



2011-12 School Accountability Report Card — Published During the 2012-13 School Year

109 West Magnolia Brawley, CA 92227
Phone: (760) 312-5104 Fax: (760) 344-7425

GRADES 9-12
www.brawleyhigh.org

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.

Mission Statement

Our mission is to provide a safe and secure learning environment for all students focusing on student achievement through high quality instruction. This will be accomplished through a shared commitment by the Board, staff and community.

Vision Statement

To prepare students to become productive citizens, the Board of Education is committed to increasing student achievement through the implementation of standards-based instructional programs delivered by a high quality staff and clearly identified performance benchmarks.

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 with the school, contact Antonio Munguia, Principal, at (760) 312-5110 or tmunguia@brawleyhigh.org.

School Safety

A revised Comprehensive School 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 March 2012. The 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 School Safety Plan is available to the community in the Main/Principal's 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

Dr. Hasmik Danielian, Superintendent

480 North Imperial Avenue
Brawley, CA 92227

Phone: (760) 312-5819

Fax: (760) 344-9520

www.brawleyhigh.org

School Accountability Report Card

Governing Board

Ralph Fernandez
President

Helen Noriega
Vice President

Cecilia Dial
Trustee

Rusty Garcia
Trustee

Carol Sassie
Clerk

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.





California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in tenth grade and have multiple chances to retake the test if the student does not pass the first time. 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 two sections: English-language arts and Math. For the purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient.

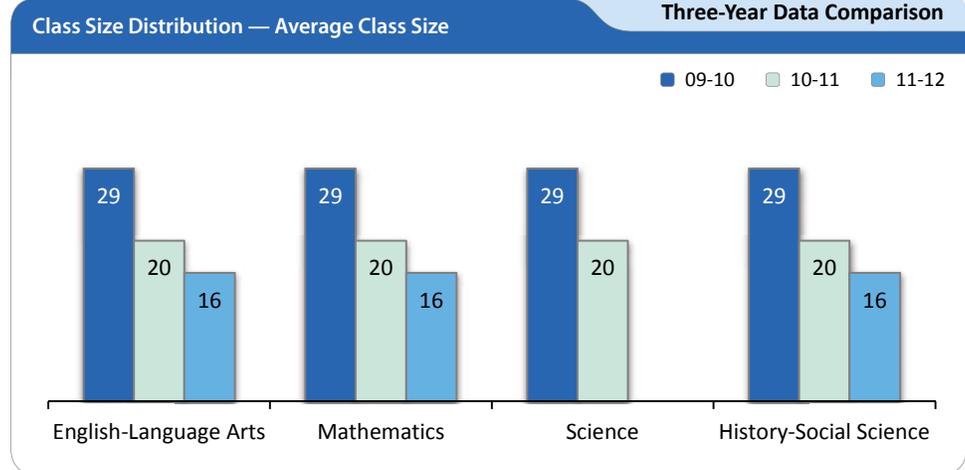
The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note: The score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

District CAHSEE Results: English-Language Arts and Mathematics

This table displays the percentage of students, by subject, achieving at each performance level in English-language arts and mathematics for the most recent testing period for the district. School 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, only district scores are displayed.

Class Size

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Class Size Distribution — Number of Classrooms by Size Three-Year Data Comparison

Subject	09-10			10-11			11-12		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts		1		1			1		
Mathematics		1		1			1		
Science		1		1					
History-Social Science		1		1			2		

California High School Exit Exam Results

Students Scoring at Proficient or Advanced Levels Three-Year Data Comparison

	English-Language Arts			Mathematics		
	09-10	10-11	11-12	09-10	10-11	11-12
Renaissance CDS	9%	❖	❖	0%	❖	❖
Brawley UHSD	49%	56%	56%	46%	50%	59%
California	54%	59%	56%	54%	56%	58%

District CAHSEE Results: English-Language Arts and Mathematics

Students Achieving at Each Performance Levels 2011-12 School Year

	All Students in the District		
	Not Proficient	Proficient	Advanced
English-Language Arts	44%	29%	28%
Mathematics	41%	41%	19%

❖ 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.

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status		2012-13 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			08/27/2012
Date of the Most Recent Completion of the Inspection Form			08/31/2012

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2012-13 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Electrical	Lights Out; Bulbs replaced as needed.	

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 groundkeepers 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.

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 2012-13 school year, the District budgeted \$109,765 for the Deferred Maintenance Program. This represents 0.5% of the District's general fund budget.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **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

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 *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT 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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. 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. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

"The Renaissance Community Day School Program plays an important part in the education of Brawley Union High School District students."

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2012-13 School Year	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2012-13 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook	
2012-13 School Year	
Data Collection Date	08/2012

Textbooks and Instructional Materials

Brawley Union High School District held a Public Hearing on October 10, 2012, 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.

