



RENAISSANCE COMMUNITY DAY SCHOOL

2008-09 School Accountability Report Card | Published During the 2009-10 School Year

GRADES 9-12

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Phone: (760) 312-5104 Fax: (760) 344-7425
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Antonio Munguia
Superintendent

Dan Stauf
Principal

Principal's Message

The Renaissance Community Day School Program plays an important part in the education of Brawley Union High School District students. Students may be referred to the Renaissance Program because of serious attendance problems, academic difficulties, or the need for a small academic environment. We seldom have more than 25 students and we are able to provide them with a considerable amount of individual instruction. Students can only be enrolled at Renaissance through the District School Attendance Review Board (SARB) and/or expulsion process.

Parental Involvement

Renaissance Community Day School is committed to promoting parent, community, and business partnerships that:

- Involve parents in their child's education.
- Foster shared responsibility among students, parents, and staff.
- Link families with school and community resources.
- Encourage broad-based representation in the decision-making process.

Parent and community involvement is important to promoting student achievement at Renaissance Community Day School. Parents are regularly informed of student progress and attendance through telephone conversations, the Principal's Monthly Newsletter, and notes from teachers, counselors, office staff, and administration.

For more information on how to become involved, contact Dan Stauf, Principal, at (760) 312-5100.

School Safety

A revised comprehensive safety plan was adopted and implemented during the 2007-08 school year. The safety committee reviews the plan annually. The School Safety Plan was recently updated in August 2009. The Safety Plan includes emergency routes, maps, and emergency procedures such as fire, earthquake, attacks, lockdown, egress and ingress procedures, and other important procedures to keep the students and staff safe and secure. The Safety Plan is available to the community and is located in the Principal's and Main Office. The safety committee meets monthly to monitor implementation of the plan.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Brawley Union High School District



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Brawley, CA 92227
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Mission Statement

Our mission is to provide a safe and secure learning environment for all students focusing on student achievement through high quality instructional programs and by providing social development opportunities for students to prepare to become productive citizens. This will be accomplished through a shared commitment between home and schools and community.

Vision Statement

Through a rigorous standards-based curriculum that emphasizes relevance and technology, our vision is to challenge and empower all students to graduate prepared for their post-secondary plans with the ultimate goal of becoming productive citizens in a global economic society.

Enrollment and Demographics

The total enrollment at the school was 17 students for the 2008-09 school year.



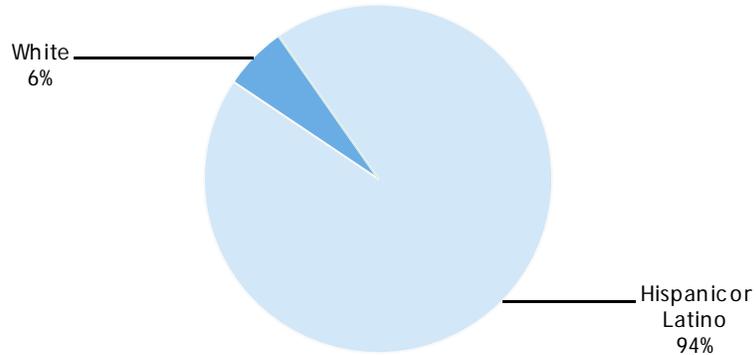
Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧
Science Laboratory Equipment (Grades 9-12)	✧
✧ Not applicable.	

Enrollment and Demographics



Textbooks and Instructional Materials

Brawley Union High School District held a Public Hearing on October 14, 2009, and determined the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. The State of California*. All students, including English learners, are given their own individual Standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Brawley Union High School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Trustees.

