Conversation with the Superintendent
Follow Up Questions
Renaissance High School

1. **What is an example of the Five-Star Student System for PBIS? How are staff/schools to provide these support systems?**

   5-star is a resource which provides staff a quick and seamless way to promote and monitor student engagement and/or behavior which is tied to the values of the site. The site can then use the info / data to connect students to preferred activities such as music, sports, activities etc. Here's a way that may look: Renaissance as a site (or even a specific class) could look at behavior data and see an area to focus on for a specified time-frame leading up to a field trip. For example, it may be that students are not attending an intervention class consistently, or are engaged in a behavior like arguing with teachers. The site or teacher then instructs the students that they can earn points by participating in the intervention class or exhibiting respectful behavior. 5-star could then be used to scan participation or award points for respectful behavior - and a certain number of points mean access to the field-trip. Greg Fry is happy to meet with the team at Renaissance to work out specifics.

   Your site and New School will be invited to the PBIS intensive training we are doing with the Middle Schools on December 5, as well as the Nor-Cal PBIS Symposium in April so that you will have more information about PBIS.

2. **How can we promote more connection through music, art, sports, clubs, field trips etc. with limited funding/resources?**
   For the site, it will be important to prioritize activities based on student interest. As an alternative education program of 155 students, you will not be able to provide the same variety of activities as a comprehensive high school of 1600-2100 students. In the area of music and art, there are many ways to provide enrichment and access with little cost. There is a local non-profit called guitars not guns that offers free lessons and guitars to youth in Santa Cruz, many of the teachers are retired guitar players and might be willing to travel to Renaissance during the day to teach. In addition, the site could reach out to the Pajaro Valley Arts Center. There are a number of retired teachers and artists who volunteer their time with the PVA. They are very invested in the Watsonville Community. The site could also consider dual enrollment with Cabrillo. If the site could fill a class, it can be taught at another campus or at Renaissance. This way the students would have access to college courses, at little or no cost to Cabrillo or Renaissance and have the access.

3. **How can we promote STEM without a technology or computer science teacher?**

   STEM instruction does not necessarily require technology, but can certainly be enhanced through technology, even without a technology or computer science teacher if students have access to Chromebooks or a computer lab. From a science perspective, the foundation to STEM lies in the NGSS Science and Engineering Practices which are about students asking questions, conducting investigations, making observations, and developing/communicating their explanations. I would suggest the following websites as teacher resources, that along with the 5E Instructional Model, which can support and promote STEM-related student experiences:

   Tech Museum Design Challenges Design Challenge Learning is a dynamic way for learners to become creative problem-solvers. Design challenges use real-world problems to engage learners in an iterative and collaborative process to build innovator mindsets that are key to future success. Our lessons integrate Design Challenge Learning and engineering practices across science, math and language arts curricula in both the classroom and out-of-school settings. Our single and multi-session lessons have real-world connections, are adaptable to Grades K-12 and take less than one hour.

   Exploratorium By creating inquiry-based experiences and tools that spark wonder; offer hands-on experiences; and encourage questions, explorations, and individual discovery, we're transforming the way that people learn. Learning this way empowers people to figure things out for themselves—about science, but also about any topic, claim, or idea. If you're a teacher, parent, student, after-school educator, or professional developer, there are lots of unique resources here for you. Dive in and see what you discover.

   In addition, Chet Snyder has attended both the Biology and Physics Collaboratives where high school teachers district-wide, are refining and aligning the NGSS Science standards into their course maps. He is a good resource for the other teachers on site. With Renaissance having a different curriculum than the rest of our schools, the work in the central office cannot necessarily be applied immediately to the classroom. Araceli Mendez and Michael Russo can work together to support the site's clear vision of STEM implementation on the campus.

4. **What about wood shop at RHS?**

   The wood shop was closed originally due to a lack of operational and safe equipment in the facility. This included a dust collection system with health concerns as well as the need to purchase several new pieces of equipment including a table saw with a safety guard, a band saw, and a lathe and/or a chop saw. In addition, there were concerns that the facility would not pass an OSHA inspection. If the wood shop were to be reopened, it will be need to be part of a viable CTE pathway. Below you will see the pathway sequences:

Industry Sector: Building & Construction Trades

Pathway: Residential and Commercial Construction (we have this as a developing pathway at both AHS and WHS)

7340 Introduction to Residential and Commercial Construction (Intro course)
This course will introduce students to career opportunities within the sector and focuses on the manner in which residential and commercial structures are designed and built. The course covers construction and building design, performance, and sustainability, the study of safety, hand and power tools, planning and design, applicable mathematics, blueprint reading, trade nomenclature, residential and commercial construction standards, construction manufacturing standards, and other specialized skills. The pathway includes preparation for a Class B California License.

7341 Intermediate Residential and Commercial Construction (Concentrator course)
This course will build on foundational skills attained in the introductory course. Students will learn the impact of financial, technical, environmental, and labor trends on the construction industry. They will gain competence in mathematical calculations that are used in the trades, and interpret technical drawings and schedules. The course will cover techniques for proper site preparation and foundation layout. Students will gain competence in carpentry skills that prepare them to lay out, fabricate, erect, install and repair wooden structures and fixtures. Topics covered may also be: framing, installing drywall and interior/exterior finishes, building walls and partitions, and installing roof systems, floors and floor coverings, and electrical wiring. Students will learn to integrate and employ sustainable construction practices, and may develop skills that prepare them for a Class B California License.

