Renaissance High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
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 this 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 Access	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.

2023-24 School Contact Information

School Name	Renaissance High School
Street	11 Spring Valley Road
City, State, Zip	La Selva Beach, CA 95076
Phone Number	(831) 728-6344
Principal	Todd Wilson
Email Address	todd_wilson@pvusd.net
School Website	https://rhs-pajaro-ca.schoolloop.com/
County-District-School (CDS) Code	44-69799-4437794

2023-24 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Murry Schekman, Interim Superintendent
Email Address	murry_schekman@pvusd.net
District Website	www.pvusd.net

2023-24 School Description and Mission Statement

Renaissance Continuation High School is accredited by the Western Association of Schools and Colleges (WASC) until 2024. Renaissance High School is located in the rural area on the outskirts of Watsonville and Aptos, California. The school serves students enrolled in the Pajaro Valley Unified School District, grades 10, 11, and 12. Students are referred to Renaissance Continuation High School to recover credits, and then they either return to their traditional high school or graduate from Renaissance; the majority of our students choose to graduate from Renaissance High School. Renaissance High School is a small learning community with a maximum of 200 students enrolled, and has a student to teacher ratio of no higher than 20-to-1. We are directly aligning with district-wide data team cycles, and the Common Core State Standards. Our students must complete all California State/PVUSD graduation requirements of 220 credits, and complete 40 hours of community service in order to receive a high school diploma. Students who qualify for credit waiver under AB2121 may graduate with slightly lower credits.

Our small class sizes provide personalized academic advising, and the safe and structured teaching/learning environment necessary for students to recover their credits and return to their traditional high school, earn their high school diploma, or graduate from Renaissance. Our mission is to provide a school community engaging all student in learning the skills, knowledge and character traits required to lead healthy, responsible and productive lives as citizens of our global society.. Our curriculum is based on state standards and district-adopted graduation requirements. We emphasize literacy and math skills to ensure that all students have the opportunity to graduate, and become successful in their future endeavors. We offer academic enrichment and extracurricular experiences that allow students to advance toward, and achieve, their personal, educational, social, and vocational goals. We also offer structured supports for English Language Learners, and have instructors who are designated as Highly Qualified Teachers by Federal Government Standards.

Our goals for improving student achievement:
(1) Improve students' social, emotional, and physical health to increase participation in the learning community
(2) Identify and implement curriculum and instruction to support California State Standards
(3) Provide a safe and productive learning environment that facilitates active and meaningful student, parent, and family participation in our school community.

Renaissance High School's School-wide Learning Outcomes
(1) Social Responsibility

2023-24 School Description and Mission Statement

(2) Career Technical Education Exploration and Preparation
(3) Core Academic Literacy
(4) Intellectual and Knowledge Development.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	2
Grade 11	42
Grade 12	99
Total Enrollment	143

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	38.5%
Male	61.5%
Hispanic or Latino	96.5%
White	3.5%
English Learners	36.4%
Foster Youth	0.7%
Homeless	16.8%
Migrant	11.9%
Socioeconomically Disadvantaged	93%
Students with Disabilities	16.1%

A. Conditions of Learning

State Priority: Basic

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;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.10	71.26	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	8.18	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.90	20.49	16.30	1.82	12115.80	4.41
Unknown	0.00	0.00	59.80	6.70	18854.30	6.86
Total Teaching Positions	14.30	100.00	893.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.90	67.81	643.50	73.10	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.50	1.08	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.10	14.59	169.10	19.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.50	17.53	14.70	1.67	11953.10	4.28
Unknown	0.00	0.00	43.40	4.93	15831.90	5.67
Total Teaching Positions	14.60	100.00	880.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00

Misassignments	1.10	2.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.10	2.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.90	2.50
Total Out-of-Field Teachers	2.90	2.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.4	14.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.1	3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Computers:
All students have been provided a Chromebook and if necessary, a hotspot.
Teachers and students use computers to conduct research. Software programs available to students include Google Office Suite, Adobe Photoshop, Adobe PageMaker, Adobe Acrobat, and Inspiration; all but Google Suite are only available in the computer lab. With COVID-19 and the advent of distance learning March 2020, all RHS students were issued Chromebooks for at-home usage.

