

Santa Paula Unified School District

School Plan for Student Achievement



Renaissance High School

Service Learning Academy

56 76828 5636170

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Revised July 2026

Fiscal Year 2026-2027

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The School Plan for Student Achievement

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

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

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

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

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

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

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

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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:

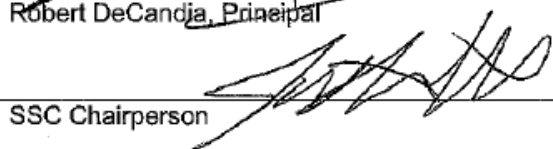
English Learner Advisory Council
Leadership Team

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: 5/12/26

Attested:


Robert DeCandia, Principal


SSC Chairperson

5/12/26
Date

5-12-26
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
Robert DeCandia	X				
Gabrielle Geraldizo		X			
Crystal Juarez		X			
Justin Schmidt		X			
Judy Alvarez			X		
Lisa Martinez				X	
Ylda Hernandez				X	
Eileen Patino				X	
Nathaniel Leon					X
Alan Luis					X
Number of members in each category	1	3	1	3	2

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
Robert DeCandia	X				
Monique Vargas				X	
Number of members in each category	1			1	

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

☐ The ELAC has voted to give governance to the SSC on this date: 2023-24.

☐ The name of the parent ELAC representative to SSC is: Monique Vargas.

District information

District Profile

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

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

District Vision

Committed to serving every student every day.

District Mission

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

District LCAP Goals

SANTA PAULA UNIFIED SCHOOL DISTRICT
LCAP Summary 2026–2027
Local Control and Accountability Plan

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 by a highly skilled team in a safe, supportive learning environment, while remaining fiscally responsible.

STATE PRIORITIES ADDRESSED

- 1 Basic Services or Basic Conditions at Schools
- 3 Parent Engagement
- 5 Student Engagement
- 7 Access to a Broad Course of Study

- 2 Implementation of State Academic Standards
- 4 Student Achievement
- 6 School Climate
- 8 Outcomes in a Broad Course of Study

GOAL 1 College, Career & Life Readiness

The 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. Progress is measured by the key performance indicators in Metrics — Goal 1.

- P1a** Professional Development
- P1b** Data Service Specialist
- P1c** Directors of Elementary & Secondary
- P1d** TK and K Bilingual IAs
- P1e** Expanded TK/Preschool
- P1f** DLI Support
- P1g** ELD Task Force
- P1h** Newcomer Teacher
- P1i** AP Program/Exam Fees
- P1j** CTE Support
- P1k** Field Trips — Standards Aligned K-6 / University (6,8, & 10)
- P1l** Music Program
- P1m** AVID Program
- P1n** Additional Elective Classes
- P1o** Credit Recovery
- P1p** A-G Completion Rate SPS
- P1q** TK-12 ELD TOSA
- P1r** ELD Standards and Curriculum

GOAL 3 Engagement, Family Partnership & Climate

Student Engagement: engaging students through innovative site academies, project-based learning, and differentiated pathways. Parental Involvement: strengthening parent engagement through diverse participation opportunities. School Climate: enhancing student safety, well-being, and success through a comprehensive Multi-Tiered System of Supports (MTSS) addressing academic, social-emotional, and mental health needs.

- P3a** Support Educational Outcomes / Development of Academies
- P3b** STEAM TOSA
- P3c** Mentoring Program
- P3d** Restorative Justice
- P3e** PBIS – Positive Behavior
- P3f** Counselors/Mental Health
- P3g** Wellness Center Support
- P3h** Support Teen Parents
- P3i** Parent Involvement
- P3j** District Communication
- P3k** MTSS/Attendance

GOAL 2 Literacy & Math Proficiency

The district will ensure all students achieve grade-level proficiency in literacy and math through evidence-based instruction, targeted interventions, and progress monitoring (Metrics — Goal 2), focusing on equity and closing gaps for English Learners, Foster Youth, Low-Income, and students with disabilities.

- P2a** Itinerant Academic Support Teachers
- P2b** Literacy Support
- P2c** Parent Literacy Academy
- P2d** Supplemental Math & Science Resources
- P2e** Reading Supports (K-6)

GOAL 4 Equitable Conditions for Learning

The district will ensure equitable conditions of learning for all students by recruiting and retaining highly qualified and diverse staff, maintaining safe and modern facilities, providing rigorous standards-aligned curriculum, and regularly addressing disparities in resources and opportunities.

