

# Executive Summary School Accountability Report Card, 2006-07

## RENAISSANCE ARTS ACADEMY

**Address:** 1800 Colorado Blvd, LA 90041      **Phone:** 323-259-5700  
**Principal:** Executive Director PK Candaux      **Grade Span:** 6-12  
Academic Director Sidnie Myrick

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

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#### MISSION

**RENAISSANCE ARTS ACADEMY** is a small Music and Performing Arts school providing an integrated classical education for middle and high school students from all backgrounds. Through rigorous academic inquiry, collaborative small-group instruction, and professionally-guided arts training, the Academy cultivates 21<sup>st</sup> century Renaissance citizens: autonomous scholars able to synthesize intellectual curiosity and academic discernment with artistic discipline to help build a rational, tolerant and hopeful future for all.

### Student Enrollment

<u>Group</u>	<u>Enrollment</u>
Number of students	287
African American	9 %
American Indian or Alaska Native	1 %
Asian	3 %
Filipino	2 %
Hispanic or Latino	53 %
Pacific Islander	1 %
White (not Hispanic)	31 %
Multiple or No Response	0 %
Socioeconomically Disadvantaged	53 %
English Learners	16 %
Students with Disabilities	10 %

### Teachers

<u>Indicator</u>	<u>Teachers</u>
Teachers with full credential	7
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

### School Facilities

#### Summary of Most Recent Site Inspection

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RenArts facility is newly renovated, fully up to code, safe, clean and in good repair.

#### Repairs Needed

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N/A

#### Corrective Actions Taken or Planned

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N/A

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	N/A
Science Laboratory Equipment (grades 9-12)	0%

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	69 %
Mathematics	49 %
Science	56 %
History-Social Science	37 %

## School Completion

Indicator	Result
Graduation Rate	100%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5433
District	
State	

## Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	837
Statewide Rank (from 2007 API Base Report)	Available 3/08
2007-08 Program Improvement Status (PI Year)	Not in PI

## Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	100%

# School Accountability Report Card Reported for School Year 2006-07

*Published During 2007-08*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
School Name	Renaissance Arts Academy	District Name	
Street	1800 Colorado Blvd	Phone Number	
City, State, Zip	Los Angeles, CA 90041	Web Site	<a href="http://www.renarts.org">www.renarts.org</a>
Phone Number	323-259-5700	Superintendent	
Principal	Sidnie Myrick / PK Candaux	E-mail Address	
E-mail Address	<a href="mailto:office@renarts.org">office@renarts.org</a>	n/a	n/a

### School Description and Mission Statement

This section provides information about the school's goals and programs.

**RENAISSANCE ARTS ACADEMY** is a California Charter School, a public school of choice operating under the terms of a charter granted by the Board of Education of the Los Angeles Unified School District on May 27, 2003 and approved by the California State Board of Education on July 10, 2003. The Academy is incorporated as a California Public Benefit Corporation with tax-exempt determination under IRS code 501(c) (3) and the California State Franchise Tax Board.

**RENAISSANCE ARTS ACADEMY** is nonsectarian in admission policies, programs, employment practices, and all other operations; does not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, disability, or any other basis; and does not charge tuition. Applications are available at the school office and at [www.renarts.org](http://www.renarts.org). Admission is by lottery.

### **MISSION**

**RENAISSANCE ARTS ACADEMY** is a small Music and Performing Arts school providing an integrated classical education for middle and high school students from all backgrounds. Through rigorous academic inquiry, collaborative small-group instruction, and professionally-guided arts training, the Academy cultivates 21<sup>st</sup> century Renaissance citizens: autonomous scholars able to synthesize intellectual curiosity and academic discernment with artistic discipline to help build a rational, tolerant and hopeful future for all.

