

Executive Summary School Accountability Report Card, 2007-08

RENAISSANCE ARTS ACADEMY

Address: 1800 Colorado Blvd
Los Angeles, CA 90041
Principal: Executive Director PK Candaux
Academic Director Sidnie Myrick

Phone: 323-259-5700
Website: www.renarts.org

Grade Span: 6-12

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 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 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

RENAISSANCE ARTS ACADEMY is a small Charter Public School that cultivates autonomous scholarship through an integrated classical curriculum focused on performing arts disciplines. RenArts welcomes middle and high school students from all backgrounds and develops 21st Century Renaissance citizens through rigorous academic inquiry, collaborative small-group instruction, and professionally-guided arts training. RenArts students develop the capacity to synthesize intellectual curiosity, academic discernment, and artistic discipline to help build a tolerant and hopeful future for all.

RENAISSANCE ARTS ACADEMY is 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 RenArts charter was renewed in May 2008 and extends through 2013. RenArts is fully accredited by the Western Association of Schools and Colleges (WASC) and offers complete University of California approved A-G coursework to every high school student. 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. Admission is by lottery.

Student Enrollment

| Group | Enrollment |
|----------------------------------|------------|
| Number of students | 273 |
| African American | 9% |
| American Indian or Alaska Native | - |
| Asian | 3% |
| Filipino | 2% |
| Hispanic or Latino | 54% |
| Pacific Islander | - |
| White (not Hispanic) | 31% |
| Multiple or No Response | - |
| Socioeconomically Disadvantaged | 51% |
| English Learners | 8% |
| Students with Disabilities | 10% |

Teachers

| Indicator | Teachers |
|--|----------|
| Teachers with full credential | 8 |
| 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

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

Repairs Needed

n/a

Corrective Actions Taken or Planned

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 | 0% |
| Visual and Performing Arts | 0% |
| Science Laboratory Equipment (grades 9-12) | 0% |

School Finances

| Level | Expenditures Per Pupil (Unrestricted Sources Only) |
|-------------|--|
| School Site | \$6503 |
| District | \$ |
| State | \$ |

Student Performance

| Subject | Students Proficient and Above on California Standards Tests |
|------------------------|---|
| English-Language Arts | 76% |
| Mathematics | 57% |
| Science | 56% |
| History-Social Science | 58% |

Academic Progress

| Indicator | Result |
|---|--------------|
| 2008 Growth API Score (from 2008 Growth API Report) | 858 |
| Statewide Rank | 9 out of 10 |
| Similar Schools Rank (from 2007 Base API Report) | 10 out of 10 |
| 2008-09 Program Improvement Status (PI Year) | Not in PI |

School Completion

| Indicator | Result |
|-----------------|--------|
| Graduation Rate | 100% |

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 2007-08

Published During 2008-09

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 on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

II. About This School

Contact Information (School Year 2008-09)

| School | | District | |
|------------------|--|----------------|--|
| School Name | Renaissance Arts Academy | District Name | Renaissance Arts Academy |
| Street | 1800 Colorado Blvd | Phone Number | 323-259-5700 |
| City, State, Zip | Los Angeles, CA 90041 | Web Site | www.renarts.org |
| Phone Number | 323-259-5700 | Superintendent | PK Candaux / Sidnie Myrick |
| Principal | Sidnie Myrick / PK Candaux | E-mail Address | office@renarts.org |
| E-mail Address | office@renarts.org | CDS Code | 19-64733-0101683 |

School Description and Mission Statement (School Year 2007-08)

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 21st 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 (School Year 2007-08)

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 (School Year 2007-08)

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 | - | Grade 8 | 69 |
| Grade 1 | - | Ungraded Elementary | - |
| Grade 2 | - | Grade 9 | 49 |
| Grade 3 | - | Grade 10 | 27 |
| Grade 4 | - | Grade 11 | 17 |
| Grade 5 | - | Grade 12 | 9 |
| Grade 6 | 47 | Ungraded Secondary | - |
| Grade 7 | 64 | Total Enrollment | 273 |

Student Enrollment by Group (School Year 2007-08)

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 | - | Multiple or No Response | - |
| Asian | 3% | Socioeconomically Disadvantaged | 51% |
| Filipino | 2% | English Learners | 8% |
| Hispanic or Latino | 54% | Students with Disabilities | 10% |
| Pacific Islander | - | | |

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 | 2005-06 | | | | 2006-07 | | | | 2007-08 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 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 | | |

III. School Climate

[School Safety Plan \(School Year 2007-08\)](#)

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.

[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 | | |
|--------------------|---------|---------|---------|----------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| Suspensions | 0 | 0 | 0 | | | |
| Expulsions | 0 | 0 | 0 | | | |

IV. School Facilities

[School Facility Conditions and Planned Improvement \(School Year 2008-09\)](#)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, 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.

Additional 8,300 sq ft of usable school space is being added during 2008-09 school year through annexation and full renovation of adjoining storefront. The same open floorplan will be employed in annex space, with dance studio, music library and science laboratory areas featured in the expansion. LADBS permits have been obtained and work is expected to be complete by winter of 2008.