Textbooks:
As per Western Association for Schools and Colleges (WASC) recommendations, our site will provide district/state adopted texts for our students. Our teachers/advisors supplement student learning need by choosing textbooks from lists that have been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004.

Curriculum:
For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers/advisors to be firmly focused on

them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE). For math and language arts classes, the curriculum was updated to align with the new Common Core Standards. RHS teachers in the core content areas has actively participated in district-level adoption committees and PD surrounding new curriculum and textbooks.

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt: Literature and Language Arts (Fifth Course); Globe Fearon: Literature (Green Level); Globe Fearon: Literature (Pruple Level)	No	0%
Mathematics	College Prep Mathematics (CPM)	Yes	0%
Science	Physical Science (10-12), Glencoe; Life Science (10-12), Glencoe; Earth Science (10-12), Glencoe; Intro to Physical Science (10-12), Glencoe; Focus on Physical Science (10-12), Merrill; Biology - Living Systems (10-12), Merrill; Holt: Physical Science (Science Spectrum)	Yes	0%
History-Social Science	Principals in Action (10-12), Pentice Hall; American Government (10-12), Globe Fearon; Modern World History (10-12), Rand McNally; World History: Patterns of Interaction Beck (10-12), McDougal Littell; Economics , Prentice-Hall; The American Vision, Glencoe;	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more.
The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairstandards.aspx

Renaissance buildings were given a new roof and a new ventilation system in the office and main building over the summer of 2017. The asbestos tile floor in the cafeteria was replaced with new tile in September of 2017. Both the quad and front parking lot were demolished and new asphalt installed in 2020. The district has installed an energy saving LED lighting system at the school. The district is also looking into ways to solve the issue of chromium-6 in the well water at the site. In lieu of bottled water service, Reverse Osmosis bottle filling stations were installed in the quad - one each outside the gym and cafeteria. As part of COVID-19 precautions looking towards in-person student return, all HVAC systems were inspected and repairs made as appropriate. Portable air purifiers were delivered during quarter 2 and are scheduled for placement/installation early 2021.

Year and month of the most recent FIT report	9/19/2023

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		12: missing cover plate for outlet 3: replace ceiling tiles check window frame 5 AB: replace water stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			1: block any ways pest can enter/ secure file cab 15: 3 lights out Field: gopher holes Quad: gopher holes
Electrical	X			8: couple of lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			4:00 Café: new filter for water station Gym: need soap + paper T disp. Need filter for water station
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			1: block any ways pest can enter/ secure file cab 13: secure bookcase 2: secure bookcase middle window stuck
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			2: secure bookcase middle window stuck 3: replace ceiling tiles check window frame

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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 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 alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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 education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	8	11	28	26	47	46
Mathematics (grades 3-8 and 11)	2	2	17	17	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	72	46	63.89	36.11	10.87
Female	26	15	57.69	42.31	26.67
Male	46	31	67.39	32.61	3.23
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	70	45	64.29	35.71	11.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	33	23	69.70	30.30	0.00
Foster Youth	0	0	0	0	0
Homeless	15	9	60.00	40.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	43	62.32	37.68	9.30
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	10	83.33	16.67	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	74	51	68.92	31.08	2.00
Female	28	16	57.14	42.86	0.00
Male	46	35	76.09	23.91	2.94
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	72	50	69.44	30.56	2.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	33	25	75.76	24.24	0.00
Foster Youth	0	0	0	0	0
Homeless	15	11	73.33	26.67	9.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	48	67.61	32.39	2.13
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	10	83.33	16.67	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	0.00	2.33	16.22	16.11	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	114	86	75.44	24.56	2.33
Female	38	26	68.42	31.58	0.00
Male	75	59	78.67	21.33	3.39
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	110	83	75.45	24.55	2.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	42	32	76.19	23.81	0.00
Foster Youth	--	--	--	--	--
Homeless	19	17	89.47	10.53	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	106	82	77.36	22.64	2.44
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	13	76.47	23.53	7.69

2022-23 Career Technical Education Programs

Pajaro Valley Unified School District offers a variety of Career Technical Education pathways. At Renaissance High, career counseling with the assistance of our homeroom Advisors help students determine plans for after high school. Three district comprehensive high schools and one dependent charter school offer Career Technical Education pathways, with courses that lead to specific careers.