### **GOALS**

- To utilize artistic discipline as an alternative gateway to powerful literacy and academic excellence in all subjects.
- To develop an integrated arts, sciences, mathematics and humanities curriculum that is diversely accessible and engages both teachers and students in a process of ongoing intellectual inquiry.
- To implement a school-wide, multi-age, small-group instructional design based on dialectic reasoning, in-depth study of classical texts, and rigorous independent analysis.
- To generate an organizationally supportive learning environment that prepares students to recognize options and make informed choices concerning art and ideas, self and others, college and career, and the daily creation of a fulfilling and effective life.
- To bring together a cross-section of L.A.'s diverse ethnic, economic and cultural populations in an inter-dependent, arts-focused setting that cultivates mutual respect, teamwork, personal commitment, academic accountability, and ethical behavior.
- To nurture whole-family participation in the learning/teaching continuum by including parents as participants in the Academy's process of educational inquiry, and providing support as they become effective intellectual mentors and artistic coaches to their children.
- To help students build self-discipline, personal motivation and individual responsibility through the development of ensemble performing skills, and learn to apply these capabilities to all aspects of their lives.
- To allow students to discover, through service, that dedication to the performing arts is more than a means of individual expression – it is a call to generosity of spirit and a commitment to community involvement.
- To celebrate the Los Angeles area's rich and varied cultural heritage by promoting collaborative relationships among district schools, neighborhood associations, arts organizations, business coalitions, and college and university campuses.
- To develop a community of professional artist-advisors to work alongside traditionally credentialed teachers in a partnership dedicated to mentoring Southern California's next generation of civic-minded intellectual and creative leaders.

### **[Opportunities for Parental Involvement](#)**

This section provides information about opportunities for parents to become involved with school activities.

## Parental Involvement at RenArts

One of the primary benefits to limiting student population is that it ensures that every student and parent/guardian is individually known by the school directors and advisors. There are no anonymous children at RenArts and no parents without a direct voice in their own child's education. RenArts encourages frequent, open and unmediated communication between parents and administration. Each family participates in regularly scheduled parent-student meetings with staff, and has equal access to the co-directors by scheduling individual and/or joint family meetings. All parents have direct access to individual teachers via e-mail and to the school Trustees at RenArts Board meetings. A Parent Committee works with the administration to support the school's academic and artistic goals.

### CONFERENCES AND PERFORMANCES

Formally scheduled parent involvement includes:

- Annual Parent-Student Compact Meetings in which individual artistic and academic learning goals are explored, enumerated and committed to.
- Twice-yearly Student-led Parent Conferences in which student portfolio and narrative teacher assessments of academic and artistic progress are presented individually by students to their parents or guardians.
- Student Recitals plus Annual Winter and Spring performances.
- Outside music and theater performances. As part of their arts requirement, all students must attend at least four outside performances with their parent or guardian. We both host performers at RenArts and keep families informed about great opportunities in the community, many of them free.

### SCHOOL VISITS

We welcome parents at school at any time. Parents are always welcome to participate in lessons, activities, discussions, and performances. When visiting we ask that parents:

- Sign in with the office as soon as you arrive so we have a record of who is in the building.
- Join the student group as a participant in the discussion or project currently underway.
- If you wish to speak with an advisor, you may schedule an appointment through the office.

### FIELD TRIPS

Field Trips to cultural and arts events scheduled during the school day are an integral part of the RenArts program. Since our Field Trips are focused on learning and developing a sense of artistic and scholarly community, we arrange for tickets for parents and family members to accompany their children and act as mentors to the students they chaperone. Field Trips provide an opportunity for students spend time with adults they care about, discuss ideas and events with the larger RenArts community, and learn through example how to be appreciative and responsible audience members.

### PARENT-ADVISOR SYMPOSIA

RenArts parents and administration have instituted a series of Parent-Advisor symposia as a way to deepen the community's discussion regarding the content and methodology utilized in the RenArts curricula.

### PARENT COMMITTEE

The RenArts Parent Committee has come together to support the school's academic and artistic mission and goals. The Parent Committee has organized annual Pledge Drive events, volunteer work days, candy sales, etc. We encourage all families to get involved.

## Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	N/A	Grade 8	69
Grade 1	N/A	Ungraded Elementary	N/A
Grade 2	N/A	Grade 9	49
Grade 3	N/A	Grade 10	30
Grade 4	N/A	Grade 11	22
Grade 5	N/A	Grade 12	6
Grade 6	46	Ungraded Secondary	N/A
Grade 7	65	Total Enrollment	287

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	9%	White (not Hispanic)	31%
American Indian or Alaska Native	1%	Multiple or No Response	0
Asian	3%	Socioeconomically Disadvantaged	53%
Filipino	2%	English Learners	16%
Hispanic or Latino	53%	Students with Disabilities	10%
Pacific Islander	1%	n/a	n/a

## Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05			2005-06			2006-07		
	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+
English	12	16		12	32		12	32	
Mathematics	12	16		12	32		12	32	
Science	18	16		18	16		18	16	
Social Science	12	16		12	32		12	32	

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

#### **School Safety Plan**

School safety plan including emergency procedures, student release protocol, guidelines for administration of medications, and requirements for background and safety checks of employees and volunteers are discussed with staff during professional development prior to the school year and included in the *Parent and Student Handbook* distributed to all families. Staff members are Red Cross certified in First Aid and CPR.