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

GOAL 5 Renaissance HS — Student Stability

With the collaboration of staff, parents, and students, Renaissance High School will increase the school's student stability rate to 80%.

- P5a** Implement a Multi-Tier System of Supports

GOAL 6 Outreach & Attendance Support

Provide outreach support services to improve student attendance, engagement, and stability.

- P6a** Community School Outreach Coordinator

LEARN MORE—The full Local control and Accountability Plan, including metrics, goals and budgeted actions for each priority, is available on the district website, www.santapaulausd.org

School Information

School Profile

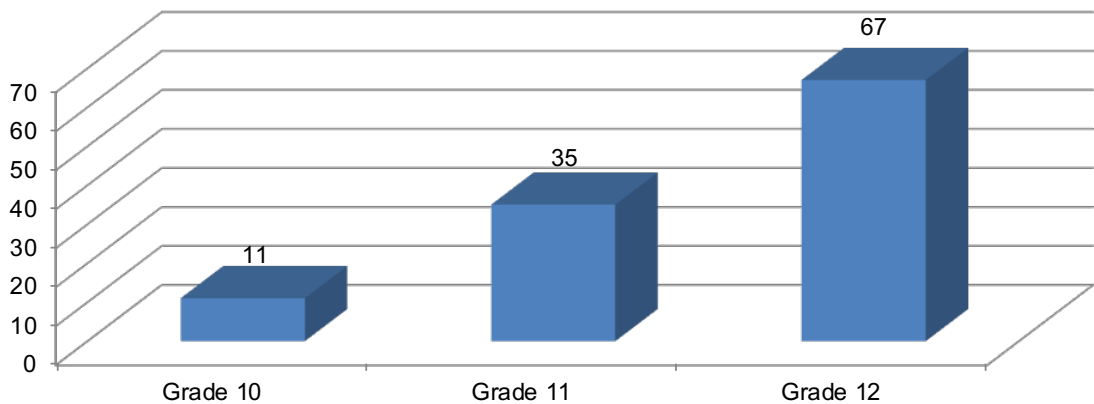
Renaissance High School is located in the city of Santa Paula and serves students in grades nine through twelve and is the continuation high school for the district. In the 2025-2026 school year, 86 students were enrolled, including 34.9% qualifying for English Language Learner support, 93% socioeconomically disadvantaged, 15.1% students with disabilities, and 7% 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.

