

Renaissance at Mathson

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Renaissance at Mathson
Street	2050 Kammerer Avenue.
City, State, Zip	San Jose, CA 95116-3020
Phone Number	(408) 928-8500
Principal	Danelle Finnen
Email Address	Danelle.Finnen@arUSD.org
School Website	https://renaissance.arUSD.org/
County-District-School (CDS) Code	43 69369 0126284

2022-23 District Contact Information

District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer, Ph.D.
Email Address	hilaria.bauer@arUSD.org
District Website Address	www.arUSD.org

2022-23 School Overview

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 student, parent, and school staff relationships. 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	135
Grade 7	169
Grade 8	183
Total Enrollment	487

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5
Male	48.5
American Indian or Alaska Native	0.4
Asian	10.5
Black or African American	1.6
Filipino	3.9
Hispanic or Latino	79.1
Native Hawaiian or Pacific Islander	0.8
Two or More Races	2.9
White	0.8
English Learners	31.6
Foster Youth	0.0
Homeless	0.2
Migrant	0.6
Socioeconomically Disadvantaged	85.4
Students with Disabilities	15.0

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.10	23.13	373.60	75.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.30	2.20	10.50	2.14	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.70	5.14	41.00	8.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	8.60	63.36	35.70	7.26	12115.80	4.41
Unknown	0.80	6.09	31.80	6.46	18854.30	6.86
Total Teaching Positions	13.60	100.00	492.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.90	39.10	373.70	76.67	234405.20	84.00
Intern Credential Holders Properly Assigned	1.50	5.87	18.40	3.79	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.40	17.42	42.40	8.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	8.80	34.48	25.20	5.19	11953.10	4.28
Unknown	0.80	3.13	27.50	5.66	15831.90	5.67
Total Teaching Positions	25.50	100.00	487.50	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.70
Misassignments	0.70	2.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.70	4.40

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	4.30
Local Assignment Options	8.60	4.40
Total Out-of-Field Teachers	8.60	8.80

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.80	10.40
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.10	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The following are the textbook adoptions for Alum Rock Union Elementary School District:

- Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools
- Pearson EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Learning A-Z: Science A-Z Online 2019 -Elementary/Accelerate Learning:STEMscopes 2019-Middle Schools
- Studies Weekly 2019- Elementary /TCI Curriculum 2018- Middle School

Year and month in which the data were collected

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill/ Study Sync 2017- Middle School	Yes	0
Mathematics	Pearson: enVision Math 2015-Elementary/ CPM 2015-Middle School	Yes	0
Science	Learning A-Z: Science A-Z online 2019-Elementary/ Accelerate Learning:STEMscopes 2019-Middle School	Yes	0
History-Social Science	Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School	Yes	0
Health	Family Life - Planned Parenthood	Yes	0

School Facility Conditions and Planned Improvements

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 1959. 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.

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 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 crews ensures that grass and landscaped areas are well maintained, and that the school's buildings, grounds and play areas are safe for use.

Year and month of the most recent FIT report

November 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X		Rm: 64 - No hot air Rm: Verizon Lab - AC unit is leaking
Interior: Interior Surfaces		X	Rm: Counselors Room - Ceiling tile has water stains Rm: F8 - Ceiling tiles have water marks and others are broken Rm: Cafeteria by Kitchen/Hallway - Wall damaged from leaking Rm: Cafeteria - Some parts of the Cafeteria walls are peeling Rm: Stage - Floor is in bad condition and it is cracked in the middle Rm: Office Locker Room - Wall has a crack/ missing vents on the floor/ ceiling tile is bad by window Rm: Girls Locker - Wall has cracks Rm: Closet Locker room - Floor has cracks Rm: Office Boys Locker Room - Wall damage need to be fixed / wall has a hole Rm: Verizon Lab - Floor has been compromised from AC unit leak / ceiling tiles are missing Rm: E5 - Ceiling tile has water marks Rm: C4 - Missing Ceiling tiles Rm: B2 - Ceiling tile is peeling Rm: Gym 2 - Carpet by the entrance needs to be fixed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Rm: Boys Locker Room - Did not mop or pick up garbage Rm: Boys Restroom - Needs to be cleaned more Rm: Girls Restroom - Needs to be cleaned Rm: E3 - Has not been clean
Electrical		X	Rm: Staff Workroom - Outlets on the floor need to be closed or replaced Rm: Staff Room - Data cables hanging from ceiling Rm: 61 Offices - Need to replace some lights Rm: M - Need to change 10 lights Rm: F8 - Data wires exposed Rm: F7 - 5 lights are out Rm: F3- Need to change 2 lights Rm: D3 - 6 lights don't work Rm: D2 - Data wires are exposed Rm: D1 - Light switches don't work properly and shakes Rm: B5 - Need to check switch didn't turn on all lights Rm: Band Room - 20 lights need to be replaced
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	Rm: 62 - Fountain faucets don't stop fast with the water Rm: 64 - Fountain faucets don't have pressure Rm: 67 - Fountain faucet needs more pressure Rm: F7 - Fountain faucet moves and needs pressure adjusted Rm: F6- Faucet and water fountain need to be replaced both leak Rm: F5 - Fountain faucet not working the timer is too long with the water Rm: F4 - Faucet needs to be adjusted Rm: Restroom - One toilet and one urinal don't work Rm: Girls Restroom - One toilet is not working Rm: Verizon Lab - Faucet is not working

