

# Renaissance Community Day School

2012-13 School Accountability Report Card — Published During the 2013-14 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.

## 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.

## 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.

## School Mission Statement

Create an atmosphere and model the behaviors needed for students to become responsible citizens in their community.

## 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](mailto: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 2013. 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/principal's office. The Safety Committee meets monthly to monitor implementation of the plan.

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Phone: (760) 312-5104

CDS Code: 13-63081-1330141  
Grades: 9-12

## Governing Board

**Carol Sassie**  
*President*

**Rusty Garcia**  
*Vice President*

**Cecilia Dial**  
*Clerk*

**Ralph Fernandez**  
*Trustee*

**Gabriel Contreras**  
*Trustee*

## Brawley Union High School District

Hasmik Danielian, Superintendent

480 North Imperial Avenue  
Brawley, CA 92227  
Phone: (760) 312-5819

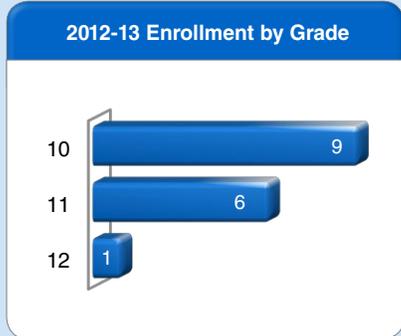
[www.brawleyhigh.org](http://www.brawleyhigh.org)

## 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.

### Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2012-13 school year.



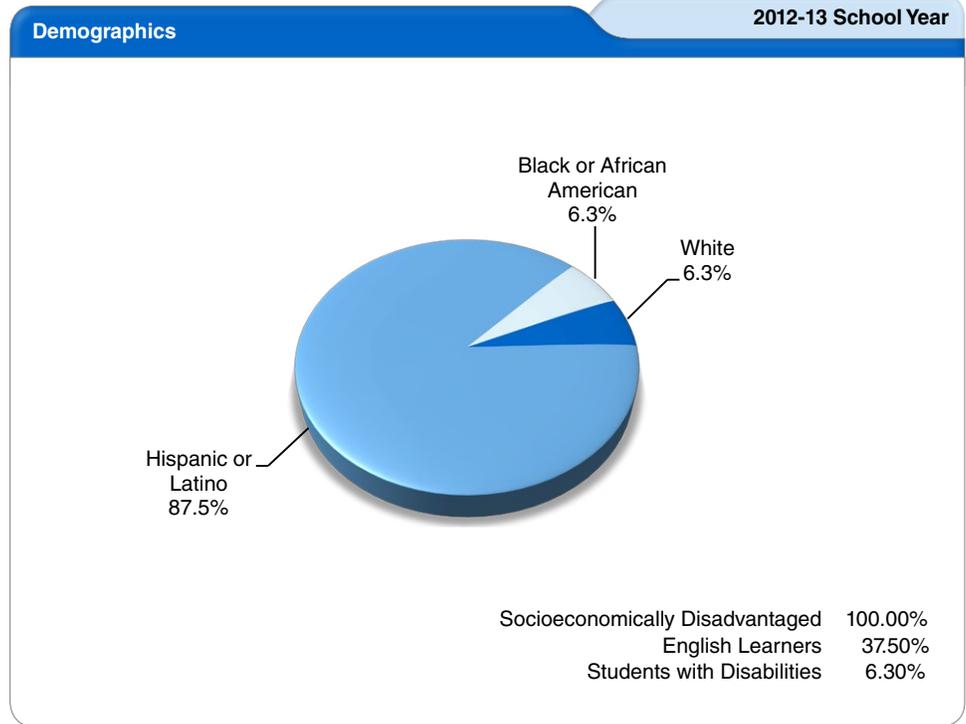
### Suspensions and Expulsions

This table shows the school and district suspension and expulsion rates for the most recent three-year period. Please note, a new method for calculating suspension and expulsion rates was implemented starting in the 2011-12 school year – the rates in 2011-12 and beyond cannot be truly compared to previous rates since they are calculated differently.

