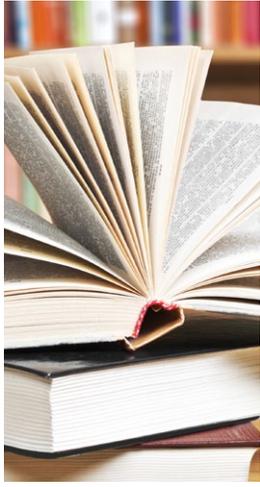


SARC



OUR
MESSAGE



OUR
TEACHERS

OUR
SCHOOL

Renaissance Community Day School

2014-15
School Accountability Report Card
Published in 2015-16

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CDS Code: 13-63081-1330141

Para español, visita:
www.brawleyhigh.org

School Mission Statement

The mission of Renaissance is to provide opportunities to all students to meet the requirements needed to graduate as well as create an atmosphere and model the behaviors needed for students to become responsible citizens in their community.

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 are conducive to the following:

- Involving parents in their child's education
- Fostering shared responsibility among students, parents and staff
- Linking families with school and community resources
- Encouraging 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 Principal Antonio Munguia 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 last updated in March 2015 and will be reviewed again in March 2016. 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 students and staff safe and secure. The School Safety Plan is available to the community in the main office and principal's office. The Safety Committee meets monthly to monitor implementation of the plan.

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 and 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 Pivot Learning Partners.

Professional Development Days

Three-Year Data

	2013-14	2014-15	2015-16
Renaissance CDS	3 days	3 days	3 days

School Accountability Report Card

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.



Governing Board

Gabriel Contreras

Board President

Ralph Fernandez

Board Vice-President

Carol Sassie

Clerk of the Board

Rosendo (Rusty) Garcia

Trustee

Patricia Wilson

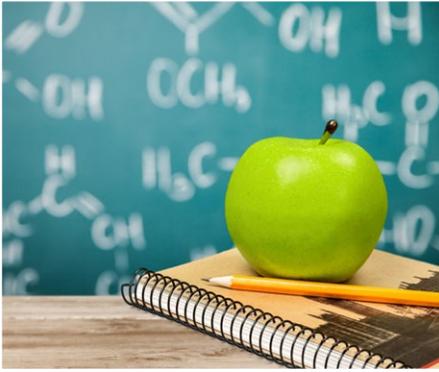
Trustee

District 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.

District 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.

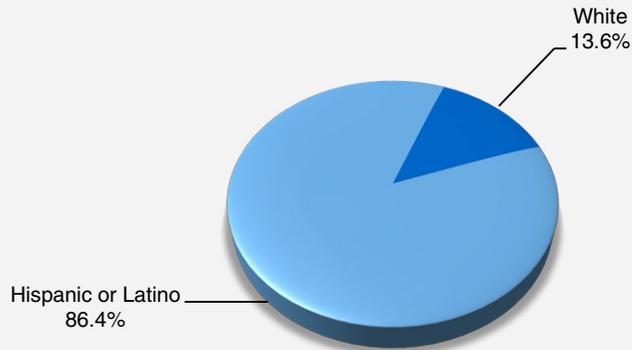


Enrollment by Student Group

The total enrollment at the school was 22 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