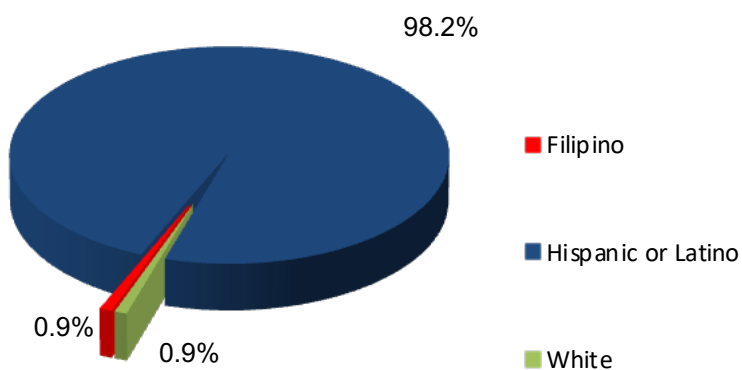
Student Enrollment by Grade

Source: Data Quest 2025-2026



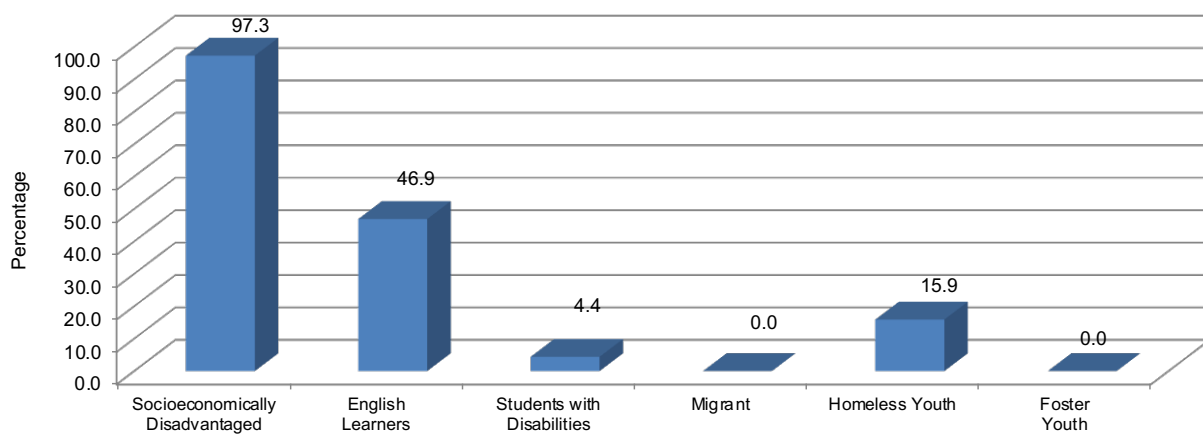
Student Enrollment by Ethnicity

Source: Data Quest 2025-2026



Student Enrollment by Subgroup

Data Source: Data Quest 2025-2026



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 2026-2027 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:

- **Positive Behavioral Interventions and Supports (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 SPHS)
 - 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 12, 2026	

Plan Description

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

Renaissance High School's Single Plan for Student Achievement (SPSA) is intentionally aligned with the requirements of the Every Student Succeeds Act (ESSA) through the implementation of evidence-based actions and strategies that advance the goals articulated in the Santa Paula Unified School District's Local Control and Accountability Plan (LCAP). The SPSA prioritizes the enhancement of student academic outcomes, increased attendance and graduation rates, and the reduction of suspensions and expulsions, while simultaneously fostering meaningful family engagement and strengthening students' sense of connection to the school community. By strategically coordinating federal, state, and local resources, the plan provides targeted support for all students—particularly those who are historically underserved—thus promoting educational equity and driving continuous improvement throughout all school programs.

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.

Educational Partner Involvement

How, when, and with whom did your 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:
School Site Council	
Instructional Leadership Team	

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

RHS continues to experience **elevated rates of chronic absenteeism**, significantly higher than district and state averages. Many students enrolled at RHS have a history of disengagement and inconsistent school attendance prior to enrollment. Steps to address chronic absenteeism: Implementation of SART meetings and individualized attendance plans, increased outreach efforts (calls, meetings, home visits when possible), and development of incentive programs tied to attendance and credit completion. Expansion of the Knight Success after-school program to provide structured academic support and strengthen relationships through staff mentorship and check-ins.

Dashboard data and CAASPP results indicate that RHS students perform at **Low to Very Low levels** in both English Language Arts (ELA) and Mathematics. Steps to address academic performance: Structured test preparation strategies and CAASPP motivation systems (incentives, student meetings). Monitoring student progress through local assessments and data tracking systems.

While RHS has seen improvements in credit completion, the graduation rate remains a concern, particularly for at-risk seniors. To address this, RHS has launched a Senior Outreach Initiative, including: Weekly individual senior meetings, Teacher assignment of caseloads of at-risk seniors, Development of graduation tracking systems, and credit monitoring tools. Increased access to credit recovery opportunities. Formation of a Graduation Committee to build student engagement and ownership.

RHS shows limited performance on the College and Career Indicator, which is expected given the continuation high school model, but still represents an area for growth. RHS has increased exposure to college opportunities (e.g., Ventura College events). Implementation of career awareness activities and guest speakers. Exploration of Career Technical Education (CTE) pathways and partnerships. Offered support with FAFSA completion and postsecondary planning.

Renaissance High School remains committed to addressing these areas through targeted interventions, strong relationship-building, and expanded academic and social-emotional supports. Given the unique population it serves, RHS continues to prioritize equity, access, and individualized student support systems to improve outcomes and ensure that all students have a pathway to graduation and postsecondary success.

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)**

Not Applicable

Goals, Strategies/Activities, and Expenditures

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:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Academic achievement in all subgroups indicates that students are not meeting grade level standards in English Language Arts (ELA) or Math. In comparison to ELA data of students who met or exceeded grade level standards at Santa Paula High School, 40.82% 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, 15.66% 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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome					Expected Outcome
CAASPP English Language Arts 2024-2025						Expected outcomes for 11th grade students is an increase of at least 5% of students meeting or exceeding state standards in ELA.
	Student	Met/Exceeded	Nearly Met	Not Met	Total Proficient	
	All	5.40%	51.35%	43.24%	5.40%	
	EL	0%	40.00%	60.00%	0%	
CAASPP Math 2024-2025						Expected outcomes for 11th grade students is an increase of at least 5% of students meeting or exceeding state standards in Math.
	Student	Met/Exceeded	Nearly Met	Not Met	Total Proficient	
	All	0%	5.41%	94.59%	0%	
	EL	0%	0%	100%	0%	
Summative ELPAC 2024-2025	% of Students within each performance level					Expected outcomes for all EL students is an increase of at least 5% of students moving from one proficiency level for continuing RHS students.
	Year	Level 1	Level 2	Level 3	Level 4	
	2024-2025	24.2%	24.2%	30.30%	21.21%	
	2023-2024	7.14%	45.24%	35.71%	11.90%	