Academy procedures in the case of an emergency are designed to:

- Provide for action that will minimize injuries and loss of life of students and personnel if an emergency occurs during school hours;
- Provide for maximum use of school personnel and school facilities;
- Ensure the safety and protection of students and personnel immediately following a disaster;
- Arrange for a calm and efficient plan for parents to retrieve students from school, should it be necessary, following a disaster.

To help ensure student safety, fire drills are held at least once per semester, with the school evacuated according to the guidelines of the local fire department; and earthquake procedures are explained to students during the first month of the school year and reviewed each semester.

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

## Programs and Practices That Promote a Positive Learning Environment

As a small school of choice offering a classical academic and performing arts-centered course of study, RenArts does not incorporate many of the options available in a large comprehensive school. RenArts takes seriously the charter school mandate to create an educational program that offers an alternative to the current secondary school choices available to students and parents. At RenArts, the commitment to provide an arts-rich curriculum rooted in the classics determines both the scope of educational opportunities offered and the program limitations. All RenArts students participate in accelerated academic programs, mixed-age instructional groups, school-wide curriculum, and disciplined arts training. There are no 'optional' classes offered, including AP courses, and no mountains of nightly homework assignments that preclude students from spending time with family and focusing on those activities that nurture their individual interests.

In order to provide parents and students a true alternative to the currently available school cultures as well, RenArts purposely does not attempt to duplicate the extra-curricular activities and attendant social rituals prevalent in traditional middle and high schools, including sports teams, cheerleaders, pep rallies, proms, homecoming queens, and grad-night parties. While families are free to arrange whatever activities they feel are beneficial for their children, RenArts does not provide auxiliary social functions outside of the performing arts activities that are central to curricular goals. This is not an oversight; it is a component of the program design. Just as the RenArts open-classroom is not simply a lack of walls, the development of a school culture based on shared intellectual inquiry and artistic discipline is aided by the purposeful exclusion of certain conventional adolescent measures of achievement and popularity. Discipline issues are immediately discussed with a parent/guardian who participates in the implementation of an appropriate remediation plan coordinating home and school behavior expectations. Disciplinary actions are graduated, in keeping with Ed Code, and designed to protect the learning environment and maximize individual achievement for all RenArts students.

By enrolling at RenArts, families are choosing an alternative educational experience. Although there is no audition process or prior training required for admission, the performing arts portion of the RenArts program is not optional. Every student must choose a music or drama focus and commit to working toward specific program goals. Admission is by lottery and the school maintains an active waitlist of student applications.

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District-LAUSD		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0	0	0	10.5	9.8	9.8
Expulsions	0	0	0	0.1	0.1	0.1

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

#### Facilities Information

Renaissance Arts Academy has an E-1 Certificate of Occupancy for facilities fully compliant with all Los Angeles Building and Safety Code standards and requirements for the operation of a full-time K-12 school building. All infrastructure, including plumbing, electrical, HVAC and fire-life-safety equipment is brand new and maintained in fully operational condition. School is inspected annually by the LA Fire Marshall.

The school facility is located in a renovated department store building with 14,510 square feet in an open, street-level space with a mezzanine area along the eastern end. Renovation process included obtaining City Planning Permits for a building change of use, Department of Building and Safety Permits for necessary upgrades, and Environmental Impact Assessments including Department of Transportation traffic studies and Design Review Board approval. The scope of required construction included:

- Structural seismic reinforcement;
- Installation of all plumbing and electrical infrastructure and fixtures;
- Installation of heating and air-conditioning ducts, equipment, and operating systems;

- Installation of complete fire-life-safety system including building-wide sprinklers, on-site and central station fire alarms, smoke detectors, fire-rated doors with panic hardware, battery-powered back-up lighting fixtures and emergency signage, plus construction of firewalls, roof breaks, and enclosed fire-exit staircase from mezzanine;
- Installation of code-compliant railings for open staircases and mezzanine;
- Construction of enclosed dance studio, theater lab, music instruction rooms and individual student practice rooms, plus office, administrative and conference areas;
- Modifications to improve building accessibility, including installation of ramps, rails, restroom accommodations, and elevator to mezzanine in accordance with federal and state Americans with Disabilities Act guidelines.

