

# RENAISSANCE COMMUNITY DAY SCHOOL



## GRADES 9-12

109 West Magnolia, Brawley, CA 92227

Phone: (760) 312-5104

Web site: [www.brawleyhigh.org](http://www.brawleyhigh.org)

**Antonio Munguia**  
Superintendent

**Dan Stauf**  
Principal

## 2007-08 School Accountability Report Card

Published During the 2008-09 School Year

### 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 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.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2008.

### 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, grade level/course-subject area meetings. Teachers are supported during the implementation through staff meetings, teacher-administrator meetings, student performance data analysis, and reporting.

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



### Brawley Union High School District

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Brawley, CA 92227  
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### Mission

The Brawley Union High School District, located in a rural, desert agricultural setting, serves a culturally diverse population and is supported by strong partnerships among students, staff, parents, business, and community. The mission of the district is to challenge and empower all students to graduate as self-directed, productive citizens who are effective communicators, critical thinkers, risk takers, and lifelong learners. We will accomplish this through a competent staff, who implements a Standards-based curriculum emphasizing rigor, relevance, technology, global application, and support for special needs.

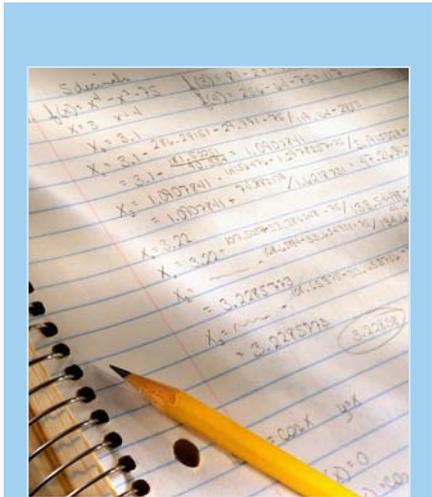
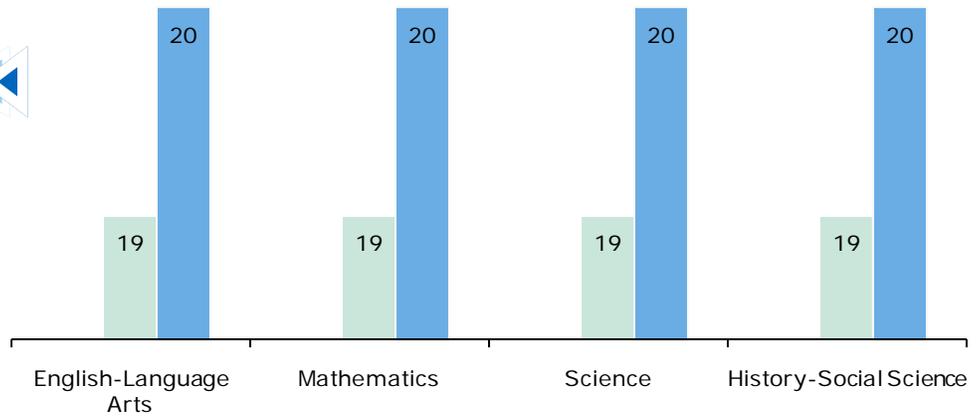
**"Unity Through Diversity"**



### Class Size

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

■ 05-06 ■ 06-07 ■ 07-08



### Enrollment and Demographics

The total enrollment was 20 students for the 2007-08 school year. No demographics chart is shown as all students are Hispanic or Latino.

Class Size Distribution — Number of Classrooms By Size

Subject	05-06			06-07			07-08		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts				2			1		
Mathematics				1			1		
Science				1			2		
History-Social Science				1			1		

### Suspensions and Expulsions

The 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 and Expulsion Rates					
	Renaissance CDS			Brawley UHSD		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspension Rate	41.2%	70.6%	40.0%	29.1%	24%	28.6%
Expulsion Rate	5.9%	5.9%	0.0%	1.4%	0.6%	1.5%

### Public 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 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.



## School Facility Good Repair Status

The table shows the results of the school's most recently completed inspection, using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			
	Good	Fair	Poor	
Gas Leaks	✧			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation <i>Repair Needed and Action Taken or Planned:</i> Location sprayed on November 24, 2008.	✓			
Drinking Fountains (inside and outside) <i>Repair Needed and Action Taken or Planned:</i> Regular Maintenance as needed.		✓		
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on October 24, 2008, and the inspection form was most recently completed on October 24, 2008.

✧ Not applicable.

## School Facilities

Renaissance Community Day School 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.

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## School Facilities

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**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.