Brawley Union High School District follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle 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. In addition to textbooks, students have access to experimental kits, manipulatives, workbooks, audiolibraries, films, and videotapes.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	McDougal Littell (9-12)	2006-07
Mathematics	<i>Algebra I</i> , McDougal Littell (9-12)	2006-07
Mathematics	<i>Algebra II</i> , McDougal Littell (9-12)	2006-07
Mathematics	<i>Geometry</i> , McDougal Littell (9-12)	2006-07
Science	<i>Biology</i> , Pearson/Prentice Hall (9-12)	2007-08
Science	<i>Environmental Science</i> , Holt (9-12)	2007-08
Social Studies	<i>World History</i> , McDougal Littell (9-10)	2006-07
Social Studies	<i>U.S. History</i> , McDougal Littell (11)	2006-07

Note: This data was most recently collected and verified in August 2009.

School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	✓			
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior)	✓			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs	✓			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on August 20, 2009, and the inspection form was most recently completed on August 20, 2009.

School Facilities

Renaissance Community Day School was built in 1986 and is comprised of a one room building with restrooms provided. The classroom includes computers, a printer, a teacher work area, and 24 student workstations.

Safety: The safety of students and staff is a primary concern of Renaissance Community Day School. All visitors are required to sign in at Desert Valley High School's front office before entering the Renaissance Community Day School campus. School staff constantly monitors school grounds. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school has a thorough disaster plan and practices fire and earthquake drills on a regular basis.

Cleaning Process: A team of custodians and groundskeepers ensure classrooms, restrooms, and campus grounds are cleaned on a daily basis. The District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well maintained and in good repair. When necessary, the District takes appropriate actions to ensure campus facilities are in good working order and provide a clean and safe environment. At the time of this publication, 100% of the student restrooms were in good working order.

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School Facilities

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Recent Renovations: Recent renovations include the replacement of windows and Internet ports.

Deferred Maintenance: The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the District budgeted \$62,276 for the Deferred Maintenance Program. This represents 1.0% of the District's general fund budget.



Advanced Placement Courses

No information is available for Renaissance Community Day School regarding advanced placement (AP) courses offered.

Professional Development

The major areas of focus for staff development include curriculum and instruction, school discipline and safety, technology, student assessment and data, student support services, and school-site accountability.

The methods used to deliver professional development involve staff development days, department and collaboration meetings, and grade level/course-subject area meetings. Teachers are supported during the implementation through staff meetings, teacher-administrator meetings, student performance data analysis, and reporting. The district also participates in professional development opportunities provided through the Imperial County Office of Education.

For the previous three school years, the district has had five days each year dedicated to staff and professional development.



NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tq/nr/.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Renaissance CDS			Brawley UHSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	19%	6%	0%	36%	37%	37%	43%	46%	50%
Mathematics	0%	0%	0%	12%	16%	19%	40%	43%	46%
Science	❖	❖	❖	23%	33%	36%	38%	46%	50%
History-Social Science	❖	❖	❖	28%	31%	34%	33%	36%	41%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	0%	❖	❖	❖
Female	❖	❖	❖	❖
Economically Disadvantaged	0%	0%	❖	❖
English Learners	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	0%	0%	❖	❖
Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension Rate		
Renaissance CDS		
06-07	07-08	08-09
70.6%	40.0%	76.5%
Brawley UHSD		
06-07	07-08	08-09
24.4%	28.6%	21.8%
Expulsion Rate		
Renaissance CDS		
06-07	07-08	08-09
5.9%	0.0%	0.0%
Brawley UHSD		
06-07	07-08	08-09
0.6%	1.5%	1.1%



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (ie. The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (ie. The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used.