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	N/A			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

## Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District-LAUSD
	2004-05	2005-06	2006-07	2006-07
With Full Credential	5	8	10	32,428
Without Full Credential	0	0	0	3,218
Teaching Outside Subject Area of Competence	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0
All Schools in District - LAUSD	78%	22%
High-Poverty Schools in LAUSD	78%	22%
Low-Poverty Schools in LAUSD	83%	17%

### Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

*Renaissance Arts Academy staffs an additional credentialed teacher to provide special education support and to serve as a substitute when needed.*

## Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teachers at RenArts engage in continuous practice reflection, revision, and refinement. Staff performance is monitored by peer review and overseen by the Academic Director through ongoing evaluation and support, and annual review. Performance criteria are aligned with internal Professional Development standards and are based on the following activities/observations:

Administrative duties completed in a timely manner

- lesson plans uploaded
- computer attendance
- current assignments updated weekly
- parent communication log updated weekly
- record student assessment results

Effective implementation of teaching strategies as documented through

- peer observations
- academic director observations
- participation in staff development

Effective communication as documented through

- staff development
- day-to-day communication with staff
- communication with parents

Yearly Program Evaluation

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.25	35
Library Media Teacher (Librarian)	.05	4
Library Media Services Staff (paraprofessional)	.5	20
Psychologist	Fee for service as needed	n/a
Social Worker	Fee for service as needed	n/a
Nurse	Fee for service as needed	n/a
Speech/Language/Hearing Specialist	Fee for service as needed	n/a
Resource Specialist (non-teaching)	Fee for service as needed	n/a
Other	Fee for service as needed	n/a

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts Mathematics Science/Science Lab Equipment (9-12) History-Social Science Foreign Language	All students have adequate textbooks and materials in all subject areas	0%

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site			\$5433	\$41,000
District	n/a	n/a		
Percent Difference – School Site and District	n/a	n/a		
State	n/a	n/a		
Percent Difference – School Site and State	n/a	n/a		

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Renaissance Arts Academy provides a wide spectrum of supplemental services related to students' academic and artistic needs including supplemental mathematics instruction on Saturdays and during the summer, tutoring in Science, Latin, and English Language Arts, and supplemental after-school arts instruction five days a week.

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at

the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District-LAUSD			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	74%	59%	73%	27%	29%	31%	40%	42%	40%
Mathematics	28%	30%	43%	29%	31%	35%	38%	40%	43%
Science	6%	22%	56%	14%	14%	24%	25%	27%	35%
History-Social Science	39%	27%	37%	20%	32%	21%	32%	33%	30%

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	62%	51%	49%	22%
Pacific Islander	n/a	n/a	n/a	n/a
White (not Hispanic)	90%	67%	74%	30%
Male	81%	55%	71%	39%
Female	73%	44%	54%	30%
Economically Disadvantaged	69%	52%	71%	47%
English Learners	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a

## Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

### [NRT Results for All Students – Three-Year Comparison](#)

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District- LAUSD			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	62 %	69 %	72 %	27 %	27 %	31 %	41 %	42 %	47 %
Mathematics	48 %	52 %	65 %	39 %	40 %	35 %	52 %	53 %	51 %

### [NRT Results by Student Group – Most Recent Year](#)

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	n/a	n/a
American Indian or Alaska Native	n/a	n/a
Asian	n/a	n/a
Filipino	n/a	n/a
Hispanic or Latino	65%	48%
Pacific Islander	n/a	n/a
White (not Hispanic)	95%	59%
Male	100%	100%
Female	63%	53%
Economically Disadvantaged	57%	39%
English Learners	n/a	n/a
Students with Disabilities	n/a	n/a
Students Receiving Migrant Education Services	n/a	n/a

### [California Physical Fitness Test Results](#)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
7	74%
9	56%

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	8	7	Available 3/08
Similar Schools	10	9	Available 3/08