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Knight Success	Extra duty hours for after school academic support 6x per quarter. Extra duty hours to be paid for certificated teachers to provide academic support and campus security additional hours to provide supervision.	All Students	\$3,000 (Fringes \$1,670)	Title 1
Mentorship Club	Extra duty hours for after school mentorship club to support students academically & socially-emotionally (certificated staff).	All Students	\$3,000 (Fringes \$1,670)	Title 1
Study Trips	Fund student study trips to support student learning and enhance the academic curriculum.	All Students	\$9,259 \$20,000	Title 1 Equity Multiplier
Mentorship Club	Extra duty hours for after school mentorship club to support students academically & socially-emotionally (certificated staff).	All Students	\$3,000	Title 1
Study Trips	Fund student study trips to support student learning and enhance the academic curriculum.	All Students	\$1,034 \$20,000	Title 1 Equity Multiplier
Project Based Learning Student Supplies	Student supplies for project-based learning activities to support hands-on and real-life learning experiences.	All Students	\$5,000	Equity Multiplier

ANNUAL REVIEW**SPSA Year Reviewed: 2025-2026**

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

RHS implemented a range of strategies to improve student achievement in English Language Arts (ELA) and Mathematics, with a focus on credit recovery, targeted intervention, and student engagement. Use of Edgenuity for credit recovery and individualized pacing. Implementation of the Knight Success after-school intervention sessions. Targeted senior support and progress monitoring. Integration of supplemental instructional programs (e.g., CommonLit, structured literacy supports). CAASPP preparation efforts, including student motivation meetings and incentives. Differentiated instruction and small-group support within classrooms. These strategies resulted in notable improvements in credit completion, particularly among at-risk seniors. Third-quarter data indicate that many seniors made stronger-than-expected progress toward graduation, largely due to intentional monitoring and targeted intervention efforts. We are eagerly awaiting the CAASPP scores.

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

RHS discovered that we need to allocate more money to extra-duty hours for academic support.

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

Planned adjustments to support this goal:

a. Instructional Focus

Increase emphasis on standards-based instruction alongside credit recovery

Implement more consistent use of structured intervention programs (e.g., literacy and math intervention routines)

Strengthen Tier 1 instruction with built-in scaffolds for all learners

b. Data and Progress Monitoring

Utilize common formative assessments to track ELA and Math skill growth

Implement regular data review cycles (PLC-style discussions) to adjust instruction

c. Intervention Systems

Strengthen Knight Success to include more targeted academic skill instruction (not just work completion)

d. Student Accountability & Support

Continue and expand senior tracking systems to all grade levels

Increase alignment between attendance, engagement, and academic progress monitoring

e. Metrics Adjustments

Maintain CAASPP as a key metric

Track credit completion

Goal 2:

Increase graduation rates by 5% and decrease the chronic absentee rate by 10%.

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas. Renaissance High School's graduation rate was slightly above the California state average of 88.9%.

There is a direct correlation between students who are chronically absent and those who do not meet graduation requirements.

The CA Dashboard indicates that the graduation rate was 88.9% in 2025. The graduation rate at Santa Paula High School was 98.3%. Fewer RHS students graduate than their peers at the comprehensive high school (SPHS).

Attendance data indicate that at Renaissance High School, 36.8% of absences were excused, 60.7% were unexcused, and 1.8% were due to out-of-school suspension. By comparison, Santa Paula Unified reported 59.8% excused absences, 33.6% unexcused absences, and 1.5% out-of-school suspension absences. Ventura County reported 54.0% excused absences, 37.8% unexcused absences, and 0.9% out-of-school suspension absences, while California reported 52.3% excused absences, 41.4% unexcused absences, and 0.9% out-of-school suspension absences. These data suggest that RHS students miss school for unexcused reasons at a much higher rate than students in the district, county, and state.