Suspension and Expulsion Rates			
Renaissance CDS			
	10-11	11-12	12-13
Suspension Rates	40.0%	8.9%	37.5%
Expulsion Rates	0.0%	0.0%	0.0%
Brawley UHSD			
	10-11	11-12	12-13
Suspension Rates	21.5%	13.7%	12.4%
Expulsion Rates	0.4%	0.5%	0.8%

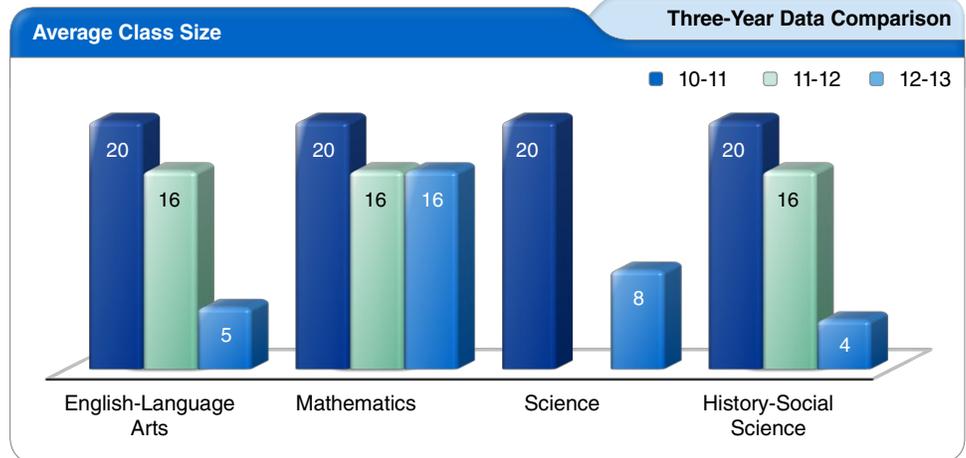
### Enrollment by Student Group

The total enrollment at the school was 16 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.



### 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.



**Number of Classrooms by Size** Three-Year Data Comparison

Subject	10-11			11-12			12-13		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	1			1			3		
Mathematics	1			1			1		
Science	1						2		
History-Social Science	1			2			4		

### STAR Results for All Students

The Standardized Testing and Reporting Program (STAR) results are evaluated and compared to state content 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 who scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Renaissance CDS			Brawley UHSD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	19%	14%	12%	42%	44%	46%	54%	56%	55%
Mathematics	5%	❖	❖	25%	21%	20%	49%	50%	50%
Science	❖	❖	27%	48%	61%	45%	57%	60%	59%
History-Social Science	❖	❖	14%	40%	41%	41%	48%	49%	49%



### Standardized Testing and Reporting Program

The Standardized Testing and Reporting Program (STAR) aims to identify strengths and weaknesses to improve student learning. The 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.

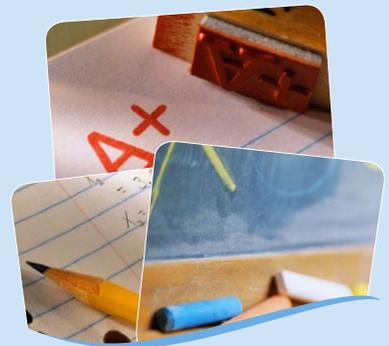
The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan. It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

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 including tests, participation, groups, and scores by grade level, please visit [star.cde.ca.gov](http://star.cde.ca.gov).

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

Students Scoring at Proficient or Advanced Levels	Spring 2013 Results			
Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	46%	20%	45%	41%
All Students at the School	12%	❖	27%	❖
Male	14%	❖	❖	❖
Female	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	12%	❖	27%	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	13%	❖	❖	❖
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.

## 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 API (not published in this SARC) and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2012 Base API is calculated from results of statewide testing in spring 2012, but the results are not released until May 2013). Growth API calculates test results in the same fashion and with the same indicators as the Base API but from test results from the following year (e.g. The 2013 Growth API is calculated from results of statewide testing in spring 2013 and released in September 2013). To represent how much a school's API changed from 2012-13, the 2012 Base API is subtracted from the 2013 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 [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/) for the API information guide and the API overview guide.

## API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from one (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.

API Ranks			
Three-Year Data Comparison			
	2010	2011	2012
Statewide API Rank	*	*	*
Similar Schools API Rank	*	*	*

## API Growth by Student Group

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 scores who make up at least 15 percent of the total valid STAR scores, or (2) at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 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.

Group	2013 Growth API and Three-Year Data Comparison								
	2013 Growth API						Renaissance CDS – Actual API Change		
	Renaissance CDS		Brawley UHSD		California		10-11	11-12	12-13
Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API				
All Students	○	○	1,276	743	4,655,989	790	○	○	○
Black or African American	○	○	9	❖	296,463	708	○	○	○
American Indian or Alaska Native	○	○	1	❖	30,394	743	○	○	○
Asian	○	○	10	❖	406,527	906	○	○	○
Filipino	○	○	2	❖	121,054	867	○	○	○
Hispanic or Latino	○	○	1,035	739	2,438,951	744	○	○	○
Native Hawaiian or Pacific Islander	○	○	0	❖	25,351	774	○	○	○
White	○	○	155	830	1,200,127	853	○	○	○
Two or More Races	○	○	63	587	125,025	824	○	○	○
Socioeconomically Disadvantaged	○	○	863	721	2,774,640	743	○	○	○
English Learners	○	○	426	677	1,482,316	721	○	○	○
Students with Disabilities	○	○	79	488	527,476	615	○	○	○

\* 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.

