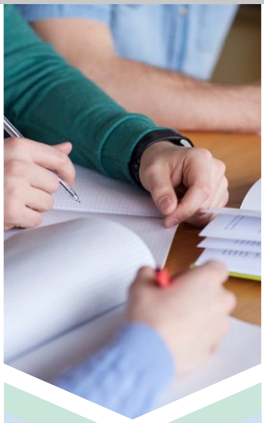
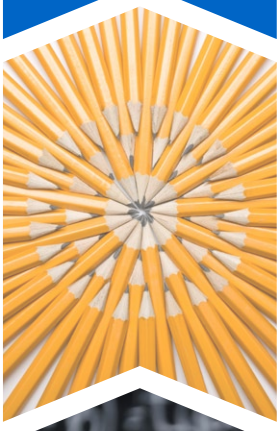
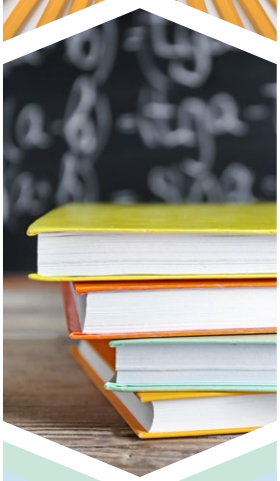
SARC

2015-16
School Accountability
Report Card

Published in 2016-17







Renaissance Community Day School

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Para español, visita:
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Brawley UHSD

CALIFORNIA REPUBLIC

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), expulsion process, voluntary or involuntary transfer.

School Mission Statement

The mission of Renaissance Community Day School 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.

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 2016 and will be reviewed again March 2017. 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.

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 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.

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

	2014-15	2015-16	2016-17
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.

District Mission Statement

Our mission is to provide a student-centered, safe and secure learning environment for all focused on academic achievement through high-quality instruction.

District Vision Statement

The district's vision is to prepare students to become productive global citizens.

Governing Board

Ralph Fernandez
Board president

Carol Sassie
Board vice president

Patti Wilson
Clerk of the board

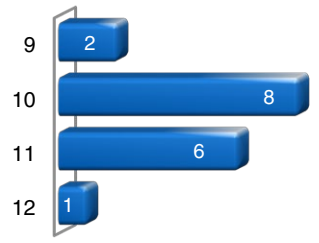
Rosendo (Rusty) Garcia
Trustee

Gabriel Contreras
Trustee

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.

2015-16 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.

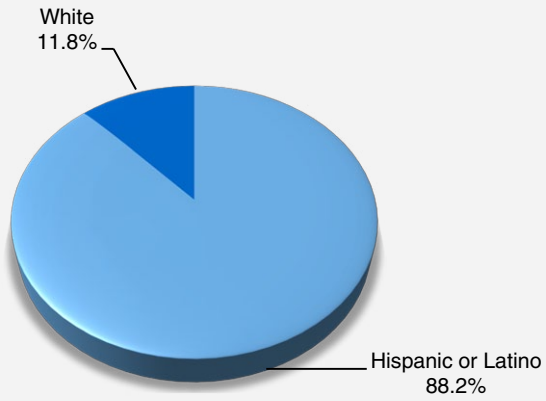
Suspension and Expulsion Rates

Renaissance CDS			
	13-14	14-15	15-16
Suspension rates	12.5%	0.0%	0.0%
Expulsion rates	4.2%	0.0%	0.0%
Brawley UHSD			
	13-14	14-15	15-16
Suspension rates	10.8%	8.0%	8.5%
Expulsion rates	1.2%	0.6%	0.4%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 17 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2015-16 School Year

