

RENAISSANCE HIGH SCHOOL

325 North Palm Avenue • Santa Paula, CA 93060 • (805) 525-4407 • Grades 9-12
Robin Gillette, Principal



SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2016-17 ACTIVITY PUBLISHED IN 2017-18

District Vision & Mission

Vision:

Educating students for college and careers through expanded academic learning opportunities and enhanced experiences.

Mission:

The Santa Paula Unified School District in collaboration with educators, parents and businesses will prepare students academically and socially for college, career, global citizenship and life-long learning by providing rich, diverse and differentiated experiences and learning opportunities, a highly skilled educational team and safe attractive schools.

Principal's Message

It is my pleasure as Principal to welcome you to Renaissance High School. "Home of the Knights!" Renaissance High School's faculty, staff members and I are very excited and look forward to working together with you as a team in partnership with your child's education. In accordance with proposition 98, every school in California is required to issue an annual "Accountability Report Card." I welcome you to explore this document at this time.

It is the belief of Renaissance High School that students can and will excel in an environment that is tailored to their evolving needs. The hard working staff is both skilled and dedicated to the success of all students. We are fortunate to have experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a student's social, emotional, and intellectual needs are equally important.

At Renaissance High School, students are treated as young adults - with all the respect, responsibilities, and consideration this implies. As one of our goals we strive to identify and remove educational barriers to improve academic success. Renaissance High School expectations are high as we believe in a student's ability to be successful.

Renaissance High School is proud to share with you that in 2012 we participated in a Western Association of Schools and Colleges (WASC) review. Through the review process Renaissance High School was awarded a six-year accreditation good through June 2018. The one day midterm WASC visit took place in 2015 and accreditation was validated through 2018. The WASC review validates our mission and vision statement for student success. Additionally, we have added the Microsoft IT Academy and are taking steps to offer a Cisco systems curriculum to expand our technology department. An addition that was made during the 2015-16 SY was the formation of the Future Business Leaders of America Chapter. Future Business Leaders of America (FBLA) is designed for High school students to explore college and career opportunities through a number of co-curricular educational programs. Members take part in academic competitions, networking events with accomplished business professionals at conferences, and community service projects. Plus, members have exclusive access to scholarships from a select group of academic institutions. Spring of 2015 students attend their first FBLA competition and placed affording then the opportunity to then compete at the State level Spring of 2016 Renaissance High School again traveled to regional competition and placed which provided our students with the opportunity to compete at the state level in Sacramento; we also placed at the State level competition.

Renaissance High School also holds the distinction of being recognized as a back-to-back State Model SARB (School Attendance Review Board) for the year 2013 and 2016 with terms running in two year blocks.

In April 2015, Renaissance High School was selected as a Model Continuation School for the State of California. This distinction places Renaissance in the top 5% of all the continuation schools in the State of California.

Our goal in presenting you with this information is to keep our parents and community well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have along with your participation in your child's

Santa Paula Unified School District

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The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section and for the facilities section were acquired in December 2017.

education. It is my opinion and that of the district that a well-informed public is vital in continuing to advance in an ever-changing world.

District & School Profile

Santa Paula Unified School District

Santa Paula Unified School District is located in the city of Santa Paula, a small historical community serving approximately 30,000 residents within a 4.6 square-mile radius surrounded by rolling hills, avocado, and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula Unified School District operates six elementary schools, one middle school, one comprehensive high school and one continuation high school all nestled against the city's foothills. During the 2016-17 school year, the District served 5,454 students in grades K-12. The demographic composition of the student body included 13.9% receiving Special Education services, 38.4% qualifying for English learner support, and 82.3% enrolled in the Free or Reduced Price Meal program.

Renaissance High School

During the 2016-17 school year, Renaissance High served 118 students in grades 9-12, with over 200 students total attending the school at some point during the year. Student enrollment included 34.7% qualifying for English Learner support, 1.7% students with disabilities, and 89.8% enrolled in the Free or Reduced Price Meal program.