❖ 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

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:

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 2012-13. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria	2012-13 School Year	
	Renaissance CDS	Brawley UHSD
<b>Met Overall AYP</b>	Yes	No
<b>Met Participation Rate</b>		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
<b>Met Percent Proficient</b>		
English-Language Arts	Yes	No
Mathematics	Yes	No
<b>Met API Criteria</b>	**	No
<b>Met Graduation Rate</b>	▲	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 (API or graduation rate) 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. This table displays the 2013-14 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](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program	2013-14 School Year	
	Renaissance CDS	Brawley UHSD
<b>Program Improvement Status</b>	Not In PI	In PI
<b>First Year of Program Improvement</b>	◇	2010-2011
<b>Year in Program Improvement</b>	◇	Year 3
<b>Number of Schools Identified for Program Improvement</b>		2
<b>Percent of Schools Identified for Program Improvement</b>		66.70%

◇ Not applicable.

\*\* 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).

### 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 PIVOT Learning Partners.

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



### 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*®. 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/](http://www.cde.ca.gov/ta/tg/pf/).



*"Our mission is to provide a safe and secure learning environment for all students focusing on student achievement through high quality instruction."*

### 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	
2012-13 School Year	
<b>Academic Counselors</b>	
FTE of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	◇
<b>Support Staff</b>	
<b>FTE</b>	
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. 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/](http://www.ctc.ca.gov/).

Teacher Credential Information	Three-Year Data Comparison			
	Brawley UHSD	Renaissance CDS		
Teachers	12-13	10-11	11-12	12-13
With Full Credential	74	1	1	1
Without Full Credential	3	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 (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 Comparison		
	Renaissance CDS		
Teachers	11-12	12-13	13-14
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended 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 2012-13 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](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers	2012-13 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Renaissance CDS	63.64%	36.36%
All Schools in District	97.17%	2.83%
High-Poverty Schools in District	97.17%	2.83%
Low-Poverty Schools in District	◇	◇

◇ Not applicable.

### California High School Exit Exam Grade Ten Results

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.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison					
	English-Language Arts			Mathematics		
	10-11	11-12	12-13	10-11	11-12	12-13
<b>Renaissance CDS</b>	❖	❖	25%	❖	❖	23%
<b>Brawley UHSD</b>	56%	57%	50%	50%	59%	52%
<b>California</b>	59%	56%	57%	56%	58%	60%

### 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.

### CAHSEE Grade Ten Results by Student Group: English-Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period. For detailed information regarding the CAHSEE results, visit [cahsee.cde.ca.gov/](http://cahsee.cde.ca.gov/).

Students Achieving at Each Performance Levels	2012-13 School Year					
	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
<b>All Students in the District</b>	50%	25%	26%	48%	35%	17%
<b>All Students at the School</b>	75%	25%	0%	77%	15%	8%
<b>Male</b>	❖	❖	❖	❖	❖	❖
<b>Female</b>	❖	❖	❖	❖	❖	❖
<b>Black or African American</b>	❖	❖	❖	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖	❖	❖
<b>Filipino</b>	❖	❖	❖	❖	❖	❖
<b>Hispanic or Latino</b>	73%	27%	0%	75%	17%	8%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖	❖
<b>White</b>	❖	❖	❖	❖	❖	❖
<b>Two or More Races</b>	❖	❖	❖	❖	❖	❖
<b>Socioeconomically Disadvantaged</b>	73%	27%	0%	75%	17%	8%
<b>English Learners</b>	❖	❖	❖	❖	❖	❖
<b>Students with Disabilities</b>	❖	❖	❖	❖	❖	❖
<b>Students Receiving Migrant Education Services</b>	❖	❖	❖	❖	❖	❖

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



## Career Technical Education Participation

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

Career Technical Education Data	
Renaissance CDS	
2012-13 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%

## 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)
- Instructional Materials
- Home-to-School Transport
- Migrant Education
- California High School Exit Examination (CAHSEE) Intervention
- ROP

## 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 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 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 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. 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 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

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](http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf) for more information.