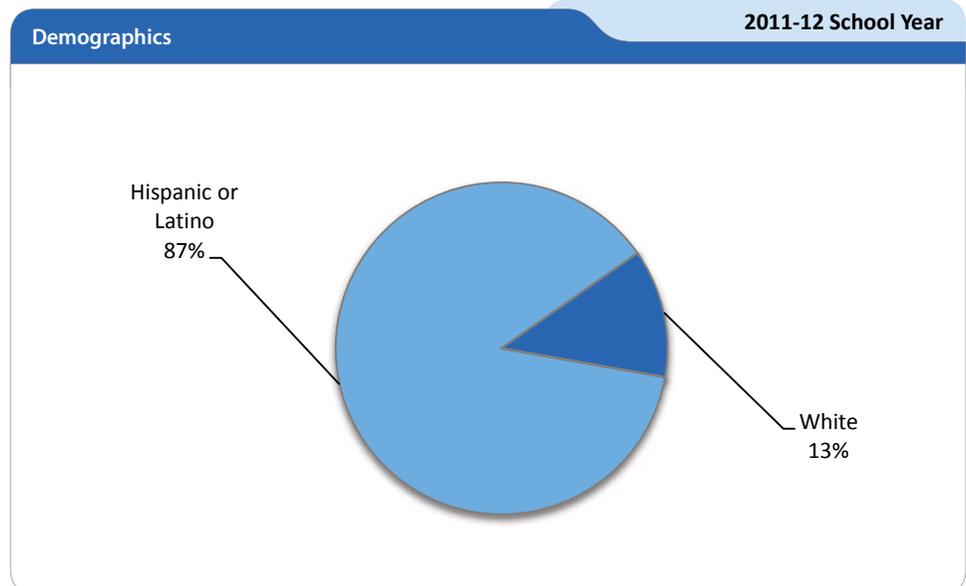
Brawley Union High School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and 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, audio libraries, films, and videotapes.

Textbooks and Instructional Materials List			2012-13 School Year
Subject	Textbook	Adopted	
English-Language Arts	Pearson (9-12)		2010-11
Mathematics	Algebra I, McDougal Littell (9-12)		2006-07
Mathematics	Algebra II, McDougal Littell (9-12)		2006-07
Mathematics	Geometry, McDougal Littell (9-12)		2006-07
Science	Biology, Pearson/Prentice Hall (9-12)		2007-08
Science	Environmental Science, Holt (9-12)		2007-08
Social Studies	World History, McDougal Littell (10)		2006-07
Social Studies	U.S. History, McDougal Littell (11)		2006-07

Enrollment and Demographics

The total enrollment at the school was 16 students for the 2011-12 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of September 2012.

STAR Results for All Students

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **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 show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Subject	Three-Year Data Comparison										
	Students Scoring at Proficient or Advanced Levels			Renaissance CDS			Brawley UHSD			California	
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12		
English-Language Arts	20%	19%	14%	39%	42%	44%	52%	54%	56%		
Mathematics	0%	5%	0%	20%	25%	21%	48%	50%	51%		
Science	9%	❖	❖	32%	48%	61%	54%	57%	60%		
History-Social Science	7%	❖	❖	35%	40%	41%	44%	48%	49%		

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

Group	Spring 2012 Results			
	Students Scoring at Proficient or Advanced Levels	English-Language Arts	Mathematics	Science
All Students in the District	44%	21%	61%	41%
All Students at the School	14%	❖	❖	❖
Male	❖	❖	❖	❖
Female	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	14%	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	15%	❖	❖	❖
English Learners	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ 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 aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: 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 more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



API Testing

Assessment data is 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 STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

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 API 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. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index

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

The annual API reporting cycle consists of the Base and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2011 Base API is calculated from results of statewide testing in spring 2011, but the results are not released until May 2012). Growth API, calculates test results in the same fashion and with the same indicators as the Base API but from test results of the following year (e.g. The 2012 Growth API is calculated from results of statewide testing in spring 2012 and released in September 2012). The year of the API corresponds to the year of testing. Therefore, for the 2011-12 API reporting cycle, the 2011 Base indicator and 2012 Growth indicator are used. To represent how much a school's API changed from 2011-12 (known as the 2011-12 API Growth), the 2011 Base API is subtracted from the 2012 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/info-guide12.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf.