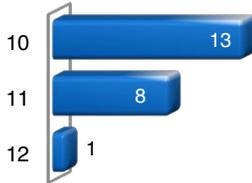
2014-15 School Year



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

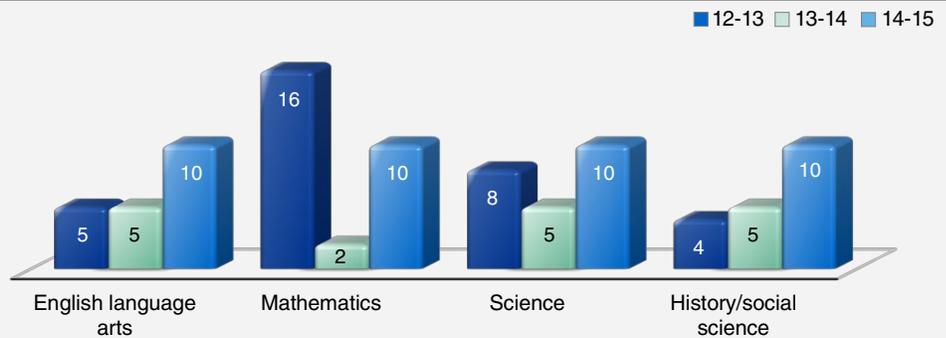
Renaissance CDS			
	12-13	13-14	14-15
Suspension rates	37.5%	12.5%	0.0%
Expulsion rates	0.0%	4.2%	0.0%
Brawley UHSD			
	12-13	13-14	14-15
Suspension rates	12.4%	10.8%	8.0%
Expulsion rates	0.8%	1.2%	0.6%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

Class Size Distribution

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.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

Subject	2012-13			2013-14			2014-15		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	3			2			2		
Mathematics	1			2			2		
Science	2			2			2		
History/social science	4			2			2		

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2014-15 School Year	
	Renaissance CDS	Brawley UHSD	California
Met overall AYP	Yes	No	Yes
Met participation rate:			
English language arts	Yes	Yes	Yes
Mathematics	Yes	No	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	*	*	Yes
Met graduation rate	◇	Yes	Yes

Federal Intervention Program

Schools and districts 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 enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2015-16 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 currently in Program Improvement		1	
Percentage of schools currently in Program Improvement		33.30%	

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

* Not applicable. This AYP indicator is only applicable for schools or districts that enrolled 30 or more students in Transitional Kindergarten through grade eight (TK-8) on Fall Census Day.

◇ Information is not available at this time.

◇ Not applicable. The school is not in Program Improvement.



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. The 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. There were no 9th grade students enrolled at Renaissance Community Day School during the 2014-15 school year, therefore no data is shown. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.



California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). 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 CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

Due to low enrollment CAASPP test scores by student group are not shown. When the number of students tested is 10 or fewer, scores are not displayed either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Subject	Students Scoring at Proficient or Advanced Levels						Three-Year Data		
	Renaissance CDS			Brawley UHSD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	27%	❖	16%	45%	48%	37%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Group	2014-15 School Year
All students in the district	37%
All students at the school	16%
Male	❖
Female	❖
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	❖
Native Hawaiian or Pacific Islander	❖
White	❖
Two or more races	❖
Socioeconomically disadvantaged	❖
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖
Foster youth	◇

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Subject	Percentage of Students Meeting or Exceeding State Standards		
	Renaissance CDS	Brawley UHSD	California
English language arts/literacy	❖	28%	44%
Mathematics	❖	10%	33%

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

◇ Information is not available at this time.



"The safety of students and staff is a primary concern of Renaissance Community Day School."



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 grade 10 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 mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient and Not Proficient. *

California High School Exit Exam Grade 10 Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note that the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement. Scores are not shown when the number of students tested is 10 or fewer, 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.

Students Scoring at Proficient or Advanced Levels	Three-Year Data					
	English Language Arts			Mathematics		
	12-13	13-14	14-15	12-13	13-14	14-15
Renaissance CDS	25%	❖	❖	23%	❖	❖
Brawley UHSD	50%	50%	50%	52%	52%	53%
California	57%	56%	58%	60%	62%	59%

District CAHSEE Grade Ten 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 fewer, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, only district scores are displayed.

