget:		
Teacher Salaries	27.92%	27.81%
Administrative Salaries	5.24%	5.47%

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

Expenditures Per Pupil and School Site Teacher Salaries

2023-24

	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$11,697	N/A	N/A	N/A	N/A
Restricted	\$1,053	N/A	N/A	N/A	N/A
Unrestricted	\$10,644	\$8,987	118.4%	\$11,146	95.5%
Avg Teacher Salary	\$84,616	\$97,134	87.1%	\$92,686	91.3%

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

Expenditures Per Student

For the 2023-24 school year, Santa Paula Unified School District spent an average of \$23,412 of total general funds to educate each student (based on 2023-24 audited financial statements). The table in this report: 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Santa Paula Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

- Agricultural Career Technical Education Incentive
- After School Education & Safety (ASES)
- American Rescue Plan - Homeless Children and Youth
- Arts and Music in Schools (Prop 28)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- California Partnership Academies
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: California Partnership Academies
- LCFF Equity Multiplier
- Literacy Coaches and Reading Specialists Grant Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco Use Prevention Education