Student Enrollment by Subgroup/Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African American	0.0%	Grade 9	0
American Indian or Alaskan Native	0.8%	Grade 10	2
Asian	0.0%	Grade 11	40
Filipino	0.0%	Grade 12	76
Hawaiian or Pacific Islander	0.0%		
Hispanic or Latino	96.6%		
White (not Hispanic)	2.5%		
Two or More Races	0.0%		
Socioeconomically Disadvantaged	89.8%		
English Learners	34.7%		
Students with Disabilities	1.7%		
Migrant Education	0.0%		
Foster Youth	0.0%	Total Enrollment	118

All school staff at Renaissance High place a strong emphasis on maintaining a positive, safe learning environment through effective discipline. Parents know that their students are safe at Renaissance High and that everyone's focus is on academics. At the beginning of the spring semester, Renaissance High School sent 29 senior students and one junior student back to the comprehensive high school to graduate with their classmates.

Renaissance High's academic program emphasizes mutual respect between students and staff. Most students who experience difficulty in a traditional comprehensive high school setting often find success in an alternative program. Individualized instruction with frequent one-on-one student/teacher interaction ensures that the needs of every student are met.

Ventura County Office of Education operates a day care center next door on Santa Paula High's campus; the center is open from 7:30 a.m. to 3:30 p.m. Students enrolled in Renaissance High are eligible to place to their child of any age in the program.

Mission Statement

It is the mission of Renaissance High School to ensure that all students are afforded an opportunity to earn a high school diploma in a safe and clean learning environment. The staff is committed to provide opportunities for students to refocus their career, educational, and personal goals. Renaissance means "new start," and the staff, valuing human dignity in each student, is dedicated to assisting them in realizing that their past does not necessarily determine their potential for the future.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in Renaissance High's learning community by volunteering their time, attending school events, or sharing in the decision-making process. Back to School Night, Birthday Club (Recognition Program), Financial Aide Parent Night, graduation, monthly parent meetings, and quarterly student recognition assemblies provide opportunities for parents to interact with school staff while supporting their child's academic efforts. The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and financial planning:

- English Learner Advisory Council
- District Advisory Committee (DAC)
- District English Learner Advisory Council
- Migrant Parent Advisory Committee
- Title I Advisory Council
- School Site Council
- SARB Board Member

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

California Assessment of Student Performance and Progress Test Results in Science						
All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	RHS		SPUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
Science (Grades 5, 8, & 10)	-	-	48	42	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

California Assessment of Student Performance and Progress						
Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grade Eleven						
Percentage of Students Meeting or Exceeding the State Standards						
	RHS		SPUSD		CA	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy	9	6	32	33	48	48
Mathematics	2	0	19	23	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. An asterisk (*) appears in the table when the number of students tested is ten or less.

School News

School-to-home communication is provided in both English and Spanish. Important information about school activities, schedules, curriculum, graduation requirements, committee meetings, and announcements are available in the quarterly school newsletter. Renaissance High uses Blackboard Connect, Internet-based telephone messaging systems, to forward personalized messages from school staff to each student's home. The counselor/outreach consultant/principal publishes a school newsletter for parents; the bulletin highlights current activities on campus and upcoming events. When necessary, the principal will contact students' homes to share or discuss important information. Progress reports and report cards are mailed to students' homes at scheduled times throughout the year. The local newspaper, the Ventura Star, is occasionally used for special announcements to the community. Renaissance High's website hosts general information about the school, independent study. The Outreach Coordinator may contact parents directly to address truancy or behavior concerns.

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

CAASPP Test Results in ELA & Mathematics by Student Group (Grade 11)								
2016-17								
	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students Tested	55	53	96.4%	*	55	52	94.6%	*
Male	41	40	97.6%	*	41	39	95.1%	*
Female	14	13	92.9%	*	14	13	92.9%	*
Hispanic or Latino	53	51	96.2%	*	53	50	94.3%	*
Socioeconomically Disadvantaged	53	51	96.2%	*	53	50	94.3%	*
English Learners	24	22	91.7%	*	24	22	91.7%	*

Note: ELA & Mathematics test results include the Smarter Balanced 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 on the CAAs divided by the total number of students who participated in both assessments. An asterisk (*) appears in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

District Benchmark Assessments

Santa Paula Unified School District is in the process of creating districtwide common interim assessments ("benchmarks") 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, and 4) plan in-class lessons and identify students who need targeted academic assistance or intervention.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2016-17, Renaissance High School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program 2017-18		
	RHS	SPUSD
PI Status	Not in PI	Not in PI
First Year of PI Implementation	N/A	2010-11
Year in PI	N/A	N/A
# Schools Currently In PI		7
% Schools Currently In PI		78%

