

Renaissance Community Day School

CDS Code: 13-63081-1330141

190 Magnolia Street Brawley, CA 92227 • Phone: (760) 312-5104 • Grades: 9-12
www.brawleyhigh.org • Antonio Munguia, Principal • Email: tmunguia@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.

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.

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 recently updated in November 2014. 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.

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

Brawley Union High School District

Hasmik Danielian, Superintendent

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

www.brawleyhigh.org

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.



Governing Board

Rusty Garcia
Board President

Cecilia Dial
Board Vice-President

Gabriel Contreras
Clerk of the Board

Ralph Fernandez
Trustee

Carol Sassie
Trustee

2013-14 School Accountability Report Card — Published during the 2014-15 school year

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.

Para español visita:
www.brawleyhigh.org

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).

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

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.



California Assessment of Student Performance and Progress Results: 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.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Renaissance CDS			Brawley UHSD			California		
Subject	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	❖	27%	❖	61%	45%	48%	60%	59%	60%

California Assessment of Student Performance and Progress Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	Spring 2014 Results
Group	Science
All students in the district	48%
All students at the school	❖
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	❖

Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts, mathematics and history/social science. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
Subject	Renaissance CDS			Brawley UHSD			California		
	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%
History/social science	❖	❖	14%	40%	41%	41%	48%	49%	49%

❖ 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.

API Ranks

Schools are ranked in 10 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.

API Ranks			
Three-Year Data Comparison			
	2011	2012	2013
Statewide API Rank	*	*	*
Similar Schools API Rank	*	*	*

Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, 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.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

To learn more about API, please visit www.cde.ca.gov/ta/ac/ap for the API information guide and www.cde.ca.gov/ta/ac/ar/aprfaq.asp for information on the changes to API.

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: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or 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
All students	○	744	790	○	○	○
Black or African-American	○	❖	707	○	○	○
American Indian or Alaska Native	○	❖	742	○	○	○
Asian	○	797	906	○	○	○
Filipino	○	❖	867	○	○	○
Hispanic or Latino	○	732	743	○	○	○
Native Hawaiian or Pacific Islander	○	❖	773	○	○	○
White	○	831	852	○	○	○
Two or more races	○	❖	845	○	○	○
Socioeconomically disadvantaged	○	714	742	○	○	○
English learners	○	672	717	○	○	○
Students with disabilities	○	483	616	○	○	○

❖ 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.
 * 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.

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/.



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

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria	2013-14 School Year	
	Renaissance CDS	Brawley UHSD
Met overall AYP	Yes	No
Met participation rate		
English language arts	Yes	Yes
Mathematics	Yes	Yes
Met percent proficient		
English language arts	Yes	No
Mathematics	Yes	No
Met graduation rate	▲	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. The percent 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.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI 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	2014-15 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		1
Percent of schools identified for Program Improvement		33.30%

◇ Not applicable.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

▲ 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).

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 less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no group data is available for Renaissance Community Day School.

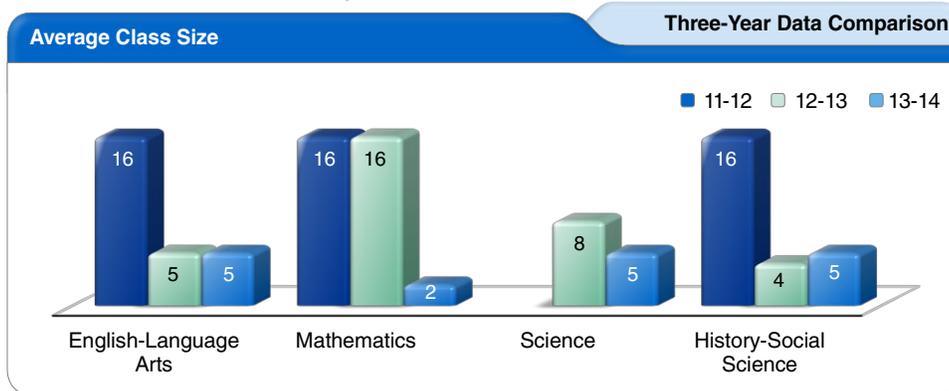
Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison					
	English-Language Arts			Mathematics		
	11-12	12-13	13-14	11-12	12-13	13-14
Renaissance CDS	❖	25%	❖	❖	23%	❖
Brawley UHSD	57%	50%	50%	59%	52%	52%
California	56%	57%	56%	58%	60%	62%

District CAHSEE Grade Ten Results: English-Language Arts and Mathematics

Students Scoring at Proficient or Advanced Levels	2013-14 School Year		
	All Students in the District		
	Not Proficient	Proficient	Advanced
English-Language Arts	50%	26%	23%
Mathematics	48%	33%	19%

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								
	2011-12			2012-13			2013-14		
	Number of Students								
Subject	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	1			3			2		
Mathematics	1			1			2		
Science				2			2		
History/social science	2			4			2		

❖ 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.

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.

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 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.