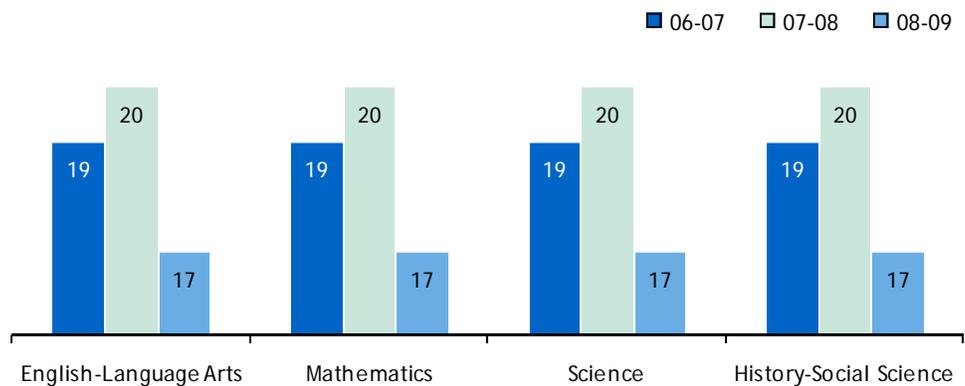
Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools" API rank reflects how a school compares to 100 statistically matched similar schools.

Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no data is available for Renaissance Community Day School. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Class Size

The bar graph displays the three-year data for average class size.



Class Size Distribution — Number of Classrooms By Size

Subject	06-07			07-08			08-09		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	2			1			1		
Mathematics	1			1			1		
Science	1			2			1		
History-Social Science	1			1			2		

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Renaissance CDS		Brawley UHSD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	Yes		Yes	
Graduation Rate	No		No	

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Renaissance CDS	Brawley UHSD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0.0%	

✧ Not applicable.

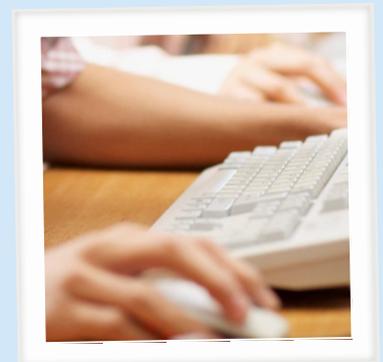


California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitness-gram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitness-gram*® is to assist students in establishing lifetime habits of regular physical activity. For 2008-09, no ninth graders were enrolled at Renaissance Community Day School. Therefore, no information is available for the school regarding the California PFT. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tq/pf/.



Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

Courses Required for UC/CSU Admission

University of California: 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 more information on general admissions requirements, please visit the University of California Web site at www.universityofcalifornia.edu/admissions/general.html.

California State University: 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.

Course Enrollment for UC/CSU Admission

University of California and California State University Admission

	07-08
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	66.7%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	◆

◆ Information not available.

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

Graduate and Dropout Rates									
	Renaissance CDS			Brawley UHSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Graduation Rate	93.7%	93.4%	81.0%	93.7%	93.4%	81.0%	83.4%	80.6%	80.2%
1-year Dropout Rate	◆	11.8%	10.0%	1.9%	2.9%	4.1%	3.5%	4.4%	3.9%

◆ Information not available.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
	08-09
Number of Pupils Participating in CTE	0
Percentage of Pupils Who Complete a CTE Program and Earn a High School Diploma	0.0%
Percentage of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	0.0%

Career Technical Education Programs

Career Path preparation begins in elementary school, where students are introduced to careers through field trips and career days which focus on the five Brawley Union High School career paths.

Ninth graders are enrolled in Introduction to Computers, where they learn Internet career research through the Discover Program and produce their first resume. Through tenth grade advisement, students select their initial career path and complete a second career-interest inventory. Students may select from a total of 21 career path classes (excluding ROP programs) in five career areas including: Agriculture and Natural Resources, Arts and Communications, Business and Information Technology, Health and Human Services, and Science, Engineering, and Technology.

Continued on page 9

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no data is available for Renaissance Community Day School. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.