API Ranks

API Ranks	Three-Year Data Comparison		
	2009	2010	2011
Statewide API Rank	*	*	*
Similar Schools API Rank	*	*	*

API Growth by Student Group

This table displays, by student group, first, the 2012 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group	2012 Growth API and Three-Year Data Comparison								
	2012 Growth API						Renaissance CDS – Actual API Change		
	Renaissance CDS		Brawley UHSD		California		09-10	10-11	11-12
Group	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	○	○	1,294	744	4,664,264	788	○	○	○
Black or African American	○	○	15	703	313,201	710	○	○	○
American Indian or Alaska Native	○	○	0	■	31,606	742	○	○	○
Asian	○	○	10	■	404,670	905	○	○	○
Filipino	○	○	6	■	124,824	869	○	○	○
Hispanic or Latino	○	○	1,120	731	2,425,230	740	○	○	○
Native Hawaiian or Pacific Islander	○	○	0	■	26,563	775	○	○	○
White	○	○	132	839	1,221,860	853	○	○	○
Two or More Races	○	○	11	800	88,428	849	○	○	○
Socioeconomically Disadvantaged	○	○	868	712	2,779,680	737	○	○	○
English Learners	○	○	489	658	1,530,297	716	○	○	○
Students with Disabilities	○	○	81	456	530,935	607	○	○	○

■ Data are reported only for numerically significant groups.

* For the previous three years, there were fewer than 11 valid Standardized Testing and Reporting (STAR) test scores.

○ Renaissance Community Day School had fewer than 11 valid 2012 STAR test scores. No reliable API can be calculated with so few scores.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these 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 met each of the AYP criteria and made overall AYP for 2011-12. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria		2011-12 School Year		
	Renaissance CDS		Brawley UHSD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API	**		Yes	
Graduation Rate	▲		Yes	

Federal Intervention Program

Districts and schools receiving Title I funding that 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) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2012-13 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		2012-13 School Year	
	Renaissance CDS	Brawley UHSD	
Program Improvement Status	Not In PI	In PI	
First Year of Program Improvement	◇	2010-2011	
Year in Program Improvement	◇	Year 3	
Number of Schools Identified for Program Improvement		2	
Percent of Schools Identified for Program Improvement		66.70%	

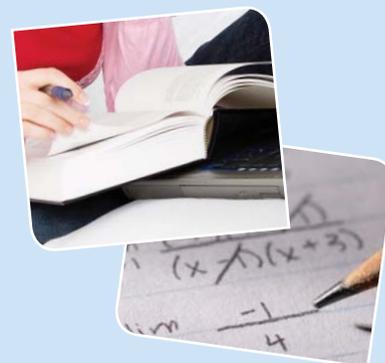
- * The API indicator for AYP cannot be determined when there are fewer than 50 valid test scores.
- ▲ The school is not required to meet the graduation rate criteria for AYP because there were fewer than 50 students in the graduation denominator (graduates plus dropouts).
- ◇ Not applicable.

Professional Development

The major areas of focus for staff development include curriculum and instruction, school discipline and safety, technology, student assessment and data analysis, 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 2009-10 school year, we devoted five days to professional development. For the 2010-11 and 2011-12 school years, we devoted three days to professional development.



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

"Encourage broad-based representation in the decision-making process."

Career Technical Education Participation

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

Career Technical Education Data	
2011-12 Participation	
Number of Pupils Participating in CTE	0
Percentage of Pupils Who Completed a CTE Program and Earned 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%



Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please note, a new method for calculating graduation and dropout rates was implemented starting with the class of 2010. The new rates should not be compared to data from previous years. Please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Career Technical Education Programs

Career Path preparation begins in elementary school, where students are introduced to careers through guest speakers, field trips, job shadowing, work-based activities, and career days which focus on the five Brawley Union High School career pathways.

Ninth graders are provided the opportunity to enroll in Introduction to Computers, where they learn Internet career research through Career Locker and produce their first resume. Through tenth grade advisement, students select their initial career pathway and complete a second career-interest inventory. Students may select from a total of 21 career pathway classes (including ROP programs) in the industry sector such as: Agriculture and Natural Resources, Arts and Communications, Information Technology, Health Science and Medical Technology, Education Child Development and Family Services, Marketing and Sales, Building Trades and Construction, and Manufacturing and Product Development.

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.

BUHSD offers several CTE courses to its student population. The following courses are offered at BUHS:

- Animal Science
- Plant Science
- Medical Terminology
- Graphic Arts
- Marketing
- Drafting
- Introduction to Agriculture
- Environmental Agriculture
- Advanced Computerized Applications
- Parenting
- Pre-School
- Developmental Psychology
- Electronics

In conjunction with CTE courses, BUHSD offers nine Regional Occupation Program (ROP) programs that 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. BUHS District offers the following ROP programs:

- ROP Graphic Arts
- ROP Stage and Theatre
- ROP Nursing
- ROP Landscape
- ROP Office Occupations
- ROP General Construction
- ROP Welding
- ROP Careers with Children
- ROP Retail Trades

BUHSD's CTE Advisory Committee is comprised of shareholders including: BUHSD Superintendent, Principal, Deputy Principal, Director of Special Education, Career Specialist, CTE Teachers, Counselors, Students, Parents, Imperial Valley Regional Occupational Program Superintendent and Staff, Community Business Partners, Workforce Investment Board, WIB Director, and the Imperial Valley Regional Occupational Advisory Committee.

