Renaissance Academy
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

• 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 more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

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

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Renaissance Academy
Street	1720 Hopkins Dr.
City, State, Zip	San Jose CA, 95122
Phone Number	(408) 928-1950
Principal	Doug Kleinhenz
E-mail Address	doug.kleinhenz@arusd.org
Web Site	www.arusd.org/renaissance
CDS Code	43-69369-0107763

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

School Description and Mission Statement (School Year 2018-19)

Renaissance is a small middle school of choice serving approximately 300 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 2017-18)

Grade Level	Number of Students
Grade 6	97
Grade 7	98
Grade 8	98
Total Enrollment	293

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.0
Asian	15.7
Filipino	3.1
Hispanic or Latino	77.1
Native Hawaiian or Pacific Islander	0.3
White	1.0
Socioeconomically Disadvantaged	80.9
English Learners	13.7
Students with Disabilities	9.6
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	6	8	12	
Without Full Credential	6	4	2	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2018

The following are the most recent adoptions for Alum Rock Union Elementary School District:
- • Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/Study Sync 2017- Middle Schools
- • EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- • Scott Foresman Science 2006- Elementary/Glencoe Science 2009-Middle Schools
- • Scott Foresman Social Studies 2006- Elementary /TCI Curriculum 2018- Middle School

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016- Elementary/Study Sync 2017- Middle Schools	Yes	0
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Scott Foresman Science 2008- Elementary/Glencoe Science 2007-Middle Schools	Yes	0
History-Social Science	Scott Foresman Social Studies 2006- Elementary /TCI Curriculum 2018- Middle School	Yes	0
Health	Family Life - Planned Parenthood		

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 Union Elementary 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 recently collected** 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 2019		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Rm. Staff Restroom: Fan not working. Rm. 64: Fan restroom not working.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Rm.54: 1 lamp not working. Rm.55: 1 lamp not working. Rm. 55: Outlet fixture cover missing. Rm.61: 2 lamps not working. Rm.62: 2 outlet cover missing. Rm.62: 2 lamps not working. Rm.64: 2 lamps not working. Rm.64: Fan in restroom not working. Rm.72: Outlet cover missing. Rm.83: 2 lamps not working. Rm.61: 2 lamps not working. Rm.62: 2 outlet covers missing. Rm.62: 2 lamps not working. Rm.64: 2 lamps not working. Rm.72: Outlet cover missing. Rm. Book Storage: Lamp not working. Rm.83: 2 lamps not working. Rm. P4: Outlet plate broken.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Rm.61: Water fountain leaking. Rm.64: Two faucet not working. Rm.84: Water fountain no water pressure. Rm.61: Water fountain leaking. Rm.64: 2 faucets not working. Rm.84: Water fountain no water pressure. Rm. Staff room: Water fountain loose.
Safety: Fire Safety, Hazardous Materials	Good	Rm.63: Fire extinguisher missing. Rm. Book Room: Fire extinguisher missing. Rm. Library by 72: Fire extinguisher missing. Rm. Library Office: Fire extinguisher missing.
Structural: Structural Damage, Roofs	Good	Rm.54: Cabinet door loose (sink).
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
Overall Rating	Fair

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	62.0	65.0	40.0	41.0	48.0	50.0
Mathematics (grades 3-8 and 11)	55.0	44.0	33.0	33.0	37.0	38.0

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	292	288	98.63	64.58
Male	136	135	99.26	56.30
Female	156	153	98.08	71.90
Black or African American	--	--	--	--
Asian	45	45	100.00	93.33
Filipino	--	--	--	--
Hispanic or Latino	226	222	98.23	57.66
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	233	230	98.71	61.74

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
English Learners	131	127	96.95	48.82
Students with Disabilities	26	24	92.31	8.33
Students Receiving Migrant Education Services	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	292	288	98.63	43.75
Male	136	135	99.26	37.04
Female	156	153	98.08	49.67
Black or African American	--	--	--	--
Asian	45	45	100	88.89
Filipino	--	--	--	--
Hispanic or Latino	226	222	98.23	31.98
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	233	230	98.71	39.13
English Learners	131	127	96.95	28.35
Students with Disabilities	26	24	92.31	8.33
Students Receiving Migrant Education Services	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

•   Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	26.7	15.8	18.8

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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 State priority: School Climate (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.8	4.7	3.9	3.1	2.8	3.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 November 2017 and was approved through the end of the 2019-2020 school year. 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 bi-annually.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.0	2	4	2	28.0	2	1	5	29.0	2	3	6
Mathematics	31.0		4	2	33.0		1	5	33.0		2	4
Science	31.0		4	2	33.0		1	5	33.0		2	4
Social Science	31.0		4	2	33.0		1	5	33.0		2	4

Note: 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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.3	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	.5	N/A
Other		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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$4,867.35	$2,185.62	$2,681.73	$63,142
District	N/A	N/A	$1,148.34	$81,305
Percent Difference: School Site and District	N/A	N/A	1.0	-19.1
State	N/A	N/A	$7,125	$80,910
Percent Difference: School Site and State	N/A	N/A	-0.7	-16.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Services provided by the regular program to enable under performing 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 under performing 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 after school program.
- Teachers use resources, materials, and supplies to prepare and facilitate lessons that challenge students to meet and exceed proficiency.
- Intentional and ongoing collaboration and articulation between the resource specialist teacher and general education teachers to provide targeted support and individualized instruction to students receiving special education services.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$55,262	$50,084
Mid-Range Teacher Salary	$86,034	$80,256
Highest Teacher Salary	$102,376	$100,154
Average Principal Salary (Elementary)	$119,374	$125,899
Average Principal Salary (Middle)	$131,610	$130,255
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$212,178	$222,447
Percent of Budget for Teacher Salaries	38.0	37.0
Percent of Budget for Administrative Salaries	6.0	5.0

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)

Renaissance values and prioritizes professional development. Over the course of the school year teachers participate in a variety of professional development initiatives. This includes professional development related to: content area, supporting English learners, and integrating technology into the classroom. In addition Renaissance teachers collaborate regularly over the course of the school year. This includes weekly grade-level and monthly content area collaboration. First and second year teachers are supported by an instructional coach and coaching support is available to veteran teachers upon request. The Renaissance administrators are intentional about spending time in classrooms and providing teachers with feedback and support.