We are fortunate to offer three CTE pathways at Renaissance High School: Graphic Design, Product Innovation & Design and Ag Plant & Soil Science. Our student population benefits from these hands-on courses because it allows them to develop problem solving skills, while preparing them for the workplace. These Career Technical Education (CTE) courses are open to all students. In addition to our highly qualified CTE teachers, we have a certificated teacher who oversees our Independent Study program. Classes include career assessment and preparation programs such as Naviance.

GRAPHIC DESIGN PATHWAY
• Courses include Graphic Design 1, Graphic Design 2
PRODUCT INNOVATION & DESIGN PATHWAY
• Courses include Innovation, Design & Manufacturing 1, Innovation, Design & Manufacturing 2
Ag Plant & Soil Science
• Courses include Ag Soil Biology 1, Ag Soil Science 2

Our counselors and teachers help students determine their post-high school plans and career goals via interest assessments, career research, and through our college planning tool, Naviance.

2022-23 Career Technical Education Programs

PVUSD promotes work-based learning, school-based learning, and connecting to the world of work. The PVUSD Advisory Board brings community members and industry partners together to advise on the trends in industry and to support internships for our students.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	160
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Renaissance Continuation High School has worked to develop strong parent relationships through our School Site Council (SSC), EnglishLanguage Advisory Committee (ELAC), District EnglishLanguage Advisory Committee (DELAC), and Migrant Program. Parents, students, and the school, work together to ensure open communication about how to provide the highest quality education to Renaissance students. Our parents participate in DELAC and ELAC meetings, and report information to the parents at our School Site Council meetings.

Renaissance Continuation High School holds parent/student orientations once a quarter. This is the first opportunity parents have to learn about our academic and support programs, and the many opportunities their children have to recover credits. During the orientation, parents are invited to participate in school activities and join the Site Council. Parents have taken on an active role in our WASC process, Scholarship Committee, Back to School Night, Open House, and Graduation Night. We are currently working on a plan to connect the school, students, and their parents, to post-secondary educational opportunities. Parents are always encouraged to visit Renaissance Continuation High School at anytime.

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5): • High school Dropout Rates; • High school Graduation Rates; and • Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	34.9	12.3	10.2	10.1	7.7	5.6	9.4	7.8	8.2
Graduation Rate	51.8	82.5	83.6	86.1	88.4	89.2	83.6	87	86.2

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

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	128	107	83.6
Female	44	40	90.9
Male	83	66	79.5
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	124	103	83.1

Student Group			
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	59	48	81.4
Foster Youth	--	--	--
Homeless	38	36	94.7
Socioeconomically Disadvantaged	125	105	84.0
Students Receiving Migrant Education Services	17	14	82.4
Students with Disabilities	19	14	73.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	240	221	151	68.3
Female	96	86	70	81.4
Male	143	134	81	60.4
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	1	100.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	231	213	146	68.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	7	6	4	66.7
English Learners	93	86	56	65.1
Foster Youth	1	1	1	100.0
Homeless	42	42	30	71.4
Socioeconomically Disadvantaged	226	209	141	67.5
Students Receiving Migrant Education Services	19	17	13	76.5
Students with Disabilities	34	33	27	81.8

C. Engagement

State Priority: School Climate

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.53	7.18	2.92	0.02	4.40	4.72	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.12	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.92	0
Female	2.08	0
Male	3.5	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.6	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.15	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.1	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.94	0