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

### Deferred Maintenance

**Budget:** 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 2008-09 school year, the District budgeted \$85,808 for the Deferred Maintenance Program. This represents 0.50% of the District's general fund budget.





## Textbooks and Instructional Materials

Brawley Union High School District held a Public Hearing on October 8, 2008, 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, films, videotapes, and classroom libraries.



## Textbooks and Instructional Materials

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	McDougal Littell (9-12)	2006-2007
Mathematics	<i>Algebra I</i> , McDougal Littell (9-12)	2006-2007
Mathematics	<i>Algebra II</i> , McDougal Littell (9-12)	2006-2007
Mathematics	<i>Geometry</i> , McDougal Littell (9-12)	2006-2007
Science	<i>Biology</i> Pearson/Prentice Hall (9-12)	2007-2008
Science	<i>Environmental Science</i> Holt (9-12)	2007-2008
Social Studies	<i>World History</i> , McDougal Littell (9-10)	2006-2007
Social Studies	<i>U.S. History</i> , McDougal Littell (11)	2006-2007

## Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials	
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	✧
Health	0%
Science Laboratory Equipment (Grades 9-12)	✧

Note: This data was most recently collected and verified in August 2008.

✧ 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 test measures six key fitness areas:

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

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. To protect student privacy, scores are not shown when the number of students tested is 10 or less. Therefore, no data is available for Renaissance Community Day School regarding the California PFT. For more information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).



## California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Renaissance CDS			Brawley UHSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	11%	19%	6%	33%	36%	37%	42%	43%	46%
Mathematics	0%	0%	0%	12%	12%	16%	40%	40%	43%
Science	❖	❖	❖	31%	23%	33%	35%	38%	46%
History-Social Science	❖	❖	❖	28%	28%	31%	33%	33%	36%



## California Standards Tests

For the 2008 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 were also able to take end-of-course tests in science and history-social science if they were enrolled in the corresponding courses.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science. For a complete report on all groups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

## CST Student Group Results: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
Group	Spring 2008 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	0%	0%	❖	❖
Female	❖	❖	❖	❖
Economically Disadvantaged	7%	0%	❖	❖
English Learners	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖
Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	6%	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.



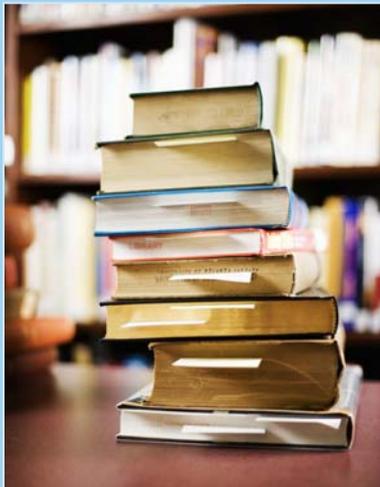


## Adequate Yearly Progress

NCLB 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
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school made AYP overall and met each of the AYP criteria for 2007-08. For a detailed report on AYP, please visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).



**Testing Note:** Assessment data are reported only for numerically significant groups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other groups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

## Adequate Yearly Progress

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

## 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, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." No statewide API Rank or Similar School API Rank is available for Renaissance Community Day School. The 2007-08 API Score for Renaissance Community Day School was 407. 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. Therefore, no group data is available for Renaissance Community Day School. For more detailed information, please visit [www.cde.ca.gov/ta/ac/ap](http://www.cde.ca.gov/ta/ac/ap).

## 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.

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.

Ten Regional Occupation Program (ROP) programs are offered through the Brawley UHSD 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. Brawley UHSD offers the following ROP programs:

- ROP Graphic Arts
- ROP Theatre
- ROP Nursing
- 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.



## Career Technical Education Participation

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

Career Technical Education Data	
	07-08
# of Pupils Participating in CTE	0
% of Pupils Who Complete a CTE Program and Earn a High School Diploma	0%
% of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	0%

## 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/>.

University of California and California State University Admission	
UC/CSU Course Measure	07-08
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	100.0%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	◆

◆ Information not available.

## Graduates and Dropouts

The table displays the one-year dropout rates and graduation rates for the school, district, and state for the most recent three-year period for which data is available.