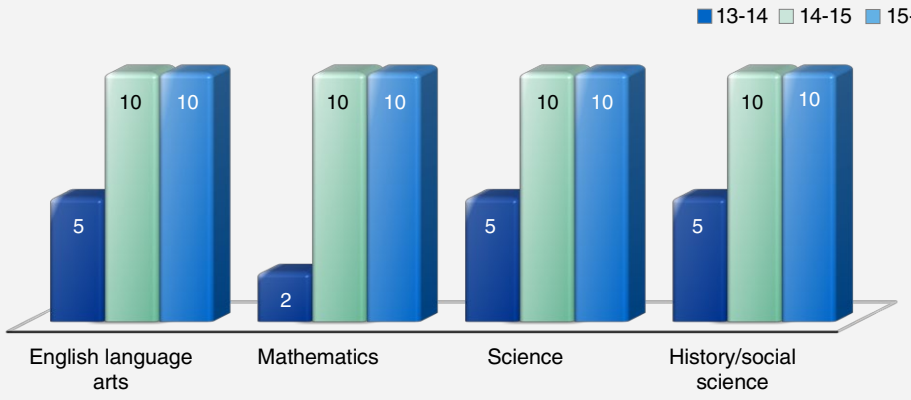


Socioeconomically disadvantaged	94.10%	English learners	23.50%	Students with disabilities	11.80%	Foster youth	0.00%

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. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size — Three-Year Data



Number of Classrooms by Size — Three-Year Data

Subject	2013-14			2014-15			2015-16		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	2			2			1		
Mathematics	2			2			1		
Science	2			2			1		
History/social science	2			2			1		

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

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. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test — **2015-16 School Year**

Percentage of Students Meeting Fitness Standards	Renaissance CDS
	Grade 9
Four of six standards	❖
Five of six standards	❖
Six of six standards	❖

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. 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 2016-17 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 — **2016-17 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%

❖ 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.

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

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, American Recovery and Reinvestment Act of 2009 (ARRA)
- Title II
- Title III
- Special Education
- Carl D. Perkins Vocational and Technical Education Act funds
- Instructional Materials
- Home-to-School Transport
- Migrant Education
- Regional Occupational Program (ROP)

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

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASSP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/ Literacy 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.

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced — **Three-Year Data**

	Renaissance CDS			Brawley UHSD			California		
Subject	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Science	❖	16%	18%	48%	37%	36%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced — **2015-16 School Year**

Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced
All students	11	11	100.00%	18.18%
Male	❖	❖	❖	❖
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	11	11	100.00%	18.18%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards — **Two-Year Data**

	Renaissance CDS		Brawley UHSD		California	
Subject	**14-15**	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
English language arts/literacy	❖	❖	28%	37%	44%	48%
Mathematics	❖	❖	10%	16%	33%	36%

❖ 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.

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 career research with the internet 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 Brawley Union High School:

- Animal Science
- Plant Science
- Medical Terminology
- Graphic Arts
- Marketing
- Introduction to Welding
- Introduction to Agriculture
- Environmental Agriculture
- Advanced Computerized Applications
- Electrical Applications
- Introduction to Law Enforcement

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 Contracting
- ROP 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.

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

UC/CSU Admission	
Renaissance CDS	
2014-15 and 2015-16 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2015-16	100.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2014-15	0.00%

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	
2015-16 Participation	
Number of pupils participating in a CTE program	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%

Advanced Placement Courses

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

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

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. 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 may include percentages over 100 percent 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/ci/gs/hs/hsgrmin.asp or www.cde.ca.gov/ci/gs/hs/cefhsgradreq.asp.

Completion of High School Graduation Requirements — **Graduating Class of 2015**

Group	Renaissance CDS	Brawley UHSD	California
All students	❖	97.51%	85.66%
Black or African-American	❖	200.00%	76.88%
American Indian or Alaska Native	❖	❖	74.87%
Asian	❖	100.00%	92.78%
Filipino	❖	100.00%	96.80%
Hispanic or Latino	❖	99.20%	84.49%
Native Hawaiian or Pacific Islander	❖	❖	84.88%
White	❖	86.27%	87.23%
Two or more races	❖	75.00%	91.36%
Socioeconomically disadvantaged	❖	114.44%	76.61%
English learners	❖	72.53%	50.90%
Students with disabilities	❖	117.86%	68.38%
Foster youth	◈	◈	◈

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit http://dq.cde.ca.gov/dataquest.