Name	Excused Absences	Unexcused Absences	Out of School Suspension
Renaissance High School	36.8%	60.7%	1.8%
Santa Paula Unified	59.8%	33.6%	1.5%
Ventura County	54.0%	37.8%	0.9%
California	52.3%	41.4%	0.9%

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025 Graduation Rate	89.4%	91.4%
2024-25 Chronic Absentee Rate	52.3%	35.7%

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Parent Education Nights	\$1,000 budgeted for counselor and outreach specialist extra duty to lead parent education nights \$1,000 budgeted for parent education night snacks & water	All Students	\$1,000 \$1,000(Extra Duty-Fringes 186)	Title 1
Student Study Trips	Fund field trips to support student learning and enhance the academic curriculum to keep students engaged & interested in the learning process.	All Students	\$25,000	Equity Multiplier
Guest Speakers & Assemblies	Host guest speakers and assemblies to engage students & improve student-school connectedness. These activities build a positive school climate and strengthen a sense of belonging.	All Students	\$2,000 \$15,000	Title 1 Equity Multiplier
Outreach Specialist	Fund 60% of the Outreach Specialist salary to support student and parent outreach.	All Students	Approximately \$70,000 (dependent upon salary update salary schedule)	Equity Multiplier
BTSN Interpretation	Extra duty hours to provide Back to School Night interpretation for all teachers.	All Students	\$400 (\$40 Fringes)	Title 1

ANNUAL REVIEW:**SPSA Year Reviewed: 2025-2026**

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

RHS implemented a comprehensive set of strategies aimed at improving student attendance, with a strong emphasis on relationship-building, accountability, and student engagement.

Key strategies included:

- Implementation of SART (Student Attendance Review Team) meetings.
- Ongoing outreach efforts, including phone calls, parent meetings, and individualized follow-up.
- Integration of engagement-based strategies, including field trips (e.g., Santa Cruz Island), guest speakers, and school-wide events.
- Expansion of the Knight Success program to increase student connection to school.
- Increased monitoring of chronically absent students, particularly seniors.

Effectiveness:

These strategies resulted in improved student engagement and increased attendance for targeted students, particularly those involved in senior outreach and intervention supports. Students demonstrated increased participation in school activities and improved consistency in attendance when provided with structured support and meaningful incentives.

Additionally, local data indicates that students who were actively monitored and engaged through outreach efforts showed measurable improvement in attendance and credit completion.

However, despite these gains, chronic absenteeism remains a significant area of need, as many RHS students enter the program with long-standing attendance challenges. Attendance patterns remain inconsistent for a subset of students, particularly those facing external barriers such as employment, family responsibilities, and mental health needs.

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

While RHS implemented the majority of planned attendance strategies, challenges impacted full implementation. Funds intended for student engagement and attendance incentives were utilized effectively (e.g., events, raffles, field trips); however, a larger portion of resources was directed toward short-term engagement strategies, with less emphasis on systematic attendance monitoring tools or staffing supports.

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

Based on this analysis, RHS will refine and strengthen its attendance systems to ensure more consistent, proactive, and data-driven interventions.

Planned Changes:

a. Systems & Monitoring

Develop and implement a structured attendance tracking system with regular monitoring cycles
Create a tiered intervention system (Tier 1 universal, Tier 2 targeted, Tier 3 intensive support)
Increase use of data dashboards and attendance reports to guide decision-making

b. Outreach & Intervention

Strengthen the role of outreach personnel to ensure consistent follow-up and home-to-school connection
Increase frequency of SART meetings and parent engagement opportunities
Implement early identification systems for students at risk of becoming chronically absent

c. Student Engagement

Continue high-impact engagement strategies (field trips, events), but more intentionally tie participation to attendance improvement goals
Expand student voice and leadership opportunities to increase school connectedness

Goal 3:**Reduce suspensions by 10%.****Identified Need:**

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

During the 24-25 school year, there was an increase in student suspensions for fighting and weapons. We know the suspension rate will drastically increase from the 4.7% in 2023-2024.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome		Expected Outcome
CA Dashboard			The expected outcome is to decrease The number of suspensions by 10% based on the percentages reported for the 2024-2025 school year.
	Year	Suspension %	
	2023 - 2024	4.7%	
	2022 - 2023	18.4%	
	2021 - 2022	3.5%	
	2020 - 2021	0%	
	2019 - 2020	9.7%	
	Year	Expulsion %	
	2023 - 2024	0.7%	
	2022 - 2023	0.7%	
	2021 - 2022	0%	
	2020 - 2021	0%	