Students Scoring at Proficient or Advanced Levels	2014-15 School Year		
	All Students in the District		
	Not Proficient	Proficient	Advanced
English-Language Arts	50%	23%	27%
Mathematics	47%	37%	16%

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

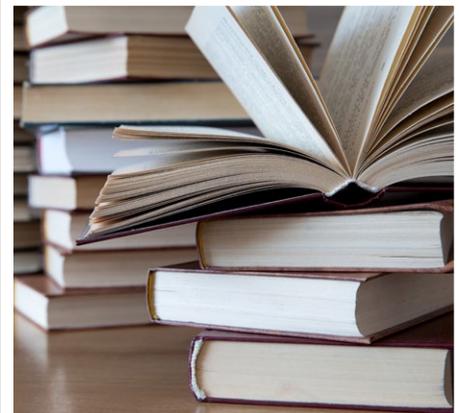
* Due to Senate Bill 172 passed in July 2015, the CAHSEE has been suspended through the 2017-18 school year.



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 D. Perkins Vocational and Technical Education Act Funds
- Economic Impact Aid (EIA)
- Instructional Materials
- Home-to-School Transport
- Migrant Education
- California High School Exit Examination (CAHSEE) Intervention
- Regional Occupational Program (ROP)



Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit <http://data1.cde.ca.gov/dataquest>.

UC/CSU Admission	
Renaissance CDS	
2013-14 and 2014-15 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2013-14	100.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2012-13	0.00%

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 <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. 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.

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 résumé. Through 10th 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 Workforce Investment Act training, and Migrant Education work experience.

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
- Preschool
- Developmental Psychology
- Electronics

In conjunction with CTE courses, BUHSD offers nine ROP programs that are offered through the district and comprise a significant component of the CTE 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. BUHSD 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
- ROP Corrections

BUHSD's CTE Advisory Committee consists of shareholders including BUHSD's 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), 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, and he can be reached at (760) 312-5110.

Career Technical Education Participation

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

Career Technical Education Data	
Renaissance CDS	
2014-15 Participation	
Number of pupils participating in CTE	0
Percentage of pupils who completed a CTE program and earned a high school diploma	0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%





Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class 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. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements, divided by, the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results can include percentages over 100% if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ta/tg/hs.



Completion of High School Graduation Requirements

Graduating Class of 2014

Group	Renaissance CDS	Brawley UHSD	California
All students	❖	91.38%	84.60%
Black or African-American	❖	150.00%	76.00%
American Indian or Alaska Native	❖	❖	78.07%
Asian	❖	100.00%	92.62%
Filipino	❖	100.00%	96.49%
Hispanic or Latino	❖	91.22%	81.28%
Native Hawaiian or Pacific Islander	❖	❖	83.58%
White	❖	94.12%	89.93%
Two or more races	❖	75.00%	82.80%
Socioeconomically disadvantaged	❖	93.50%	81.36%
English learners	❖	76.92%	50.76%
Students with disabilities	❖	96.43%	61.28%
Foster youth	❖	❖	❖

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Graduation and Dropout Rates

Three-Year Data

	Graduation Rate			Dropout Rate		
	11-12	12-13	13-14	11-12	12-13	13-14
Renaissance CDS	❖	❖	❖	❖	❖	❖
Brawley UHSD	89.33%	92.97%	92.96%	8.20%	5.90%	5.40%
California	78.87%	80.44%	80.95%	13.10%	11.40%	11.50%

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

❖ Information is not available at this time.

Advanced Placement Courses

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



Quality of Textbooks

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

Quality of Textbooks	
2015-16 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
Do all students, 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 Textbooks	
2015-16 School Year	
Data collection date	
	10/2015

Textbooks and Instructional Materials

Brawley Union High School District held a Public Hearing in October 2015, and determined the district has sufficient and good-quality textbooks, instructional materials and science lab equipment pursuant to the settlement of Williams vs. 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 District sets a high priority upon ensuring 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 Board of Education Content Standards and Frameworks and have been approved by the district's board of trustees.