2023-24 School Safety Plan

As required by California Education Code, our school is required to provide a safe learning, teaching, and working environment. Our safety plan includes disaster plans for incidents such as fire or explosion, earthquake, hostile intruder, hostage situation, bomb threat, power failure, lockdown, toxic chemical spill/discharge, and chemical warfare threats. Safety drills (earthquake, fire, and Shelter-in-place) are held once each semester, and the staff if briefed on safety procedures. Our safety committee (Principal, Lead Custodian, Office Manager, Campus Safety Coordinator, and one Teacher) has been working on the schools Comprehensive School Safety Plan, and it is updated annually. Our goal is to align our plan with the guidelines required by Pajaro Valley Unified School District, Santa Cruz County Office of Education, and local emergency responders' Standardized Emergency Management System (SEMS). Our facilities are maintained by our Lead Custodian, with the assistance of our Maintenance and Operations Department. Our closed campus is clean and safe, which reflects our pride in our community and ourselves, and our staff members provide active supervision before, during, and after school.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	20		
Mathematics	8	15		
Science	10	11		
Social Science	13	13		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	19		
Mathematics	3	16		
Science	4	10		
Social Science	7	22		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	20	0	0
Mathematics	5	20	0	0
Science	12	4	0	0
Social Science	9	15	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	238.33

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$19,941.71	$1,215.92	$13,867.46	$68,413.88
District	N/A	N/A	$4,858.33	$72,675
Percent Difference - School Site and District	N/A	N/A	96.2	-6.0
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	58.3	-27.9

Fiscal Year 2022-23 Types of Services Funded

Our main source of supplemental funds come from federal Title I and LCFF funding. These funds are utilized for materials related to direct student instruction, technology, educational activities, professional development, staffing, and student incentives. Some of the programs funded by these funds include our Independent Studies program, the WASC team, and the Cabrillo Summer Mentor program. Our staff members actively pursue grants and donations for reading, writing, sports, and technology. Our after-school program is supported by our Extended Learning Program with support courses in mathematics and language arts.

Our site has been adopted by Watsonville Rotary for the past 13 years. Students and staff participate in the annual Watsonville Rotary fund raiser during the Santa Cruz County Fair in September. The monies assist with student projects, schoolwide activities, and parent recognition. For the past several school years Watsonville Rotary assisted with our sports fees, which allows our students to participate in the Monterey Bay Athletics League. Once a month at their meetings, the Watsonville Rotary recognizes our students for their attendance, community involvement, and academic growth. During these luncheons, nominated students prepare and present a speech to local business owners, lawyers, doctors, and educators.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,666	$55,550
Mid-Range Teacher Salary	$68,722	$84,645
Highest Teacher Salary	$94,640	$111,284
Average Principal Salary (Elementary)	$101,857	$139,860
Average Principal Salary (Middle)	$107,410	$146,440
Average Principal Salary (High)	$117,662	$158,447
Superintendent Salary	$222,832	$278,268
Percent of Budget for Teacher Salaries	25.51%	32.21%
Percent of Budget for Administrative Salaries	4.88%	4.89%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Our classified and certificated staff seek out and attend numerous training opportunities throughout the year to support our goals for increased student achievement. The 2023-2024 school year focus is on best practices for teaching and developing a welcoming and safe campus. Our district continues to support the sites by providing a restructured day on Wednesdays, which allows students an early release to allow teachers time to collaborate and/or attend professional development workshops and conferences.

Participation in the Central California Writing Project (CCWP) has reinforced our school-wide focus on English Speaking and Listening Standards. A rubric was developed by the English department to implement oral presentations throughout the year. Writing across the curriculum was embraced by our Mathematics, Science, and Social Studies departments. The Pacific Coast Teacher Innovation Network (PacTIN Grant) has helped teachers reinforce student writing by using a rubric and Quotation, Explanation, Response, and Tie-back (QERMT) instructional strategies. Teachers meet during staff collaboration on Friday's to read and score student writing, share, and refine the use of the QERMT instructional strategy. The district's Expanded Learning Program supports after-school academic support classes in English and Mathematics skills.

Staff members attend trainings in the following (partial list): mandated Special Education Local Plan Area (SELPA) trainings; Trauma-Informed Instruction; Anti-bullying, and Suicide Prevention; Academic Counselor sessions provided by our Assistant Superintendent of Secondary Instruction; New Teacher Project; Technology, Monterey Bay Aquarium - Connecting with Marine Science Institute; Wellness training; Cabrillo Articulation; Continuation Schools Best Practices; and Positive Behavior Interventions and Supports (PBIS) in order to prepare our students for a successful future. Members of the staff have also been involved in the Tech Cadre, a long term professional development program that helps teach instructors how to better integrate technology into their classrooms.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	10