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Parent Education Nights	\$1,000 budgeted for counselor and outreach specialist extra duty to lead parent education nights \$1,000 budgeted for parent education night snacks & water	All Students	See Goal 2	Title 1
Student Study Trips	Fund field trips to support student learning and enhance the academic curriculum to keep students engaged & interested in the learning process.	All Students	See Goal 2	Equity Multiplier
Guest Speakers & Assemblies	Host guest speakers and assemblies to engage students & improve student-school connectedness. These activities build a positive school climate and strengthen a sense of belonging.	All Students	See Goal 2	Title 1 Equity Multiplier
Outreach Specialist	Fund 60% of the Outreach Specialist salary to support student and parent outreach.	All Students	See Goal 2	Equity Multiplier

ANNUAL REVIEW:**SPSA Year Reviewed: 2025-2026**

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

RHS implemented a variety of strategies to improve school climate and reduce suspensions, with a focus on relationship-building, proactive supervision, and social-emotional support.

Key strategies included:

- Development and reinforcement of schoolwide behavior expectations (RHS Respect Expectations)
- Increased campus supervision before school, during breaks, lunch, and after school
- Implementation of restorative practices and student accountability measures
- Collaboration with mental health and wellness teams to support student needs
- Delivery of classroom guidance lessons focused on topics such as healthy relationships, communication, and decision-making
- Hosting of guest speakers and school-wide activities to promote positive behavior and engagement
- Use of alternative consequences (e.g., restorative options, structured after-school support)

These strategies contributed to improved student-staff relationships and increased student engagement, which are critical components of a positive school climate. Many students demonstrated increased willingness to seek support from staff, as reflected in local climate data indicating that approximately 75% of students report having a trusted adult on campus.

Additionally, proactive supervision and relationship-building efforts helped de-escalate potential conflicts and reduce disruptions in some settings.

However, RHS continues to experience challenges related to student conflicts and defiance, particularly among a small group of high-impact students.

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

While RHS implemented most planned strategies, several differences impacted consistency and overall effectiveness:

- Inconsistent implementation of restorative practices:
While restorative approaches were introduced, implementation varied across staff, resulting in inconsistent student experiences.
- Staff capacity and training needs:
Staff managed behavior proactively, but additional training and structured systems are needed to ensure alignment and consistency in responses.
- Concentration of high-need students:
A small group of students requiring intensive behavioral support had a disproportionate impact on campus climate, requiring more targeted intervention than initially planned.

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

Based on this analysis, RHS will refine its approach to focus on consistency, early intervention, and targeted behavioral supports.

a. Systems & Expectations

Strengthen and consistently implement RHS Respect Expectations across all settings
Develop a more structured, schoolwide behavior response system

b. Targeted Interventions

Identify and provide intensive support for high-impact students (e.g., mentorship, behavior contracts, parent meetings)
Increase use of individualized behavior plans and check-in/check-out systems

c. Staff Training & Alignment

Provide professional development on:
Restorative practices
De-escalation strategies
Trauma-informed practices
Establish clearer expectations for consistent staff responses to behavior

d. Student Voice & Engagement

Expand opportunities for student leadership and input (e.g., ASB involvement, school climate initiatives)
Continue integrating social-emotional learning (SEL) into the school program

Goal 4:

Decrease RHS' non-stability rate by 10% and increase the stability rate by 10%.

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Renaissance High School qualifies for Equity Multiplier funding under California Education Code Section 42238.024. This funding is allocated to schools with a prior-year student non-stability rate exceeding 25% and a socioeconomically disadvantaged pupil rate over 70%. In the 2022–2023 academic year, RHS had a student stability rate of 70.2%, indicating a non-stability rate of 29.8%, and a socioeconomically disadvantaged pupil rate of 85.5%, meeting the criteria for this funding.

Based on data gathered from DataQuest, RHS' stability rate is 68.3% and non-stability rate is 31.7%.

Name	Adjusted Cumulative Enrollment	Stability Rate %	Non-Stability Rate %
Renaissance High School	148	68.2%	31.8%
Santa Paula Unified	5,044	90.5%	9.5%
Ventura County	128,155	92.5%	7.5%
California	6,021,207	91.0%	9.0%

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome 2023-2024
2023-2024 Data Quest Stability & Non-Stability Rate	Non-Stability Rate 31.8%	Non-Stability Rate 21.8%
	Stability Rate 68.2%	Stability Rate 78.2%

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Student Study Trips	Fund field trips to support student learning and enhance the academic curriculum to keep students engaged & interested in the learning process.	All Students	See Goal 2	Equity Multiplier
Guest Speakers & Assemblies	Host guest speakers and assemblies to engage students & improve student-school connectedness. These activities build a positive school climate and strengthen a sense of belonging.	All Students	See Goal 2	Title 1 Equity Multiplier
Outreach Specialist	Fund 60% of the Outreach Specialist salary to support student and parent outreach.	All Students	See Goal 2	Equity Multiplier

ANNUAL REVIEW:**SPSA Year Reviewed: 2025-2026**

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

RHS implemented multiple strategies to improve student stability, focusing on student engagement, relationship-building, and retention through support systems.