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	+34	-12	+64	837
African American	N/A	N/A	N/A	
American Indian or Alaska Native	N/A	N/A	N/A	
Asian	N/A	N/A	N/A	
Filipino	N/A	N/A	N/A	
Hispanic or Latino	N/A	-21	+91	801
Pacific Islander	N/A	N/A	N/A	
White (not Hispanic)	N/A	-22	+44	898
Socioeconomically Disadvantaged	N/A	+1	+78	811
English Learners	n/a	n/a	N/A	
Students with Disabilities	n/a	n/a	N/A	

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

N/A

### Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District-LAUSD
<b>Overall</b>	YES	No
<b>Participation Rate - English-Language Arts</b>	YES	Yes
<b>Participation Rate - Mathematics</b>	YES	Yes
<b>Percent Proficient - English-Language Arts</b>	YES	No
<b>Percent Proficient - Mathematics</b>	YES	Yes
<b>API</b>	YES	Yes
<b>Graduation Rate</b>	YES	No

### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District-LAUSD
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement</b>	N/A	2004-05
<b>Year in Program Improvement</b>	N/A	Year 3
<b>Number of Schools Currently in Program Improvement</b>	n/a	
<b>Percent of Schools Currently in Program Improvement</b>	n/a	

## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District-LAUSD			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
<b>Dropout Rate (1-year)</b>	0%	0%	0%	32	24	25.5	12.9	12.5	17.3
<b>Graduation Rate</b>	N/A	100%	100%	66.5	66.4	63.8	85.3	85	83.1

## Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students	100%	63.8	83.1
African American	n/a		
American Indian or Alaska Native	n/a		
Asian	n/a		
Filipino	n/a		
Hispanic or Latino	n/a		
Pacific Islander	n/a		
White (not Hispanic)	n/a		
Socioeconomically Disadvantaged	n/a		
English Learners	n/a		
Students with Disabilities	n/a		

## Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Research uniformly shows that preparing young people for work and for college in today's high-level economy demands exactly the same preparation -- the same skills, the same courses, taught with the same rigor. RenArts provides full access to A-G coursework to all students so that all are prepared for success in either college or workforce.

## Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	100%
Graduates Who Completed All Courses Required for UC/CSU Admission	100%

## Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	n/a
English	0	n/a
Fine and Performing Arts	0	n/a
Foreign Language	0	n/a
Mathematics	0	n/a
Science	0	n/a
Social Science	0	n/a
All courses	0	

## College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

*PSAT is administered to all 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade students. All 12<sup>th</sup> grade students take the SAT.*

## SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: Scores are not shown when the number of students tested is 10 or less either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Indicator	2005	2006	2007
Percent of Grade 12 Students Taking the Test	100%	100%	100%
Average Verbal Score	470	540	580
Average Math Score	450	500	540
Average Writing Score	n/a	550	570

## **XI. Instructional Planning and Scheduling**

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

#### **Renaissance Arts Academy Instructional Design**

Renaissance Arts Academy's program is structured to capitalize on the best aspects of self-contained, multiage and collaborative classroom instruction. We believe that students who experience a shared discourse with fellow students and teachers repeatedly over time more easily apprentice the intellectual practices and inquiry that teachers, more experienced peers, community experts and mentors model. The structure is influenced by "discovery learning," that was first described in John Dewey's work with the Chicago laboratory school. Although constructivist in nature, our approach to organizing instruction for middle and high school learners takes into account more recent learning theories that support students' development as active, purposeful, and strategic learners—what Ann L. Brown calls "guided discovery."

Teachers and mentors guide student discovery through Reciprocal Teaching—reinforcing what individual students know and instructing them on what they need to learn next while gradually helping students assume more and more responsibility for their own learning and for contributing to the knowledge making of the intellectual community. In Reciprocal Teaching students engage in a Cognitive Apprenticeship with the intellectual models around them, observing, practicing, mastering, and then assuming the role of model for other students and learning-community members.

#### **Instructional Strategies**

Instruction emphasizes in-depth study of classical texts, rigorous text-based and experience-based analysis, and critical writing. Inter-disciplinary instruction deepens understanding of both specific subject matter and broader conceptual themes (i.e. study of Medieval social structures might examine the role of court musicians and the impact of the patron system on the development of Western musical composition.)