School Facility Conditions and Planned Improvements

			Rm: B4 - No water in sink Rm: B3 - Need to open the wate on 2 sinks
Safety: Fire Safety, Hazardous Materials	X		Rm: Boys Locker Room - Emergency Exit box needs to be replaced
Structural: Structural Damage, Roofs	X		Rm: F7 - Frame from inside of the room is broken
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Rm: 63 - Window has holes Rm: 64 - 2 holes in the window Rm: 65 - Window is broken Rm: 68 - Window is broken on the top Rm: Cafeteria by Kitchen/Hallway - Door is broken Rm: Office Boys Locker Room - Door has a hole Rm: E5 - Concrete is in bad condition Rm: D3 - Floor outside of classromm has some damage on the asphalt Rm: B3 - Door needs to be readjusted it is hard to open Rm: B1 - Door gets stuck and is not safe / hinge needs to be adjusted

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	26	N/A	33	N/A	47
Mathematics (grades 3-8 and 11)	N/A	16	N/A	23	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	477	467	97.90	2.10	25.70
Female	240	236	98.33	1.67	28.39
Male	237	231	97.47	2.53	22.94
American Indian or Alaska Native	--	--	--	--	--
Asian	49	48	97.96	2.04	58.33
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	52.94
Hispanic or Latino	386	377	97.67	2.33	19.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	153	152	99.35	0.65	6.58
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	406	396	97.54	2.46	22.98
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	82	79	96.34	3.66	8.86

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	477	469	98.32	1.68	16.42
Female	240	238	99.17	0.83	12.18
Male	237	231	97.47	2.53	20.78
American Indian or Alaska Native	--	--	--	--	--
Asian	49	48	97.96	2.04	50.00
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	29.41
Hispanic or Latino	386	379	98.19	1.81	10.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	153	153	100.00	0.00	5.88
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	406	398	98.03	1.97	13.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	82	79	96.34	3.66	6.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	12.79	NT	17.41	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	178	172	96.63	3.37	12.79
Female	99	98	98.99	1.01	7.14
Male	79	74	93.67	6.33	20.27
American Indian or Alaska Native	--	--	--	--	--
Asian	18	17	94.44	5.56	35.29
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	145	141	97.24	2.76	9.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	54	53	98.15	1.85	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	150	144	96	4	10.42
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	26	23	88.46	11.54	0

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	80%	79%	78%	77%	81%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 Newsletter, which is written in English and Spanish.

Parent and community participation are essential to student achievement. Renaissance provides a number of parent and community involvement opportunities which include but are not limited to parent-child lunches, community events including resource fairs and cultural celebrations, 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) 928-8500 if you have any questions regarding parent involvement at Renaissance.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	566	534	52	9.7
Female	284	268	27	10.1
Male	282	266	25	9.4
American Indian or Alaska Native	2	2	1	50.0
Asian	57	52	5	9.6
Black or African American	11	10	1	10.0
Filipino	20	20	1	5.0
Hispanic or Latino	452	426	43	10.1
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	15	15	0	0.0
White	5	5	0	0.0
English Learners	188	175	18	10.3
Foster Youth	0	0	0	0.0
Homeless	4	2	2	100.0
Socioeconomically Disadvantaged	480	458	47	10.3
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	101	92	18	19.6

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.50	1.60	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	5.12	0.02	2.44	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.12	0.00
Female	2.82	0.00
Male	7.45	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.51	0.00
Black or African American	9.09	0.00
Filipino	15.00	0.00
Hispanic or Latino	5.09	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	5.32	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.79	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.93	0.00

2022-23 School Safety Plan

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 Union Elementary School District Board of Trustees for approval. The revised plan was last approved in the 2021-2022 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 annually.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	46	3		8
Mathematics	50	1		6
Science	63	1		6
Social Science	50	1		6

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	41	3		6
Mathematics	52	1		6
Science	64	1		6
Social Science	52	1		6

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	10	5	
Mathematics	20	10	8	
Science	22	4	6	
Social Science	23	5	9	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	324.67

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,494.41	\$8,107.65	\$6,386.76	\$80,580.98
District	N/A	N/A	\$7,216.32	\$91,067
Percent Difference - School Site and District	N/A	N/A	-12.2	-12.2
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	-3.2	-8.0

2021-22 Types of Services Funded

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.
- Ongoing collaboration and articulation between resource specialist teacher and general education teachers in order to meet the individualized learning goals of students receiving special education services.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,197	\$52,641
Mid-Range Teacher Salary	\$92,160	\$83,981
Highest Teacher Salary	\$109,665	\$107,522
Average Principal Salary (Elementary)	\$121,783	\$136,247
Average Principal Salary (Middle)	\$134,266	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$218,543	\$242,166
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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

The staff collaborates every Tuesday after school dismisses. Generally, half an hour is spent on current school issues & programs, half an hour is spent on increasing staff proficiency in some area or in content area collaboration (aligning content, reviewing tests & work for consistent rigor, etc.). In addition, grade level collaboration (looking at student issues at the grade level and how teachers can better support students) occurs on a weekly basis on Thursdays.

Staff participate in district level professional development and are encouraged (and supported) in attending outside professional development opportunities.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	0	0