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

School Facilities & Safety

Facilities Profile

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

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

Supervision & Safety

Renaissance High staff place a high priority in maintaining a safe, secure campus at all times. Teachers, the principal, counselor, outreach coordinator, and campus security officer monitor student activities each morning as students arrive, during lunch, and after school when students are dismissed. The campus security officer and School Resource Officer (SRO) circulate throughout the campus while classes are in session. Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure. The principal, campus security officer, custodian, and school secretary carry hand-held radios at all times to quickly facilitate routine and emergency communications.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Renaissance High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated and shared with school staff in fall 2017.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: July 18, 2017	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Percentage Description Rating:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

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 July 18, 2017. 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.

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's repairs and maintenance projects are performed by the district's M&O staff; emergency situations are given high priority and immediately resolved.

District custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and director of M&O meet once a week to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian inspects facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. 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, the media center, and office areas. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping and other routine grounds maintenance.

Classroom Environment

Discipline & Climate for Learning

Renaissance High takes a proactive approach to minimizing classroom disruptions and maintaining a safe learning environment. Teachers and support staff are specially trained to observe, identify, and prevent behaviors that may interrupt lessons and learning time.

Dress code policies are consistently and strictly enforced. School rules, dress code policies, academic expectations, and consequences for poor conduct are clearly explained upon enrollment and provided in the district's Annual Notice to Parents/Guardians. School rules are posted in each classroom. Teachers have adopted individual classroom management policies that support and are consistent with schoolwide rules.

Each student and their parents are provided with a printed copy of school discipline policies and the conduct code which includes an acknowledgement form. Each student and their parent(s) are required to sign and return the acknowledgement form to confirm receipt of school rules and policies. At the beginning and throughout the school year, the principal visits each class to clearly explain violent and suspendible infractions and consequences for such behaviors, including bullying and harassment. New students and their parents are invited to a mandatory evening orientation to learn about behavior and academic expectations and the resources that are available. Positive behavior is reinforced daily; all school staff remind students as needed to conduct themselves in a safe, respectful, and responsible manner. On occasion, teachers revisit school rules and behavior expectations in classroom discussions, and classrooms are visited by the outreach consultant and security guards.

Representatives from local community and youth organizations visit Renaissance High students throughout the school year. Presentations address a variety of student groups including teen moms and dads and promote the benefits of making good choices, the importance of a good education, and available health/career-related resources. Visitors include representatives from Interface, Planned Parenthood, Clinicas, Social Services, and the School Attendance Review Board.

Community Service

Renaissance High has increased its efforts to provide opportunities for its students to get involved in community organizations while developing valuable social, leadership, and career-related skills. In some cases, students have the opportunity to earn course credit while performing community service work.

Student Recognition Programs

Renaissance High school celebrates those students who have returned for a fourth quarter at Open House/Back to School Night. Renaissance High School celebrates student success at the end of each quarter and at the end of the year for academic accomplishments, attendance efforts, and good citizenship. Students who maintain perfect attendance and/or accumulate 25 credits (in one quarter) are presented with a certificate and invited to a special luncheon at the end of each quarter. Student accomplishments by subject area and for significant improvement are recognized by teachers and staff; students who have demonstrated academic achievement are presented with a certificate and invited to the luncheon at the end of each quarter. Graduating seniors are eligible to attend Grad Night at Disneyland. At the graduation ceremony, students increasing their GPA, having perfect attendance for the school year, great attendance for the school year, or demonstrating academic achievement receive special recognition by the Board of Trustees.

Enrichment Activities

Students are encouraged to participate in student leadership and yearbook club. Student leadership (Associated Student Body - ASB) provides students the opportunity to serve as an advisory to school administration, plan campus activities, coordinate fundraising efforts, and represent the student body on the School Site Council. All students are encouraged to participate in quarterly assemblies, field trips, college visitations, Future Business Leaders of America (FBLA), Entree to Employment, Family Science Night, United Blood Services, participate in the Ignite Program, and assist students with the ASPIRE program. Additionally, all students are encouraged to be involved in community service activities such as working with the Santa Paula Latino Town Hall, Santa Paula Optimist Club, and Rotary of Santa Paula.