- Core classroom strategies employ Reciprocal Teaching in small, flexible groups, as described in the Center for Improvement of Reading Achievement's study of those instructional practices proven most effective in helping at-risk learners. Lessons will be specifically designed to reinforce what individual students know and to teach what they need to learn next.
- Instruction utilizes Cognitive Apprenticeship, as specified by Allan Collins, et al. in "*Cognitive Apprenticeship: Teaching the Crafts of Reading, Writing, and Mathematics*". This approach to teaching habits of mind begins with explicit demonstration and moves to mastery and independence, inter-relating concepts and facts in multiple problem-solving contexts.
- Course design incorporates a Parallel Curriculum model to create qualitatively differentiated instruction that serves the needs of all students. This model, as set forth by Carol Ann Tomlinson, et al. in *The Parallel Curriculum: A Model for Planning Curriculum for Gifted Students and the Whole Classroom*, ensures that all learners master

content, competency, and appropriate degrees of challenge through teacher-reinforced exploration of steadily increasing levels of intellectual depth and complexity.

- Professionally-guided music and drama programs provides [Multiple Points of Entry](#) into all academic subjects for students who might not otherwise thrive in a school setting, as proposed by the Harvard Project Zero study “*Reviewing Education and the Arts Project*” (REAP). Instruction promotes intellectual and aesthetic rigor in all areas of performing arts study: instrumental, theoretical, historical and critical inquiry.
- Performing arts instruction proceeds from a [Global Perspective](#), training students to see, hear, imagine, perform and compose in a contemporary, culturally multivalent context.
- Renarts offers [Full Educational Opportunities](#) with access to appropriate curriculum content and instructional practice for all students, including English Learners, students with Special Education needs, and students identified as Gifted and/or Talented.

Central to our instructional approach in all subjects is the apprenticeship model as described by Collins, Seely, Brown and Newman and Ruth Shoenbach, Cynthia Greenleaf, Christine Cziko, and Lori Hurwitz in *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms* (San Francisco: Josey-Bass, 1999). Students acquire powerful learning strategies through explicit demonstration, multiple opportunities to practice, and eventual independent use of the strategies. Every teacher, artist-advisor, staff member, visitor, text, artifact, performance, etc. is viewed as, and expected to be a model of intellectual inquiry. Students are shown how to closely observe the thinking processes engaged in by knowledgeable adults, and how to mimic those processes when approaching new tasks.

In learning to play a musical instrument, apprenticeship often takes the form of a teacher-student relationship in which skills, knowledge, understanding, appreciation, and creativity are demonstrated, imitated, mastered, and built upon. In dramatic art, a similar process takes place: an experienced practitioner explicitly demonstrates technique and models application for a small group of novice actors, directors, or designers who then repeatedly imitate, then extrapolate, and finally bring their own creativity to bear upon the task. In academic apprenticeship, learning is likewise achieved through daily, intense, small group work.

Academy students meet with faculty and advisors in groups of 12-19 for both core academic and performing arts subjects. David Pearson’s research has demonstrated that students working in small groups whose progress is constantly monitored show the greatest growth in learning to read powerfully (Barbara Taylor, David Pearson, et al. *Beating the Odds in Teaching all Children to Read*. Center for the Improvement of Early Reading Achievement, 9/30/99). And the small-group apprenticeship model provides a focused structure to support a parallel curriculum in which students can co-study within a coherent topical area, yet still engage subject matter on an individually challenging level of depth and complexity.

When not meeting with subject matter specialists, students engage in activities that promote autonomous scholarship. This process often entails a period of extensive reading and research and culminates in group discussion or a written analysis demonstrating complex critical comprehension of the specified subject content. Learning goals are aligned to state standards and calibrated to ensure that both short term and long-term aims are addressed. Small group learning programs can successfully engage students at all levels in sophisticated analysis of text while significantly improving subject matter fluency, accuracy, and comprehension for all learners.

The daily work students and teachers do at RenArts looks different. The large, open, work area is remarkably quiet. The conversations between and among learners (including teachers) are intense and pointed. Students and teachers always have texts in front them (RenArts defines texts broadly--essays, textbooks, music, graphs, charts, timelines, examples, art prints, etc. are all used as material for study) that they refer to, quote, or question. Teachers often read while their students are reading and may interrupt the group’s reading to model strategies autonomous scholars employ, i.e. self-monitoring of comprehension, questioning the text, clarifying concepts, etc. Students actively engage with text in every class. They read and comment in writing and orally on every material presented. Their notes are kept in the margin of texts or in journals that then become material that students refer to, quote, and or question.