Graduation and Dropout Rates — **Three-Year Data**

	Graduation Rate			Dropout Rate		
	12-13	13-14	14-15	12-13	13-14	14-15
Renaissance CDS	❖	❖	❖	❖	❖	❖
Brawley UHSD	92.97%	92.96%	95.95%	5.90%	5.40%	2.90%
California	80.44%	80.95%	82.27%	11.40%	11.50%	10.70%

❖ 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.

Textbooks and Instructional Materials

Brawley Union High School District held a Public Hearing in October 2016, and determined the district has sufficient and good-quality textbooks, instructional materials and science lab equipment pursuant to the settlement of Williams v. 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 — 2016-17 School Year

Subject	Textbook	Adopted
Reading/language arts	Pearson (9-11)	2016-17
Reading/language arts	Pearson (9-12)	2010-11
Mathematics	*Algebra 1*, McDougal Littell (9-12)	2006-07
Mathematics	*Algebra 2*, 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 — 2015-16 School Year

Renaissance CDS	Percentage Lacking
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧
Science laboratory equipment	0%

✧ Not applicable.

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 Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks — 2016-17 School Year

Data collection date	10/14/2016

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 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.

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

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 — **2016-17 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			7/12/2016
Date of the most recent completion of the inspection form			7/12/2016

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: Renaissance moved locations in order to be in closer proximity to its administrative services. The classroom doubled in size and was completely renovated to accommodate this school. The district installed a wireless access point as well as installed internet ports. The new classroom design includes a traditional classroom setting, a computer lab section as well as a robotics and engineering section.

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	**16-17**	**14-15**	**15-16**	**16-17**
With a full credential	74	1	1	1
Without a full credential	2	0	0	0
Teaching outside subject area of competence (with full credential)	4	0	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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions — Three-Year Data

	Renaissance CDS		
Teachers	**14-15**	**15-16**	**16-17**
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

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

Highly Qualified Teachers — 2015-16 School Year

	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
Renaissance CDS	41.67%	58.33%
All schools in district	95.42%	4.58%
High-poverty schools in district	95.42%	4.58%
Low-poverty schools in district	✧	✧

✧ Not applicable.

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

2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.10
Average number of students per academic counselor	11
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	0.10
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.00
Resource specialist (nonteaching)	0.00

This school also employs one full-time classified teacher's assistant to assist teacher and students in their education.

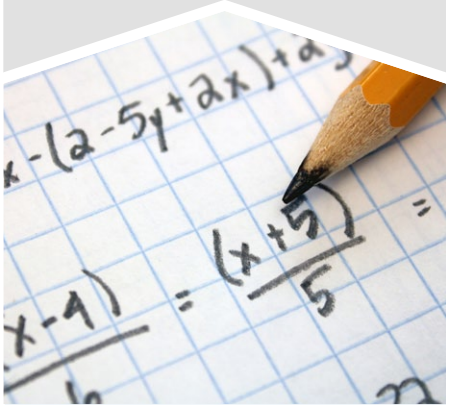
School Financial Data

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	
2014-15 Fiscal Year	
Total expenditures per pupil	$14,530
Expenditures per pupil from restricted sources	$149
Expenditures per pupil from unrestricted sources	$14,381
Annual average teacher salary	$91,606

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 2014-15 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	2014-15 Fiscal Year	
	Brawley UHSD	**Similar Sized District**
Beginning teacher salary	$47,866	$45,265
Midrange teacher salary	$82,570	$72,281
Highest teacher salary	$109,496	$94,342
Average high school principal salary	$122,907	$127,317
Superintendent salary	$179,980	$168,625
Teacher salaries: percentage of budget	37%	34%
Administrative salaries: percentage of budget	6%	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	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Renaissance CDS	$14,381	$91,606
Brawley UHSD	$11,688	$88,575
California	$5,677	$75,859
School and district: percentage difference	+23.0%	+3.4%
School and California: percentage difference	+153.3%	+20.8%

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 January 2017.