Renaissance Academy School
2013-14
SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15

Renaissance Academy

Contact Information (School Year 2014-15)

1720 Hopkins Dr.

San Jose, CA 95122

(408) 928-1950

Principal:	Doug Kleinhenz, Principal
Contact E-mail Address:	ian.mccray@arusd.org
County-District-School (CDS) Code:	43693690107763

Alum Rock Union Elementary

Contact Information (School Year 2014-15)

(408) 928-6800

www.arusd.org

Superintendent:	Hilaria Bauer
Contact E-mail Address:	hilaria.bauer@arusd.org

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

• For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

• For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

District Contact Information - Most Recent Year

District Name	Alum Rock Union Elementary
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer
E-mail Address	hilaria.bauer@arusd.org
Web Site	www.arusd.org

School Contact Information - Most Recent Year

School Name	Renaissance Academy
Street	1720 Hopkins Dr.
City, State, Zip	San Jose, CA 95122
Phone Number	(408) 928-1950
Principal	Doug Kleinhenz, Principal
E-mail Address	ian.mccray@arusd.org
Web Site	http://www.arusd.org
County-District-School (CDS) Code	43693690107763

School Description and Mission Statement- Most Recent Year

Renaissance is a small middle school of choice serving approximately 288 sixth, seventh and eighth grade students. All Renaissance students, parents, and educators have chosen to come to Renaissance to participate, work hard, and focus on preparing students to be successful in high school, college and beyond. At Renaissance there is a strong emphasis on building the student, parent, teacher relationship. The community believes that when all stakeholders know one another's hearts and minds well, the students will be best supported and able to achieve their full potential. The parents' active support and cooperation, combined with the staff's best professional efforts, will continue to make Renaissance a place for students to learn and grow. Renaissance provides a safe, equitable, rigorous, and relationship-centered learning environment for all students.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 6	95
Grade 7	94
Grade 8	99
Total Enrollment	288

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.3
Asian	8
Filipino	3.8
Hispanic or Latino	83.3
Native Hawaiian/Pacific Islander	0.7
White	1.7
Two or More Races	0.3
Socioeconomically Disadvantaged	80.2
English Learners	11.1
Students with Disabilities	6.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	12	10	7	518
Without Full Credential		2	5	31
Teaching Outside Subject Area of Competence (with full credential)		0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments			0
Vacant Teacher Positions			0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	98.21	1.79
All Schools in District	97.44	2.56
High-Poverty Schools in District	97.44	2.56
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2015

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2	2	0%
Mathematics	4	4	0%
Science	6	6	0%
History-Social Science	8	8	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	14	0%

School Facility Conditions and Planned Improvements - Most Recent Year

The District makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

The building in which Renaissance resides was built in 1962. School facilities are being renovated according to the Field Act requirements of the State Building Code with a focus on earthquake safety. In the event that asbestos and lead containing building materials are found, they are removed according to Environmental Protection Agency (EPA), State, and Local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner.

Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock School District Maintenance and Grounds staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. Regular oversight by district maintenance and grounds crews ensure that grass and landscaped areas are well maintained, and that the school's buildings, grounds and play areas are safe for use.

School Facility Good Repair Status - Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—	—	✔	
Interior: Interior Surfaces	—	—	✔	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	—	—	✔	
Electrical: Electrical	—	—	✔	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	—	—	✔	
Safety: Fire Safety, Hazardous Materials	—	—	✔	
Structural: Structural Damage, Roofs	—	—	✔	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	—	✔	

Overall Facility Rate - Most Recent Year

	Exemplary	Good	Fair	Poor
Overall Rating	—	—	—	✔

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

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Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

• The Academic Performance Index; and

• 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	85%	78%	69%	54%	53%	56%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56%
All Students at the School	69%
Male	80%
Female	59%
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Filipino	N/A
Hispanic or Latino	70%
Native Hawaiian or Pacific Islander	N/A
White	N/A
Two or More Races	N/A
Socioeconomically Disadvantaged	69%
English Learners	N/A
Students with Disabilities	N/A
Students Receiving Migrant Education Services	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	64%	69%	63%	48%	52%	50%	54%	56%	55%
Mathematics	62%	64%	60%	57%	58%	58%	49%	50%	50%
History-Social Science	76%	74%	72%	46%	46%	41%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	8	8	8
Similar Schools	10	10	9