	Graduates and Dropouts								
	Renaissance CDS			Brawley UHSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
Graduation Rate	92.4%	93.7%	93.4%	92.4%	93.7%	93.4%	85.0%	83.0%	79.5%
Dropout Rate	0.0%	0.0%	11.8%	0.9%	1.9%	2.9%	3.1%	3.5%	4.4%

## Courses Required for UC/CSU Admission

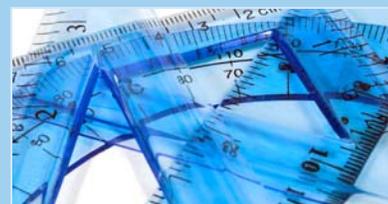
**University of California:** Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college 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 general admissions requirements please visit the University of California Web site at [www.universityofcalifornia.edu/admissions/general.html](http://www.universityofcalifornia.edu/admissions/general.html).

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## Courses Required for UC/CSU Admission

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**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](http://www.calstate.edu/admission).



## Advanced Placement Courses

No information is available for Renaissance Community Day School regarding Advanced Placement courses.



## 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 in a category 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		
	05-06	06-07	07-08	05-06	06-07	07-08
<b>Renaissance CDS</b>	❖	❖	❖	❖	❖	❖
<b>Brawley UHSD</b>	49.0%	40.0%	47.1%	40.8%	40.1%	43.5%
<b>California</b>	51.1%	48.6%	52.9%	46.8%	49.9%	51.3%

❖ 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

The table shows the percentage of students (that began the 2007-08 school year in the 12th grade) who met all state and local graduation requirements for grade 12 completion, 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 detailed information, please visit [www.cde.ca.gov/ta/tg/hs](http://www.cde.ca.gov/ta/tg/hs).

## Completion of High School Graduation Requirements

Completion of High School Graduation Requirements		
Group	Graduating Class of 2008	
	Renaissance CDS	Brawley UHSD
<b>All Students</b>	0%	84%
<b>Economically Disadvantaged</b>	0%	51%
<b>English Learners</b>	0%	71%
<b>Students with Disabilities</b>	0%	55%
<b>African American</b>	0%	56%
<b>American Indian or Alaska Native</b>	0%	0%
<b>Asian</b>	0%	0%
<b>Filipino</b>	0%	100%
<b>Hispanic or Latino</b>	0%	85%
<b>Pacific Islander</b>	0%	0%
<b>White</b>	0%	88%



## Teacher Qualifications

Teacher Credential Information				
	Brawley UHSD	Renaissance CDS		
Teachers	07-08	05-06	06-07	07-08
With Full Credential	64	0	0	0
Without Full Credential	19	1	1	1
Teaching Outside Subject Area of Competence		0	0	0



### Teacher Qualifications

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

## Teacher Misassignments and Vacant Teacher Positions

The 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		
	06-07	07-08	08-09
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

No Child Left Behind (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 2007-08 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Renaissance CDS	100.0%	0.0%
All Schools in District	87.7%	12.3%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	◆	◆

◆ Information not available.

## Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.0	0.0



### School Support Staff

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

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 0.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.0
- Resource Specialist (non-teaching) 0.0
- Other 0.0



## 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:

- ROP
- Special Education
- Staff Development, Title I
- Economic Impact Aid (EIA)
- Instructional materials
- Gifted and Talented Education (GATE)
- Tenth Grade Counseling
- Peer Assistance
- School Improvement Program (SIP)
- Home-to-School Transport
- Parenting Enhancement Programs
- Career Technical Education Funds
- After School Tutoring Program
- Carl Perkins Funds
- Two supplemental counselors
- California High School Exit Examination (CAHSEE) Intervention



**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 December 2008.

## Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach 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 that they don't meet AYP, they advance to the next level of intervention. The table displays the 2008-09 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

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

✧ Not applicable.

## Financial Information

The data displayed is from the 2006-07 school year because 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.

District Salary Information — Does not include benefits		
Range	Brawley UHSD	Similar Sized District
<b>Beginning Teacher Salary</b>	\$42,771	\$40,408
<b>Mid-Range Teacher Salary</b>	\$73,780	\$64,309
<b>Highest Teacher Salary</b>	\$97,839	\$83,070
<b>Average Principal Salary</b>	\$109,188	\$111,434
<b>Superintendent Salary</b>	\$140,000	\$145,352
<b>% of Budget for Teacher Salaries</b>	40.4%	36.9%
<b>% of Budget for Administrative Salaries</b>	5.8%	6.1%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
<b>Renaissance CDS</b>	\$9,145	\$9,145	\$0	\$56,470
<b>Brawley UHSD</b>			\$5,882	\$69,279
<b>California</b>			\$5,300	\$64,657
<b>% Difference Between School and District</b>			*	-22.7%
<b>% Difference Between School and California</b>			*	-14.5%

\* A percentage cannot be calculated when one of the numbers is 0 (site unrestricted sources per pupil).