Key strategies included:

- Expansion of student engagement opportunities, including field trips (e.g., Santa Cruz Island), guest speakers, and school-wide activities
- Implementation of the Knight Success program to increase academic support and connection to school
- Development of strong staff-student relationships, including mentorship and frequent check-ins
- Increased monitoring of at-risk students, particularly those with attendance and credit deficiencies
- Coordination with families and support systems to address barriers to consistent enrollment
- Promotion of a positive school climate and sense of belonging

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

These strategies contributed to improved student engagement and stronger connections to school, which are key factors in student retention and stability. Students who participated in structured programs such as Knight Success and senior outreach were more likely to remain enrolled and engaged.

Additionally, RHS has experienced continued enrollment growth, indicating that students and families are seeking out the program as a viable alternative educational setting.

However, student mobility remains a significant challenge, as RHS serves a population that often:

- Transfers in credit deficient and disengaged
- Experiences frequent school changes
- Faces external factors such as family relocation, work responsibilities, or personal challenges

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 RHS successfully implemented many stability-focused strategies, several challenges impacted full imp

- Outreach and follow-up limitations:
Periods without a dedicated outreach coordinator limited the ability to consistently follow up with students at risk of leaving the program.
- Budget implementation:
Funds were effectively used to support engagement and school climate initiatives, which indirectly support stability; however, more targeted investment in retention systems and tracking tools is needed.

Budget

Budget Summary Table

Description	Amount (\$)
Total Funds Provided to the School Through the ConApp	\$14,604.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$155,000.00

Overall total of funds included for this school: **\$169,604.00**

Other Federal, State and Local Funds

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

Federal Programs	Allocation (\$)
Title I 2025-2026 Carryover	\$0.00
Title I 2026-2027 Allocation	\$14,604.00

Subtotal of additional federal funds included for this school: **\$14,604.00**

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 (\$)
Equity Multiplier 2026-2027 Allocation	\$155,000.00

Subtotal of state or local funds included for this school: **\$155,000.00**

Total of federal, state, and/or local funds for this school: **\$169,604.00**

Title I Allocations – 2026-2027

SPUSD	Renaissance High School	Resource	Title I
		Allocation: 26-27	\$14,604.00
		Carry Over	
OBJ.	Function	DESCRIPTION	
1102	1000	Substitutes	
1103	1000	Tchr. Extra Duty	6,000.00
1203	1000	Counselor Extra Duty	814
2100	1000	Instructional Asst.	
2103	1000	IA Extra Duty - Translating	
2200	2420	Library Asst.	
2203	2420	Library extra duty	
2402	2700	Clerical sub.	
2403	2700	Cler. Extra Duty	360
2940	1000	Noon Duty	
3000	1000	Fringes	1,896.00
4200	1000	Other Books- students	
4200	3110	Other Books - counselor	
4200	2700	Other Books - Admin	
4300	1000	Supplies - Students	
4300	2420	Supplies - Library	
4300	2495	Supplies - Parent Inv.	1,000.00
4300	2700	Supplies - Office	
4300	3140	Supplies-Health	
4325	1000	Technology	
4395	1000	Site Reserve 5%	
4399	1000	Unallocated funds	
4400	1000	Uncap. Equip. +\$500	
4400	2700	Uncap. Equip. +\$500	
4425	1000	Tech Equipment	
5200	1000	Study Trips	1,500
5200	1000	Travel / Conf. - Teachers	
5200	2700	Travel/Conf. - Admin.	
5200	3110	Travel/Conf. - Counselor	
5200	1000	Travel/Conf Parents	
5610	1000	Equip. repair	
5620	1000	Serv. Agrmt	
5620	2700	Serv. Agrmt.	
5800	1000	Prof. Serv. Inst	2,000
5860	1000	Transportation	1,034
Total Spent			14,604
Available Balance			0.00
SSC Chair Signature:			Date: 6/24/26
Principal Signature:			Date: 6/24/26