7342 Advanced Residential and Commercial Construction (Capstone course)
This course allows students to demonstrate mastery in skills attained in concentrator courses. Students will apply appropriate mathematical calculations, interpret technical drawings, and demonstrate techniques for proper site preparation and foundation layout. They will demonstrate carpentry techniques for the construction of a single-family residence, proper installation techniques of internal and external materials and finishes, employ sustainable construction practices, and install plumbing and electrical systems that adhere to industry standards. Students may be prepared for a Class B California License.

Pathway Option 2: Cabinetry, Millwork, and Woodworking

7310 Introduction to Cabinetry, Millwork, and Woodworking (Intro course)
This course introduces students to career opportunities within the sector and provides an overview of the planning, design, layout, and technical drawing interpretation for practical use in woodworking, cabinetmaking, and mill working. It may also cover different cabinet and furniture styles used, various wood products and materials, and

proper tool selection. Students will be introduced to the different construction processes in the cabinetmaking, furniture making, and mill working industries.

7311 Intermediate Cabinetry, Millwork, and Woodworking (Concentrator course)
This course will build on foundational skills attained in the introductory course(s). Students will gain competence in the planning, design, layout, and technical drawing interpretation for practical use in woodworking, cabinetmaking, and mill working. They may learn about: furniture and cabinet styles, wood products and materials, finishes, countertops, and the use of laminates and veneers. They will gain competence in various construction processes in the cabinetmaking, furniture making, and mill working industries. They will demonstrate proper techniques for furniture building as well as cabinet and countertop construction and installation.

7312 Advanced Cabinetry, Millwork, and Woodworking (Capstone course)
This course allows students to demonstrate mastery in skills attained in concentrator courses. This may include demonstrating competency in the planning, construction, and installation of furniture, cabinets, countertops, and/or other millwork products. Students will demonstrate competence in the design, layout, and technical drawing interpretation for practical use in woodworking, cabinetmaking, and mill working. They will demonstrate mastery of various construction processes by building and/or installing furniture, cabinets, countertops, or any number of millwork products.

5. **Why don't we have more alternative high school options?**
   Currently, we have four alternative education options in PVUSD for our high school level students: Renaissance, Pacific Coast Charter School, Diamond Tech and New School. For a District of 20,000 students, this is a good level of choice. To date, there are openings at all four of our alternative high schools. However, I am open to developing additional options of choice if they fit a need and align with best practices. Generally, alternative high school options are more expensive due to the small size of the school not allowing for scaling of resources and difficulty of recruitment of students to maintain the school at full capacity. For example, Renaissance has only 155 students but 16 FTEs. That is a ratio of better than 10:1 which is significantly costlier than the traditional high school ratios.

6. **How is the RHS site discretionary budget calculated? Does fiscal mismanagement from PVUSD or previous admin affect the budget for succeeding years? If so, how is this equitable?**

   Every site's discretionary budget is calculated by the current number of students at the site or the projected number of students and the type of students that they serve. The more students that a site has, the more discretionary money that they have to spend. The larger the number of unduplicated count students (English Learners, Special Education, Students in Poverty and Foster/Homeless) they serve, the more Local Control

Funding Formula (LCFF) and Title I funds the site receives. Specifically, for Renaissance, the site received the high school allocation of $68.65 per student for 163 students (the actual student count is 155) for $11,190 for Site Discretionary. In addition, the site received $23,021 in LCFF Supplemental for 154 unduplicated count students, $28,580 in Title I funding for the 150 students on free and reduced lunch and $500 in LCFF Library Books. The total allocation for this school year is $63,271. To increase that amount, the site would need to serve more students. As noted in the previous response, Renaissance is not self-sustaining (brings in less ADA than it costs to run the school) in terms of funding due to the low teacher-student ratio.

When necessary, the District has and does support the site with additional expenses. For example, in 17/18, $1,500 was provided to pay for 16/17 payroll expenses not paid to employees. In 18/19, $10,000 was provided for expenses related to WASC. In 17/18, the full allocation was used. In 18/19, only $41,2458 of the $72,702 allocation was used.

Each year, the site receives its allocation based on the number of students that it serves. It is not linked to the previous year unless the site was to overspend. Then the funds could be captured from a future year's funding.

7. **How can we measure "growth" at Renaissance given that students enter with different educational gaps, attendance issues and begin here at a different time?**

Best practice is to align assessment recommendations to a larger instructional discussion. For students at RHS who often may lack fundamental skill sets, a personalized approach to learning which builds around a mastery model based on results obtained from diagnostic assessments is best. The diagnostic results would identify skill sets both missing and mastered. For example, a 9th grader showing skill development at a 5th grade level in one domain but at an 8th grade level in another, would begin with instruction targeted to accelerate her/him through a progression of skills within each domain area, dependent on demonstrated need.

Shorter-term options:
There are several immediate pathways to helping students close skills gaps:

- Using MAP for both Reading and Mathematics
- Accessing the MAP Accelerator pilot for mathematics intervention. The MAP Accelerator could accelerate student acquisition of skills and be a driver to help students gain access to missing skill sets in mathematics.

Another avenue to consider would be to provide students access to the CAASPP Interim Assessment Blocks (IAB's), particularly the Focused IAB's, new this year. These provide a very targeted selection of standards in smaller chunks than the regular IAB's. Each IAB is

linked to a *Connections Playlist* - including links to instructional resources in the Digital Library. Students in high school can only access the HS level IAB's.