Students receive constant and direct coaching from teachers and peers on how to engage in autonomous scholarship. The coaching may redirect focus, or encourage students to sustain study in the face of confusion or fatigue; it may remind students to note current understanding and questions, it may even correct posture. What coaching does *not* entail is answering questions for students; substituting a student’s intellectual struggle or frustration with palliative and inevitably cursory explanations.

### **Grouping**

At Renaissance Arts Academy students are grouped first by their approximate experience with the target material (as determined by standardized reading comprehension assessments, math assessments, and writing samples). Additional

factors such as learning style, social maturation, and independence are considered secondarily. Groups are small so that opportunities for in-depth discussion, clarification, and knowledge advancement are maximized. All groupings are flexible and students move from one group to another as observation, interest, motivation and assessment warrant.

Accommodating grouping that caters to students' instructional needs over age or grade level requires course material that supports global, conceptual, thematic learning rather than topical learning. Global, conceptual, thematic teaching can meet objectives for various grade-levels within a common curricular framework. This instructional orientation establishes a Knowledge Forum Classroom as described by Carl Bereiter, et al. in *Rethinking Learning*, in D. O. and N. Torrance (Eds.), *Handbook of Education and Human Development: New Models of Learning, Teaching and Schooling*". In the Knowledge Forum Classroom students engage in creating and adding value to knowledge in the same way that the most successful businesses' most valuable employees contribute to the organization's knowledge resources. Student work becomes the work of the researcher, the designer, the analyst, or the theorist. Student products become shared contributions to the knowledge fund of the community of learners.

Students progress through two whole-school, three-year curriculum cycles at Renaissance Arts Academy that are connected through a common historical framework. Along with exploring the same concepts through several different intellectual perspectives, students observe and then practice the dynamic cross-disciplinary and cross-expertise conversations that take place when an entire school community studies and learns from a common knowledge base, and a shared system of meaning, beliefs, and activity.

Facilitating learning through joint productive activity and dialog among teachers and learners according to Barbara Rogoff in *Social interaction as apprenticeship in thinking: Guidance and participation in spatial planning*, develops the highest level of academic achievement for At-Risk learners. Through the discourse about shared intellectual work students of different backgrounds create a common context for connecting schooled or scientific ideas with everyday concepts.

### **Curricular Issues**

The *Content Standards for California Schools* outline sets of skills and subject matter content for students by grade level. The multi-age classroom therefore has an additional responsibility for tracking students' mastery of grade level skills and concepts. Often this is accomplished through the core global, conceptual, thematic curriculum. However the curriculum must at times be carefully fashioned to integrate specific content information required at certain grade levels. During the first year of the first three-year cycle at Renaissance Arts Academy for example while the core curriculum centers around the time period between the fall of Rome and the beginning of the Renaissance, students also examine United States history. Philosophical ties, common patterns of events, and meta-historical disciplinary discourse are used to weave the curricula together.

Upon repeating the cycle students have the opportunity to revisit concepts with newly gained skills, the perspective cognitive maturation provides, and the comfort of approaching material that is familiar yet ripe for further investigation. As RenArts scholars re-read Plutarch's Antony as 9<sup>th</sup> graders the growth in their own skills as thinkers, readers, and students of history is self-evident. As they approach physics as high school students they are doing so with a firm foundation in advanced algebra giving them a powerful new tool for the analysis of physical phenomena.

With the additional instructional responsibility however comes significant flexibility in instructional options for students. A common concern in classrooms is that there are often small groups of students who either need or are ready for additional instruction in content that is not part of the course work for that grade level. Because the multi-age classroom is responsible for providing several grade-level curricula at once, students can move in and out of groups fluidly and efficiently as needed while still accessing grade-level standards.

Providing common curricular and instructional experiences at various levels creates a Parallel Curriculum as set forth by Carol Ann Tomlinson, et al. in *The Parallel Curriculum: A Model for Planning Curriculum for Gifted Students and the Whole Classroom*, and ensures that all learners master content, competency, and appropriate degrees of challenge through teacher-reinforced exploration of steadily increasing levels of intellectual depth and complexity. All instruction is supported with core and supplemental texts and instructional materials that are varied and adjusted to maximize intellectual access and full participation for all students. Through the use of individually appropriate textual materials and instructional strategies, students at different levels of academic achievement concurrently explore, discuss, and actively contribute to a shared understanding of fundamental themes and concepts, thereby reinforcing the Academy's high-level expectations for all students.