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.

Suspensions and Expulsions									
	RHS			SPUSD			CA		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspensions	9.90%	7.50%	12.60%	4.00%	3.70%	5.10%	3.80%	3.70%	3.60%
Expulsions	0.00%	0.00%	0.63%	0.09%	0.07%	0.14%	0.09%	0.09%	0.09%

Teaching Load Distribution Departmentalized Instruction

2014-15

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	12.0	14		
Math	13.0	6	2	
Science	20.0	2	1	
History	26.0	1	5	

2015-16

English	12.0	13	2	
Math	8.0	13		
Science	20.0	2	1	
History	25.0	3	3	1

2016-17

English	13.0	10	1	1
Math	10.0	9	1	
Science	20.0	2	1	
History	19.0	6	1	2

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Dropouts & Graduation Rates

Renaissance High School's teachers and administrative staff practice early identification and intervention of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Close monitoring of student credit completion and attendance help identify those students most at risk of not earning their high school diploma. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, tutoring, Student Study Team referrals, SARB referrals (School Attendance Review Board), concurrent enrollment in community college classes, Advanced Academics class, Renaissance Star Reading/Math Program, and referral to independent study programs. Renaissance High School has on-site Clinicas counseling, referral to Interface and PDAP for students in need of additional counseling.

Renaissance High implemented APEX, a virtual high school offered to students all day out of the computer lab. This allows students to have access to a structured, standards-based program which provides needed coursework to quickly remedy credit deficiencies and fulfill graduation requirements. Students are able to work at their own pace, can continue working after school any place they have Internet access, and may quickly contact teachers or instructional assistants for help or to schedule personal appointments.

Renaissance High's Outreach Consultant is responsible for monitoring daily attendance and identifying students having difficulties staying in school. When a student's absences have become excessive, the coordinator contacts the student's parent(s)/guardian(s) to discuss

barriers interfering with the learning process and regular attendance. The Outreach Consultant schedules conferences with students and their parent(s)/guardian(s) to conduct a more in depth discussion to remedy and improve student performance and attendance concerns. The Outreach Consultant collaborates with the local District Attorney's office to resolve excessive truancy cases. When necessary, students may be requested to attend detention or Saturday School to make up for excessive absences and missed assignments.

In the following Dropout & Graduation Rates table, 2015-16 data are the most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Beginning with the graduation class of 2010, the California Department of Education developed Cohort Dropout and Cohort Graduate rate formulas, based on CALPADS' (California Longitudinal Pupil Achievement Data System) four-year accumulation of student data, to more accurately determine dropout and graduation rates in California's schools. The new calculations take many factors into consideration when identifying actual dropouts/graduates. Graduation rates include only graduates that earned their diplomas within a specific four-year period of time; graduation rates do not include students who, for a variety of reasons, took longer than four years to graduate. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates (Four-Year Cohort Rate)

	RHS		
	13-14	14-15	15-16
Dropout Rate (%)	17.4	6.1	3.1
Graduation Rate (%)	65.2	81.63	94.9
	SPUSD		
	5.6	3.9	3.6
Dropout Rate (%)	85.2	92.2	92.8
	CA		
	11.6	10.7	9.7
Graduation Rate (%)	80.8	82.3	83.8

Graduation Requirements

To earn a diploma from Renaissance High School, students must accumulate 230 course credits. To participate in graduation ceremonies, students must earn a cumulative 2.0 un-weighted GPA on a 4.0 scale; this requirement applies to the graduating class of 2012 and thereafter. Detailed information regarding course requirements is outlined in the school's parent handbook; a copy may be obtained from the school office and website.

Completion of High School Graduation Requirements for the Graduating Class of:

2016

	RHS	SPUSD	CA
All Students	66%	88%	87%
African American	0%	0%	79%
American Indian or Alaskan Native	0%	0%	80%
Asian	0%	100%	94%
Filipino	0%	0%	94%
Hispanic or Latino	66%	88%	95%
Hawaiian or Pacific Islander	0%	0%	97%
White (not Hispanic)	67%	92%	91%
Two or More Races	0%	100%	91%
Socioeconomically Disadvantaged	70%	90%	86%
English Learners	60%	67%	55%
Students with Disabilities	100%	72%	64%
Migrant Education	-	-	-
Foster Youth	-	-	-

Curriculum & Instruction

Staff Development

All curriculum and instructional improvement activities 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.