References

2024-2025 CAASPP – Grade 11 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2024-25						
	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	37	37	378	2.70%	2.70%	51.35%	43.24%
Male	23	23	23	4.35%	4.35%	47.83%	43.48%
Female	14	14	14	0.00%	0.00%	57.14%	42.86%
African American							
American Indian or Alaskan Native							
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	36	36	36	2.78%	2.78%	50.00%	44.44%
Hawaiian or Pacific Islander							
White (not Hispanic)							
Two or More Races							
Socioeconomically Disadvantaged	37	37	37	2.70%	2.70%	51.35%	43.24%
English Learners	15	15	15	0.00%	0.00%	40.00%	60.00%
Students with Disabilities	5	5	5	*	*	*	*
Migrant Education							
Homeless Youth	5	5	5	*	*	*	*

	Mathematics						
	2024-25						
	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	37	37	37	0.00%	0.00%	5.41%	94.59%
Male	23	23	23	0.00%	0.00%	8.70%	91.30%
Female	14	14	14	0.00%	0.00%	0.00%	100.00%
African American							
American Indian or Alaskan Native							
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	36	36	36	0.00%	0.00%	5.56%	94.44%
Hawaiian or Pacific Islander							
White (not Hispanic)							
Two or More Races							
Socioeconomically Disadvantaged	37	37	37	0.00%	0.00%	5.41%	94.59%
English Learners	24	24	24	0.00%	0.00%	0.00%	100.00%
Students with Disabilities	5	5	5	*	*	*	*
Migrant Education							
Homeless Youth	5	5	5	*	*	*	*

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
2026-2027**

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

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

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

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

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

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

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

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

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

Annual Title I Meeting

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

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

Title I Program and Services

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

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

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

School Review and Improvement and Information about Student Achievement Progress

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

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

Flexible Number of Meetings

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

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

Parent Feedback and Input

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

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

School-Parent Compact

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

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

Training for Parents and Staff

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

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

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

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

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

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

Translation and Understandable Format

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

Parent Comments

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

Parent Involvement Calendar

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

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

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 2026-2027 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
- 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 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	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.	Santa Paula Unified School District 201 S. Steckel Drive Santa Paula, CA 93060 (805) 933-8800 www.santapaulaunified.org Board of Trustees Dr. Daniel Sandoval, President Mr. Nathan Ramos Rodriguez, Vice President Mrs. Anna Villicana-Arroyo, Clerk Mr. Tommy Frutos, Member Mr. Michael Kumazawa, Member District Administration Mr. Jeffrey Weinstein Superintendent Dr. Georgina Ramirez Assistant Superintendent EL Services & Community Engagement Ms. Lori Toms Chief Business Officer
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.	Contents - Principal's Message - District & School Description - Local Control Accountability Plan (LCAP) - Parent Involvement - Student Achievement - School Facilities & Safety - Classroom Environment - Curriculum & Instruction - Professional Staff - SARC Data & Internet Access - District Expenditures 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/ca/.

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
9	N/A - There were no ninth grade students in the 2024-25 school year so there are no numbers to report.				
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			
<i>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.</i>				

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
<i>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.</i>			

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		
	3.5	2.1	1.4
Dropout Rate (%)	90.1	92.5	96.9
Graduation Rate (%)			
	State		
	8.2	1.5	8.0
Dropout Rate (%)	86.2	86.4	87.5
Graduation Rate (%)			

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
<i>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.</i>						

**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 Certified 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/csl/. (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

School Site Council Bylaws

Renaissance High School
Home of the Knights
School Site Council Bylaws



Renaissance High School Site Council Bylaws

ARTICLE I - DUTIES OF THE SCHOOL SITE COUNCIL

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

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

ARTICLE II - MEMBERS

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

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

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

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

Parent Members

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

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

Teacher Members

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

Other School Personnel

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

Student Representatives (secondary schools only)

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

Community Members

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

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

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

EC Section 52863: (Authority for Waiver)

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

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

Section B Term of office

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

Section C: Voting Rights

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

Section D: Termination of Membership

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

Section E. Transfer of membership

Membership on the council may not be assigned or transferred.

Section F: Vacancy

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

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

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

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

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

The vice-chairperson shall:

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

The secretary shall:

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

The Parliamentarian shall:

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

Section C: - Election and Term of Office

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

Section D: Removal of Officers

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

Section E: - Vacancy

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

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

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

Section B. Membership

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

Section C: Term of Office

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

Section D: Rules

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

Section E. Quorum

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

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

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

Section B: Place of meetings

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

Section C: Notice of meetings

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

Section D: Administrative responsibility

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

Section E. Conduct of meetings

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

Section F: Meetings open to the public

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

ARTICLE VII – AMENDMENTS

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