Percentage of Students Scoring At Proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	06-07	07-08	08-09	06-07	07-08	08-09
Renaissance CDS	❖	❖	❖	❖	❖	❖
Brawley UHSD	40.0%	47.1%	46.3%	40.1%	43.5%	45.2%
California	48.6%	52.9%	52.0%	49.9%	51.3%	53.3%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2008-09 school year in the 12th grade) who met all state and local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Group	Completion of High School Graduation Requirements	
	Graduating Class of 2009	
	Renaissance CDS	Brawley UHSD
All Students	❖	87%
Socioeconomically Disadvantaged	❖	81%
English Learners	❖	63%
Students with Disabilities	❖	43%
African American	❖	67%
American Indian or Alaska Native	❖	❖
Asian	❖	100%
Filipino	❖	100%
Hispanic or Latino	❖	82%
Pacific Islander	❖	❖
White	❖	94%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs

Continued from page 8

Capstone career path courses focus on internships which are offered through the Brawley Union High School internship program, Imperial Valley Regional Occupational Program (IVROP) internship, Brawley Union High School work experience, Special Education WorkAbility, Imperial County Work Force Investment Act training, Migrant Education work experience, and Cal-SAFE.

Eight Regional Occupation Program (ROP) programs are offered through the BUHS District and comprise a significant component of the Career Technical Education program. The ROP programs focus on the internship aspect of career preparation and are open to students who are 16 years and older and also to adults. Additionally, the District provides transportation to students who attend ROP programs located at alternate sites. BUHS District offers the following ROP programs:

- ROP Graphic Arts
- ROP Theatre
- ROP Nursing
- ROP Landscape
- ROP Office Occupations
- ROP General Construction
- ROP Welding
- ROP Careers with Children

The primary representative of the District's career technical advisor committee is Brenda Haley who can be reached at (760) 312-6077.





Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	1.0
Ratio of Students Per Academic Counselor	20:1

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (paraprofessional)	0.0
Psychologist	1.0 ✕
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.0 ✕
Resource Specialist (non-teaching)	1.0 ✕
Other	
• Instructional Aide	1.0

✕ Provided by the District.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Brawley UHSD	Renaissance CDS		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	72	0	0	1
Without Full Credential	6	1	1	0
Teaching Outside Subject Area of Competence		0	0	1

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Renaissance CDS		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Renaissance CDS	25.0%	75.0%
All Schools in District	93.0%	7.0%
High-Poverty Schools in District	25.0%	75.0%
Low-Poverty Schools in District	◇	◇

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◇ Information not available.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Brawley UHSD	Similar Sized District
Beginning Teacher Salary	\$44,520	\$41,427
Mid-Range Teacher Salary	\$76,798	\$65,758
Highest Teacher Salary	\$101,841	\$85,310
Average Principal Salary	\$110,885	\$114,010
Superintendent Salary	\$125,000	\$145,785
Teacher Salaries – Percent of Budget	39.7%	36.7%
Administrative Salaries – Percent of Budget	6%	6.3%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Renaissance CDS
Total Expenditures Per Pupil	\$11,567
Expenditures Per Pupil From Restricted Sources	\$11,567
Expenditures Per Pupil From Unrestricted Sources	\$0
Average Teacher Salary	\$64,370

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Renaissance CDS	\$0	\$64,370
Brawley UHSD	\$1,835	\$73,147
California	\$5,512	\$66,335
School and District – Percent Difference	*	-13.6%
School and California – Percent Difference	*	-3.1%

* A percentage cannot be calculate when one of the number is 0.

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

Types of Services Funded

In addition to general State funding, Brawley Union High School District receives State and Federal funding for the following categorical, Special Education, and support programs:

- Title I, Part A
- Title II
- Title III
- Title V
- Special Education
- California High School Exit Examination (CAHSEE) Intervention
- Carl Perkins Funds
- Economic Impact Aid (EIA)
- Gifted and Talented Education (GATE)
- Instructional materials
- Home-to-School Transport
- Migrant Education
- ROP



RENAISSANCE COMMUNITY DAY SCHOOL

Brawley Union High School District

GRADES 9-12

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SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of January 2010.