Renaissance High participated in staff development days during the 2016-17 school year. Renaissance High School's teachers participated in collaboration with Santa Paula High School teachers to ensure curriculum is aligned. Both schools participated in Instructional Rounds and staff development during collaboration time. Staff training topics include:

- English Language Development
- CHAMPS
- English Language Learners Shadowing
- Restorative Justice Training
- Common Core State Standards

Many of Renaissance High's teachers take advantage of and participate in staff development opportunities offered by county agencies, professional organizations, and state conferences. Teachers participated in:

- English Learner Shadowing
- CHAMPS
- Autism Orientation

Staff Development Days Three-Year Trend

2014-15	2015-16	2016-17
0	0	0

During the 2016-17 school year, the Santa Paula Unified School District offered supplemental training and workshops focused on the following:

- Math Expressions
- New Teacher Training
- ELA Pilot Meetings
- CLRP
- CUE Conference
- English Language Arts
- Next Generation Science Standards
- CABE Conference

Santa Paula Unified School District supports new teachers in developing their teaching skills and earning a Professional Clear Teaching Credential. The district's New Teacher Induction Consortium, formerly known as the Beginning Teacher Support and Assessment (BTSA) program, is designed for first- and second-year teachers to receive structured guidance and support from experienced teachers over a two-year period.

Teachers specializing in English learner instruction attend local workshops sponsored by the Ventura County Office of Education. Classified support staff may receive additional job-related training from the county office of education. All certificated and classified staff participate in district-sponsored training sessions addressing sexual harassment, sexual molestation, and ergonomics.

Instructional Materials

All textbooks used in the core curriculum throughout Santa Paula Unified School District are 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. District textbook review and adoption activities occur the year following the state's adoption.

On October 11, 2017, 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 2017 - 18:06 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

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2008	*	Holt, Rinehart, Winston: <i>Literature and Language Arts</i>	0%	9-12
Math				
2008	*	McDougal Littell: <i>Pre-Algebra</i>	0%	9-12
2008	*	McDougal Littell: <i>Algebra I</i>	0%	9-12
2008	*	McDougal Littell: <i>Algebra II</i>	0%	9-12
2008	*	McDougal Littell: <i>Geometry</i>	0%	9-12
2008	*	McGraw Hill: <i>Financial Math</i>	0%	9-12
2008	*	John Wiley & Sons: <i>Statistics CP</i>	0%	9-12
2011	*	Bedford Freeman Worth Publishing Group: <i>Statistics AP</i>	0%	9-12
2012	*	Addison-Wesley: <i>Pre-Calculus</i>	0%	9-12
2013	*	W.H. Freeman and Co.: <i>Calculus</i>	0%	9-12
Science				
2014	*	It's About Time: <i>Global Science</i>	0%	9-12
2008	*	McGraw-Hill Glencoe: <i>Biology CP</i>	0%	9-12
2013	*	McGraw Hill: <i>Biology AP</i>	0%	9-12
2015	*	It's About Time: <i>Chemistry</i>	0%	9-12
2014	*	It's About Time: <i>Physics</i>	0%	9-12
2008	*	Pearson: <i>Anatomy</i>	0%	9-12
2010	*	McGraw-Hill: <i>Zoology</i>	0%	9-12
2014	*	W.H. Freeman and Co.: <i>Environmental AP</i>	0%	9-12
Social Science				
2008	*	McDougal Littell: <i>World History</i>	0%	9-12
2008	*	Prentice Hall: <i>American Government</i>	0%	9-12
2008	*	Pearson Prentice Hall: <i>Economics</i>	0%	9-12
2011	*	Pearson Prentice Hall: <i>Criminal Justice</i>	0%	9-12
2008	*	McDougal Littell: <i>U.S. History</i>	0%	9-12
2012	*	Houghton Mifflin Co.: <i>Geography</i>	0%	9-12
2008	*	Houghton Mifflin: <i>AP US History</i>	0%	9-12
2009	*	Bedford/St. Martins: <i>World History Honors</i>	0%	9-12
2014	*	Worth Publishing: <i>Psychology CP</i>	0%	9-12
2015	*	Cengage Learning: <i>Psychology AP</i>	0%	9-12
2014	*	Pearson Prentice Hall: <i>Sociology</i>	0%	9-12
Foreign Language				
2008	*	McDougal Littell: <i>Spanish 1, 2, 3, CP</i>	0%	9-12
2008	*	Holt, Rinehart & Winston: <i>Spanish 2 Honors</i>	0%	9-12
2008	*	McDougal Littell: <i>Spanish 3 Honors</i>	0%	9-12
2008	*	Prentice Hall: <i>Spanish 4</i>	0%	9-12
2016	*	Vista Higher Learning: <i>Descubre Level 1, 2 & 3</i>	0%	9-12
Health				
2008	*	Glencoe	0%	9-12