The primary representative of the District's Career Technical Education Advisory Committee is Antonio Munguia who can be reached at (760) 312-5110.

Graduates and Dropouts

Graduation and Dropout Rates	Three-Year Data Comparison					
	Graduation Rate			Dropout Rate		
	08-09	09-10	10-11	08-09	09-10	10-11
Renaissance CDS	⌘	❖	❖	⌘	12.90%	10.90%
Brawley UHSD	⌘	82.75%	87.30%	⌘	12.90%	10.90%
California	⌘	74.72%	76.26%	⌘	16.6%	14.4%

❖ 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.

⌘ The 2008-09 graduation and dropout rates are not displayed because they are based on a different method of calculation and cannot be compared to the data using the new cohort calculation method.

Completion of High School Graduation Requirements

This table shows the percentage of students (who began the 2011-12 school year in the 12th grade) who met all 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.

Completion of High School Graduation Requirements		Graduating Class of 2012	
Group	Renaissance CDS	Brawley UHSD	
All Students	❖	92.2%	
Black or African American	❖	❖	
American Indian or Alaska Native	❖	❖	
Asian	❖	❖	
Filipino	❖	❖	
Hispanic or Latino	❖	96.2%	
Native Hawaiian or Pacific Islander	❖	❖	
White	❖	97.4%	
Two or More Races	❖	❖	
Socioeconomically Disadvantaged	❖	90.2%	
English Learners	❖	88.2%	
Students with Disabilities	❖	88.9%	

Admission Requirements for California's Public Universities

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 course 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 UC Admissions Information Web page at www.universityofcalifornia.edu/admissions. (Outside source)

California State University: Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU Web page at www.calstate.edu/admission/admission.shtml. (Outside source)

❖ 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.



Advanced Placement Courses

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



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, visit <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Admission Data	
2010-11 and 2011-12 School Years	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2011-12	59.30%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2010-11	0.00%

"Involve parents in their child's education."

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2011-12 School Year	
Academic Counselors	
FTE of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	◇
Support Staff	
FTE	
Social/Behavioral or Career Development Counselors	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.01



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	Three-Year Data Comparison			
	Brawley UHSD	Renaissance CDS		
Teachers	11-12	09-10	10-11	11-12
With Full Credential	80	1	1	1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		1	1	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	Three-Year Data Comparison		
	Renaissance CDS		
Teachers	10-11	11-12	12-13
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	1	1	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 2011-12 school year. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tg.

No Child Left Behind Compliant Teachers	2011-12 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Renaissance CDS	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

NCLB Note

High-poverty schools are defined as those schools with student participation of approximately 40% 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.

◇ Not applicable.

Financial Data

The financial data displayed in the SARC is from the 2010-11 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.

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	2010-11 Fiscal Year	
	Brawley UHSD	Similar Sized District
Beginning Teacher Salary	◇	\$41,866
Mid-Range Teacher Salary	◇	\$66,197
Highest Teacher Salary	◇	\$85,232
Average Principal Salary	◇	\$116,591
Superintendent Salary	◇	\$151,264
Teacher Salaries — Percent of Budget	44%	36%
Administrative Salaries — Percent of Budget	7%	6%

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	2010-11 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Renaissance CDS	\$1,061	\$68,195
Brawley UHSD	\$5,970	\$73,667
California	\$5,455	\$57,019
School and District — Percent Difference	-462.7%	-8.0%
School and California — Percent Difference	-414.2%	+16.4%

◇ Information not available.

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	
2010-11 Fiscal Year	
Total Expenditures Per Pupil	\$9,841
Expenditures Per Pupil From Restricted Sources	\$8,780
Expenditures Per Pupil From Unrestricted Sources	\$1,061
Annual Average Teacher Salary	\$68,195



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 and Expulsion Rates			
Renaissance CDS			
	09-10	10-11	11-12
Suspension Rates	0.071	0.400	0.250
Expulsion Rates	0.000	0.000	0.000
Brawley UHSD			
	09-10	10-11	11-12
Suspension Rates	0.254	0.215	0.194
Expulsion Rates	0.006	0.004	0.006

"Foster shared responsibility among students, parents, and staff."

Renaissance Community Day School

2011-12 School Accountability Report Card — Published During the 2012-13 School Year

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on 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. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx. Per *Education Code* Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of November 29, 2012.

School Accountability Report Card

PUBLISHED BY:



School
Innovations
& Achievement

www.sia-us.com | 800.487.9234