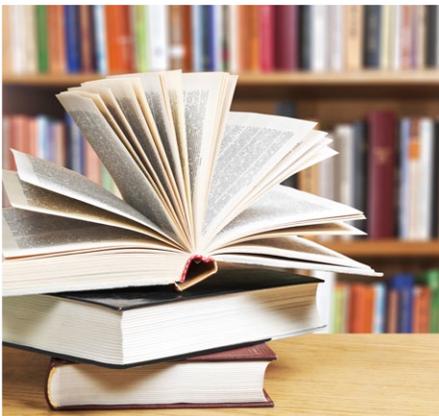
Brawley Union High School District follows the Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following 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		2015-16 School Year
Subject	Textbook	Adopted
English language arts	Pearson (9-12)	2010-11
Mathematics	<i>Algebra 1</i> , McDougal Littell (9-12)	2006-07
Mathematics	<i>Algebra 2</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 (10)	2006-07
Social studies	U.S. History, McDougal Littell (11)	2006-07

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		2015-16 School Year
		Percentage Lacking
Renaissance CDS		
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%





"Renaissance Community Day School is committed to promoting parent, community and business partnerships."



School Facility Items Inspected

The table shows 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 and 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

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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2015-16 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			8/17/2015
Date of the most recent completion of the inspection form			8/17/2015

School Facilities

Renaissance Community Day School was built in 1986 and consists 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 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 percent of the student restrooms were in good working order.

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



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-serve 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.

"We seldom have more than 25 students, and we are able to provide them with a considerable amount of individual instruction."





"Renaissance Community Day School is committed to promoting parent, community and business partnerships."

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	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	0
Average number of students per academic counselor	◇
Support Staff	
	FTE
Social/behavioral or career development counselors	0
Library media teacher (librarian)	0
Library media services staff (paraprofessional)	0
Psychologist	0
Social worker	0
Nurse	0
Speech/language/hearing specialist	0
Resource specialist (nonteaching)	0

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Brawley UHSD	Renaissance CDS		
Teachers	15-16	13-14	14-15	15-16
With full credential	79	1	1	1
Without full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	1	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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 teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Renaissance CDS		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Renaissance CDS	25.00%	75.00%
All schools in district	96.32%	3.68%
High-poverty schools in district	96.32%	3.68%
Low-poverty schools in district	◇	◇

◇ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2013-14 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 detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

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	2013-14 Fiscal Year	
	Brawley UHSD	Similar Sized District
Beginning teacher salary	\$44,661	\$43,455
Midrange teacher salary	\$77,041	\$69,035
Highest teacher salary	\$102,164	\$89,886
Average high school principal salary	\$124,376	\$121,551
Superintendent salary	\$166,400	\$158,898
Teacher salaries: percentage of budget	39%	35%
Administrative salaries: percentage of budget	6%	6%

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data Comparison

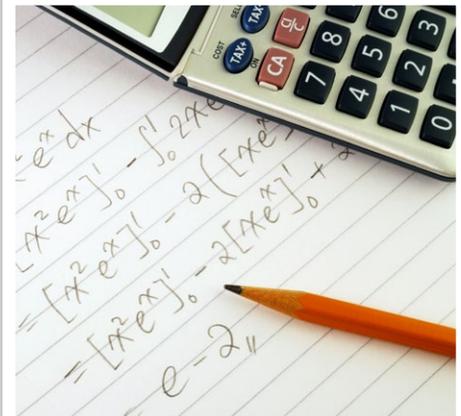
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Renaissance CDS	\$25,053	\$87,095
Brawley UHSD	\$2,272	\$81,711
California	\$5,348	\$72,798
School and district: percentage difference	+1002.9%	+6.6%
School and California: percentage difference	+368.5%	+19.6%

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	
2013-14 Fiscal Year	
Total expenditures per pupil	\$25,531
Expenditures per pupil from restricted sources	\$478
Expenditures per pupil from unrestricted sources	\$25,053
Annual average teacher salary	\$87,095



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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 and comparisons of the school to the district, the county and the state, 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. 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 December 2015.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.