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			
	11-12	12-13	13-14
Suspension rates	8.9%	37.5%	12.5%
Expulsion rates	0.0%	0.0%	4.2%
Brawley UHSD			
	11-12	12-13	13-14
Suspension rates	13.7%	12.4%	10.8%
Expulsion rates	0.5%	0.8%	1.2%
California			
	11-12	12-13	13-14
Suspension rates	5.7%	5.1%	4.4%
Expulsion rates	0.1%	0.1%	0.1%



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	
2013-14 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%



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
- Preschool
- 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 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 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.

Graduates and Dropouts

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

Graduation and Dropout Rates	Three-Year Data Comparison					
	Graduation Rate			Dropout Rate		
	10-11	11-12	12-13	10-11	11-12	12-13
Renaissance CDS	❖	❖	❖	100%	❖	❖
Brawley UHSD	87.68%	89.33%	92.97%	10.30%	8.20%	5.90%
California	77.14%	78.87%	80.44%	14.70%	13.10%	11.40%

❖ 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.

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

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentage 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. For more information, please visit 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	❖	90.20%	84.56%
Black or African-American	❖	120%	75.90%
American Indian or Alaska Native	❖	❖	77.82%
Asian	❖	100%	92.94%
Filipino	❖	100%	92.20%
Hispanic or Latino	❖	88.09%	80.83%
Native Hawaiian or Pacific Islander	❖	❖	84.06%
White	❖	102.33%	90.15%
Two or more races	❖	133.33%	89.03%
Socioeconomically disadvantaged	❖	86.39%	82.58%
English learners	❖	73.68%	53.68%
Students with disabilities	❖	80.77%	60.31%

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 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.

❖ 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.

UC/CSU Admission	
Renaissance CDS	
2012-13 and 2013-14 School Years	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2013-14	60.00%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2012-13	0%

Quality of Textbooks

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

Quality of Textbooks	
2014-15 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

Availability of Textbooks and Instructional Materials

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



Currency of Textbook Data

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

Textbooks and Instructional Materials

Brawley Union High School District held a Public Hearing on October 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. 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 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		2014-15 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

Percentage of Students Lacking Materials by Subject		2014-15 School Year
Subject	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%	

Currency of Textbook Data

Currency of Textbook Data		2014-15 School Year
Data Collection Date	10/2014	

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 and 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 damage, 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		2014-15 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			08/25/2014
Date of the most recent completion of the inspection form			08/25/2014

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.

Enrollment by Student Group

The total enrollment at the school was ten students for the 2013-14 school year. No demographics chart is shown as all students are Hispanic or Latino.

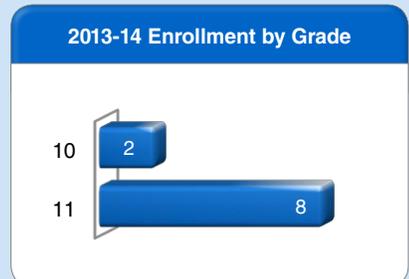
Enrollment by Student Group

The total enrollment at the school was ten students for the 2013-14 school year.

Enrollment by Student Group	
2013-14 School Year	
Socioeconomically Disadvantaged	80.0%
English Learners	20.0%
Students with Disabilities	10.0%

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2013-14 school year.





“Parent and community involvement is important to promoting student achievement at Renaissance Community Day School.”

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	
2013-14 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. 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 Comparison			
	Brawley UHSD	Renaissance CDS		
Teachers	14-15	12-13	13-14	14-15
With full credential	76	1	1	1
Without full credential	4	0	0	0
Teaching outside subject area of competence	1	1	1	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 Comparison		
	Renaissance CDS		
Teachers	12-13	13-14	14-15
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 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 2013-14 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	2013-14 School Year	
	Percent 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	96.27%	3.73%
High-poverty schools in district	96.27%	3.73%
Low-poverty schools in district	◇	◇

◇ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2012-13 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. 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	2012-13 Fiscal Year	
	Brawley UHSD	Similar Sized District
Beginning teacher salary	\$43,785	\$42,325
Midrange teacher salary	\$75,531	\$66,555
Highest teacher salary	\$100,161	\$86,253
Average high school principal salary	\$120,114	\$117,349
Superintendent salary	\$160,000	\$154,891
Teacher salaries — percent of budget	44%	36%
Administrative salaries — percent of budget	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	2012-13 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Renaissance CDS	\$0	\$78,357
Brawley UHSD	\$1,477	\$78,245
California	\$4,690	\$70,245
School and district — percent difference	-100.0%	+0.1%
School and California — percent difference	-100.0%	+11.5%

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	
2012-13 Fiscal Year	
Total expenditures per pupil	\$14,699
Expenditures per pupil from restricted sources	\$14,699
Expenditures per pupil from unrestricted sources	\$0
Annual average teacher salary	\$78,357



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, 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 *Academic Performance Index Reports Information Guide* located on the CDE API Web page at www.cde.ca.gov/ta/ac/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 2014.

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 the 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 <http://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 School safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.