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 2017-18 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 is shared among the principal, support staff, teaching staff, and parents. Renaissance High School's principal, Ms. Robin Gillette, is responsible for the day-to-day operations of the school, working closely with all school staff to align curriculum to state content standards and to provide a comprehensive curriculum to meet current students' needs and state course requirements.

Collaboration is held monthly and focus on student learning. Everyone participates in discussing curricular programs, student achievement, school activities, WASC activities and planning, and progress in meeting goals outlined in the school site plan. The principal encourages teachers and classified staff to provide input on school decisions, staff development activities, and curriculum implementation.

The School Site Council (SSC) meets monthly and is comprised of school staff, parents, and students. As a major governing body, the SSC is responsible for monitoring school programs and compliance with Renaissance High School's single plan for student achievement, approving the school safety plan, and overseeing the school budget. Council members serve as a liaison between the school and community.

The English Learner Advisory Council meets periodically throughout the year to follow up on and evaluate the school's progress in meeting the needs of English learners. The council sponsors parent workshops to address graduation requirements, drug awareness, and current educational topics. Guest speakers from the local community, such as the Santa Paula Police Department, attend the parent workshops to provide insight into local programs and current social issues.

Specialized Instruction

All curriculum and instruction are being aligned to the California State Standards approved by the State Board of Education. Every student receives a rigorous, well-balanced standards-aligned curriculum. 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

All Special Education students are mainstreamed into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP team. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and is designed to coordinate specially-designed instruction based upon individual academic, social, and/or behavioral needs.

English Learners

Students identified as English Learners (EL) through the CELDT (California English Language Development Test) exam and home language survey are placed with a teacher who has been certified to teach English learners. Based on CELDT scores, only students in the intermediate or advanced levels of learning English are eligible to enroll in the continuation 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 EL students in English so they may gain skills in both subject material and in using English based upon students' individual abilities. As students increase fluency, progress is measured through classroom performance and CELDT results; individualized instruction is adjusted to meet the current learning needs of each student.

Migrant Education

Students whose parents are employed in the agricultural field and have high mobility rates qualify for migrant education services. Academic progress monitoring, academic support, and health and welfare services are available as well as referrals to local community service/assistance agencies. Students have access to PASS, a credit recovery program specially designed for students who are unable to maintain consistent enrollment in one school. Parenting classes are offered to provide basic information and training on how to support the academic process at home. Students are invited to take advantage of Renaissance High's Work-Study program which provides employment opportunities that develop responsibilities as well as financial support.

At Risk Interventions

Renaissance High School supports intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. Student study teams comprised of the principal, counselor, teachers, and parents work together to identify individualized intervention strategies to monitor progress of students having difficulty with academic or social development.

- We established Mandatory Morning Tutoring classes in lieu of our previous "drop in tutoring." offering. Students are enrolled that have been identified by the teachers and counselor as needing additional academic support. This class meets for 30 minutes Monday through Friday.
- Credit Recovery and APEX, web-based programs, enable students to complete coursework at their own pace to either "catch up" or "speed up" progress in earning course credits.
- SARB (School Attendance Review Board) resources are accessed when students and their parents need more focused assistance in correcting truancy-related issues and redirecting academic progress.
- Renaissance Star Reading Program: computer-assisted reading intervention program to help students improve basic reading and comprehension skills.
- Response to Intervention (RtI): instructional model which provides teachers with the skills and knowledge to differentiate curriculum, collaborate more effectively using student performance data, and appropriately modify instruction to improve student performance.