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	30	15	-26
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	34	19	-29
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	31	15	-37
English Learners	20	9	-47
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcome

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	18.5%	23.9%	21.7%
9	N/A	N/A	N/A

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement – Most Recent Year

Renaissance values and includes all stakeholders in all facets of the educational process. To facilitate parent involvement in the students' academic success, each student is assigned to an advisory teacher. Advisory teachers closely monitor and support student performance and learning plans and maintain close communication with parents. One example includes Learner-led Conferences. Each student facilitates three Learner-led Conferences a school year with his/her parent(s) and advisory teacher. At these conferences the student presents what he/she has learned, a portfolio of their work, their goals, and challenges. Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including results of the school evaluation process, school data, and school programs are also available to parents in the Renaissance Register (newsletter), which is written in English and Spanish.
Parent and community participation are essential to student achievement. When enrolling their child at Renaissance the parents sign a Compact for Education. This compact indicates each parent's commitment to remain actively involved in their child's education and to participate in a minimum of 30 hours of school events over the course of the school year. Renaissance provides a number of parent and community involvement opportunities which include but are not limited to parent-child lunches, monthly community meetings, attending student exhibition events, and community service events. Renaissance has an active Parent Teacher Organization (PTO) which coordinates many fundraisers and community and social events. Please contact the Renaissance principal at (408) 928-1950 if you have any questions regarding parent involvement at Renaissance.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;

• Pupil expulsion rates; and

• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate*	School			District			State		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Suspensions	7.2	4.4	5.8	3.9	3.4	2.3	4.4	5.1	5.7
Expulsions	0	0	0	0	0	0	0.1	0.1	0.1

School Safety Plan – Most Recent Year

The Renaissance community works hard to ensure all students are safe. Renaissance has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed by the Renaissance Safety Committee, presented to the School Site Council and then sent to the Alum Rock School District Board of Trustees for approval. The revised plan was last approved in February 2013. The Safety Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed, and the results are shared with the staff. When guests are visiting Renaissance they first check in at the office and are required to wear a visitor pass while spending time on campus. The Renaissance staff follows a yard-duty schedule to ensure that students are well supervised before school, during brunch, during lunch, and at dismissal. The Renaissance Safety Plan has a comprehensive, enforceable, continuous behavior policy, rules and regulations, dress code policy, protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, and nondiscriminatory policy on student rights and responsibilities. The Safety Plan is revised annually.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met Graduation Rate		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	45%

Note: Cells with NA values do not require data.

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	32	0	5	1	30	1	6		29	1	3	3
Mathematics	32	0	5	1	32		6		32		3	3
Science	32	0	6	1	32		6		28	1	3	3
Social Science	32	0	5	1	32		6		32		3	3

* 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.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$7,025	$2,476	$4,549	$62,509
District	N/A	N/A	N/A	$68,814
Percent Difference – School Site and District	N/A	N/A	N/A	-9.16
State	N/A	N/A	$4,690	$70,788
Percent Difference – School Site and State	N/A	N/A	-3.01	-11.7

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Services provided by the regular program to enable underperforming students to meet standards:
Staff development is provided in differentiated instructional practices in the areas of language arts and math.
Teachers identify at-risk or low-performing students and provide in-class intervention.
The after school intervention program provides additional instruction to students falling below standards-based benchmark proficiency in the areas of reading, writing and math.

Additional services to enable underperforming students to meet standards:
Teachers and principal meet to analyze and assess student data to determine if English language learners are meeting standards.
English learners are enrolled in a designated English Language Development (ELD) class.
English learners receive integrated ELD support in content area classes.
Staff development is provided to improve instruction in language arts and writing.
Intervention programs for at-risk students are in place.
Students below grade-level proficiency are provided with homework assistance and small group tutoring during our afterschool program.
Teachers use resources, materials, and supplies to prepare and facilitate lessons that challenge students to meet and exceed proficiency.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,567	$41,507
Mid-Range Teacher Salary	$72,497	$67,890
Highest Teacher Salary	$84,619	$86,174
Average Principal Salary (Elementary)	$107,361	$109,131
Average Principal Salary (Middle)	$112,730	$111,937
Average Principal Salary (High)	$0	$109,837
Superintendent Salary	$204,900	$185,462
Percent of Budget for Teacher Salaries	44%	42%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development – Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.