Graduation and Dropout Rates	Three-Year Data Comparison					
	Graduation Rate			Dropout Rate		
	09-10	10-11	11-12	09-10	10-11	11-12
<b>Renaissance CDS</b>	❖	❖	❖	12.90%	100%	❖
<b>Brawley UHSD</b>	82.75%	87.68%	88.89%	12.90%	10.30%	8.10%
<b>California</b>	74.72%	77.14%	78.73%	16.60%	14.70%	13.10%

❖ 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 Board of Education is committed to increasing student achievement through the implementation of standards-based instructional programs..."*

### Completion of High School Graduation Requirements

This table displays school, District, and California data for the number 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 California High School Exit Exam (CAHSEE) or received a local waiver or State exemption. For more information, please visit [www.cde.ca.gov/ta/tg/hs](http://www.cde.ca.gov/ta/tg/hs).

Completion of High School Graduation Requirements		Graduating Class of 2013	
Group	Renaissance CDS	Brawley UHSD	California
All Students	❖	421	418,598
Black or African American	❖	❖	28,078
American Indian or Alaska Native	❖	❖	3,123
Asian	❖	❖	41,700
Filipino	❖	❖	12,745
Hispanic or Latino	❖	340	193,516
Native Hawaiian or Pacific Islander	❖	❖	2,585
White	❖	57	127,801
Two or More Races	❖	❖	6,790
Socioeconomically Disadvantaged	❖	284	217,915
English Learners	❖	73	93,297
Students with Disabilities	❖	41	31,683

### 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 [admission.universityofcalifornia.edu/](http://admission.universityofcalifornia.edu/).

**California State University:** Eligibility for admission to the 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](http://www.calstate.edu/admission/admission.shtml).

❖ 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 and/or California State University admission for the most recent year for which data is available. For more detailed information, visit [dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest).

UC/CSU Admission	
Renaissance CDS	
2011-12 and 2012-13 School Years	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2012-13	75%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2011-12	0%



### Quality of Textbooks

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

Quality of Textbooks	
2013-14 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 Textbooks	
2013-14 School Year	
Data Collection Date	
	10/2013

### Textbooks and Instructional Materials

Brawley Union High School District held a Public Hearing Oct. 10, 2013, 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 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		2013-14 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

### 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		2013-14 School Year
		Percent 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%

### 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.

School Facility Good Repair Status		2013-14 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Fair
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			08/09/2013
Date of the Most Recent Completion of the Inspection Form			08/09/2013

### Deficiencies and Repairs

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

Deficiencies and Repairs		2013-14 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Restrooms/Fountains	Mirrors in restrooms need repair. Repair made in August 2013.	

### 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 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 (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.



### 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



## 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	
2011-12 Fiscal Year	
<b>Total Expenditures Per Pupil</b>	\$15,469
<b>Expenditures Per Pupil From Restricted Sources</b>	\$13,805
<b>Expenditures Per Pupil From Unrestricted Sources</b>	\$1,664
<b>Annual Average Teacher Salary</b>	\$70,752



## 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

The financial data displayed in this SARC is from the 2011-12 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 CDE Current Expense of Education & Per-pupil Spending Web page at [www.cde.ca.gov/ds/fd/ec/](http://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/](http://www.cde.ca.gov/ds/fd/cs/). To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at [www.ed-data.org](http://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		2011-12 Fiscal Year	
	Brawley UHSD	Similar Sized District	
<b>Beginning Teacher Salary</b>	\$44,661	\$41,956	
<b>Mid-Range Teacher Salary</b>	\$74,544	\$66,299	
<b>Highest Teacher Salary</b>	\$102,164	\$85,517	
<b>Average Principal Salary</b>	\$119,090	\$118,994	
<b>Superintendent Salary</b>	\$166,464	\$156,140	
<b>Teacher Salaries — Percent of Budget</b>	43%	36%	
<b>Administrative Salaries — Percent of Budget</b>	8%	6%	

## 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		2011-12 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
<b>Renaissance CDS</b>	\$1,664	\$70,752	
<b>Brawley UHSD</b>	\$2,012	\$73,082	
<b>California</b>	\$5,537	\$69,602	
<b>School and District — Percent Difference</b>	-17.3%	-3.2%	
<b>School and California — Percent Difference</b>	-69.9%	+1.7%	

◆ Information not available.

## School Accountability Report Card

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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. For further information regarding the data elements and terms used in the SARC see the *2012-13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at [www.cde.ca.gov/ta/ta/ap](http://www.cde.ca.gov/ta/ta/ap). 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 2013.