College Preparation & Work Readiness

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

College Preparation Courses

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

University of California Admission Requirements:

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

California State University Admission Requirements:

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside

the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University web site at www.calstate.edu/admission/.

Workforce Preparation

School-to-career plans integrate academic studies with real work applications and work-based learning experiences through a partnership between teachers, parents, students, and local businesses. Students are introduced to the work experience program, regional occupational programs, and workability programs. Career education courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as core curriculum and elective courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type. Renaissance High School offers a Microsoft Office Suite (MOS) certification program for students who are interested.

Ventura Community College Job Developer representatives visit Santa Paula and Renaissance High each year. Students are invited to a presentation promoting career awareness and opportunities through guest speaker presentations. Under the terms of an articulation agreement between the district and Ventura Community College, students enrolled in Renaissance High's Computer Art & Graphics course and/or Computer Technology course may earn college units as well as high school credit.

Work experience students are partnered with community organizations and employers that provide on-the-job training and mentoring for students 16 years and older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, contact the school counselor.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

Regional Occupational Programs (ROP) are offered in partnership with the Ventura County Office of Education. A variety of ROP courses are available to help prepare high school students (16 years and older) for entry-level employment,

upgrading current job skills, or obtaining more advanced levels of education. ROP courses are held at the Camarillo Airport Campus; free bus transportation is provided.

Professional Staff

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.

Counselors and Support Personnel (Nonteaching Professional Staff) 2016-17		
	No. of Staff	FTE*
Academic Counselor	1	1.0
Health Aide	As needed	
Psychologist	As needed	
Speech & Language Specialist	As needed	
Campus Security Officers	1	1.0
Outreach Consultant	1	1.0
Average Number of Students per Academic Counselor		118

*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 Assignment

Renaissance High recruits and employs the most qualified credentialed teachers. For the 2016-17 school year, the school employed seven fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments			
	RHS		
	15-16	16-17	17-18
Total Teachers	8	7	6
Teachers with Full Credential	8	7	6
Teachers without Full Credential	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	0	0
	SPUSD		
	15-16	16-17	17-18
Total Teachers	288	258	263
Teachers with Full Credential	238	253	256
Teachers without Full Credential	50	5	7
Teachers Teaching Outside Subject Area (with full credential)	0	0	0
Teacher Misassignments for English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Teacher Vacancies	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total teacher misassignments includes the number of misassignments of teachers of English learners.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Expenditures Per Student

For the 2015-16 school year, Santa Paula Elementary School District spent an average of \$11,105 of total general funds to educate each student (based on 2015-16 audited financial statements). The table in this report: 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2015-16		
	SPUSD	State Average of Districts in Same Category
		Beginning Teacher Salary
Mid-Range Teacher Salary	70,685	73,293
Highest Teacher Salary	89,338	92,082
Average Principal Salaries:		
Elementary School	117,524	113,263
Middle School	120,740	120,172
High School	129,908	131,203
Superintendent Salary	177,840	213,732
Percentage of Budget For:		
Teacher Salaries	34	36
Administrative Salaries	6	5

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

Expenditures Per Pupil and School Site Teachers Salaries 2015-16					
Dollars Spent Per Student					
Expenditures Per Pupil	RHS	SPUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	10,646	N/A	N/A	N/A	N/A
Restricted (Supplemental)	316	N/A	N/A	N/A	N/A
Unrestricted (Basic)	10,330	7,045	146.6%	6,574	157.1%
Average Teacher Salary	75,570	71,208	N/A	74,476	N/A

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

In addition to general fund state funding, Santa Paula Elementary School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally Defined
- Other State: Locally Defined
- Partnership Academies Program
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I, II, III
- Tobacco-Use Prevention Education
- Vocational Programs

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Renaissance High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access

Location

Parents may access Renaissance High School's SARC and access the Internet at any of the county's public libraries. The closest public library to Renaissance High School is the Blanchard Community/Santa Paula Public Library located at 119 North 8th Street, Santa Paula.

Blanchard Community/Santa Paula Public
Library

Phone: (805) 525-3615

Hours: Mon., Tues. & Thurs. 12-8

Wed. 10-6

Sat. 10-2;

Fri. & Sun: Closed

Total Number of Computers Available: 7

Printers Available: Yes