Progress toward mastery of grade-level expectations is closely monitored to ensure teachers systematically provide experiences that efficiently move students toward their instructional goals.

## Benefits

Cognitive learning research has in the last two decades emphasized cognitive strategies that create independent learners and problem solvers and develop expertise and intellectual curiosity. The degree to which schools can organize themselves to support this type of learning is the degree to which they will prepare students to contribute to the knowledge society. Renaissance Arts Academy instructional organization provides collaborative learning experiences, intellectual apprenticeship, and a comprehensive system of mastery assessment and initiates students in the practice of scholars. As students participate in sophisticated forums of scholarly work they learn not only the content, but develop unique understandings and perspectives that contribute to the intellectual community.

Guided Discovery promotes shared discourse engaging students in the exchange of ideas in speech and in writing. It establishes common funds of knowledge over which all students have ownership. Guided Discovery helps the community of learners identify expertise and distribute expertise for the sake of authentic problem solving and knowledge building. The instructional conversations that students engage in gives them access to a variety of perspectives, allows them to draw on each other's strengths, and helps them explore and refine their ideas. Finally, Guided Discovery, requires that students engage in sustained critical thinking in the service of building the community's shared understanding of the world.

## Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Renaissance Arts Academy focuses on professional development in three areas that impact instructional strategy practice: teaching practice inquiry, student progress analysis, and subject matter expertise. To this end, teachers:

- Study own practice using The Writing Project model of research and writing about practice, as a means of self-examination, analysis and improvement.
- Participate in student work-sample analyses to augment individual analytical skills and capitalize on joint evaluative capabilities of the faculty as a whole.
- Research and lead subject-matter seminars for fellow staff, parents, and community on pertinent topics within individual field(s) of interest.

Professional Development starts with a careful presentation of the identified instructional strategies, and student case studies. At the planning institute and faculty meetings the Academic Director presents the strategies with sample texts. Teachers then discuss application of the strategies with texts and materials specific to their subject area. During the planning institute teachers also learned how to administer the Informal Reading Inventory and a beginning writing sample. Student case studies focused on student reaction to instruction and to the small group, multi-age structure.

Ongoing professional development activities focus on helping teachers develop expertise with the selected strategies, and work with developed outcomes rubrics. Teachers discuss student work-samples using rubrics. Teachers also participate in subject-matter seminars and shared professional reading.

Renaissance Arts Academy has carefully recruited core academic advisors with demonstrated content area expertise (i.e. holding advance degrees), and teaching experience. In order to capitalize on content area expertise RenArts has implemented a professional development plan that helps core academic advisors pursue a clear credential through intern programs. Currently core academic advisors are enrolled in CalStateTEACH, CSUN's Tech to Teach Program, and the University of Phoenix Masters in Education Intern Program. The Academy has budgeted professional development monies to help fund Advisors' intern programs. RenArts has just established an intern partnership with California State University Los Angeles. The RenArts Academic Director coordinates on-site professional development sessions with intern program requirements, readings, and activities. In addition, the collaborative teaching model at Renaissance Arts Academy places intern advisors in teams with fully credentialed master advisors. The teams operate within a "cognitive coaching" framework as described by Arthur Costa and Robert Garmston in *Cognitive Coaching: A Foundation for Renaissance Schools*. Norwood, Mass.: Christopher-Gordon. Master advisors support intern advisors as they develop an efficacious repertoire of instructional strategies, and consciously and reflectively apply and examine those strategies.

Whole staff professional development activities begun in 2003/04 and continuing into 2007/08 focus on establishing strong, long-term teacher-student relationships and designing coherent standards-based curricula. The school year begins with a two-week intensive professional development seminar in which the entire faculty engages in study and discussion regarding current research on best practices.

### Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	N/A	36,000
1	N/A	50,400
2	N/A	50,400
3	N/A	50,400
4	N/A	54,000
5	N/A	54,000
6	65,230	54,000
7	65,230	54,000
8	65,230	54,000
9	65,230	64,800
10	65,230	64,800
11	65,230	64,800
12	65,230	64,800

### Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

*There were 180 instructional days, including thirteen early dismissal days (1:40 dismissal) for professional development and three minimum days (11:40 dismissal) for parent conferences.*

## RENAISSANCE ARTS ACADEMY Expenditures 2005-06