School Facility Good Repair Status (School Year 2008-09)

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 (School Year 2008-09)

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 | | | |

V. 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 on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2005-06 | 2006-07 | 2007-08 | 2007-08 |
| With Full Credential | 5 | 8 | 8 | |
| Without Full Credential | 0 | 0 | 0 | |
| Teaching Outside Subject Area of Competence | 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).

| Indicator | 2006-07 | 2007-08 | 2008-09 |
|--|---------|---------|---------|
| 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 \(School Year 2006-07\)](#)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page 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 LAUSD | 78% | 22% |
| High-Poverty Schools in LAUSD | 78% | 22% |
| Low-Poverty Schools in LAUSD | 83% | 17% |

VI. Support Staff

[Academic Counselors and Other Support Staff \(School Year 2007-08\)](#)

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 | - |
| Social Worker | Fee for service as needed | - |
| Nurse | Fee for service as needed | - |
| Speech/Language/Hearing Specialist | Fee for service as needed | - |
| Resource Specialist (non-teaching) | Fee for service as needed | - |
| Other | Fee for service as needed | - |

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

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 | All students have adequate textbooks and materials in all subject areas | 0% |
| Mathematics | | |
| Science | | |
| History-Social Science | | |
| Foreign Language | | |
| Health | | |
| Visual and Performing Arts | | |
| Science Laboratory Equipment (grades 9-12) | | |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <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 | \$6503 | | | |
| 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 (Fiscal Year 2007-08)

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

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

IX. 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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the Standardized Testing and Reporting (STAR) Results Web page 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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 | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| English-Language Arts | 57.5% | 70.9% | 76.4% | | | | | | |
| Mathematics | 35.2% | 46.6% | 57.1% | | | | | | |
| Science | 22% | 56% | 56.0% | | | | | | |
| History-Social Science | 27% | 37% | 54.7% | | | | | | |

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 | 68.8% | 62.5% | 31.3% | 20.0% |
| American Indian or Alaska Native | - | - | - | - |
| Asian | - | - | - | - |
| Filipino | - | - | - | - |
| Hispanic or Latino | 64.0% | 48.6% | 43.9% | 40.9% |
| Pacific Islander | - | - | - | - |
| White (not Hispanic) | 96.9% | 67.2% | 75.4% | 88.9% |
| Economically Disadvantaged | 64.4% | 51.9% | 47.4% | 41.0% |
| English Learners | 60.8% | 47.1% | 39.6% | 36.4% |
| Students with Disabilities | - | - | - | - |

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

| Subject | School | | | District | | | State | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| English-Language Arts | - | 85% | 92% | | | | | | |
| Mathematics | - | 95% | 96% | | | | | | |

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

| Group | English-Language Arts | | | Mathematics | | |
|---|---|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students | 0 | 18% | 78% | 0 | 32% | 65% |
| African American | Sub-groups too small to disaggregate scores for publication | | | | | |
| American Indian or Alaska Native | | | | | | |
| Asian | | | | | | |
| Filipino | | | | | | |
| Hispanic or Latino | | | | | | |
| Pacific Islander | | | | | | |
| White (not Hispanic) | | | | | | |
| Male | | | | | | |
| Female | | | | | | |
| Economically Disadvantaged | | | | | | |
| English Learners | | | | | | |
| Students with Disabilities | | | | | | |
| Students Receiving Migrant Education Services | | | | | | |

California Physical Fitness Test Results (School Year 2007-08)

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 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 Physical Fitness Testing Web page 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

| Grade Level | Percent of Students Meeting Healthy Fitness Zones |
|-------------|---|
| 7 | 71% |
| 9 | 69% |

X. 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 API Web page 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 | 9 |
| Similar Schools | 10 | 9 | 10 |

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 | | | Growth API Score |
|----------------------------------|-------------------|---------|---------|------------------|
| | 2005-06 | 2006-07 | 2007-08 | 2008 |
| All Students at the School | -14 | +64 | +21 | 858 |
| African American | - | - | - | - |
| American Indian or Alaska Native | - | - | - | - |
| Asian | - | - | - | - |
| Filipino | - | - | - | - |
| Hispanic or Latino | -21 | +91 | +20 | 821 |
| Pacific Islander | - | - | - | - |
| White (not Hispanic) | -22 | +24 | +25 | 924 |
| Socioeconomically Disadvantaged | +1 | +78 | +15 | 826 |
| English Learners | n/a | - | - | - |
| Students with Disabilities | 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 AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

[AYP Overall and by Criteria \(School Year 2007-08\)](#)

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 |
|---|------------------------|---------------|
| Overall | Made 22 of 22 Criteria | Made 38 of 46 |
| Participation Rate - English-Language Arts | Yes | Yes |
| Participation Rate - Mathematics | Yes | Yes |
| Percent Proficient - English-Language Arts | Yes | No |
| Percent Proficient - Mathematics | Yes | No |
| API | Yes | Yes |
| Graduation Rate | Yes | Yes |

[Federal Intervention Program \(School Year 2008-09\)](#)

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 AYP Web page at

<http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator | School | District |
|--|-----------|----------|
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | n/a | 2004-05 |
| Year in Program Improvement | n/a | Year 3 |
| Number of Schools Currently in Program Improvement | n/a | |
| Percent of Schools Currently in Program Improvement | n/a | |

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

[University of California](#)

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

[California State University](#)

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

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 on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| Indicator | School | | | LAUSD | | | State | | |
|------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2004-05 | 2005-06 | 2006-07 | 2004-05 | 2005-06 | 2006-07 | 2004-05 | 2005-06 | 2006-07 |
| Dropout Rate (1 year) | 0 | 0 | 0 | 24 | 25.5 | | 12.5 | 17.3 | |
| Graduation Rate | 100% | 100% | 100% | 66.4 | 63.8 | 65.3% | 85 | 83.1 | 79.5% |

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 2007-08 school year in grade 12, 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 CAHSEE Web page 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 2008 | | |
|---------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 100% | | |

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 shows that preparing young people for work and for college in today's high-level economy demands the same high-level 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 (School Year 2007-08)

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 on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| UC/CSU Course Measure | 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 (School Year 2007-08)

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 on the *DataQuest* Web page 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 | n/a |

XII. Instructional Planning and Scheduling

Professional Development

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

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.

| Numerically Significant Groups for AYP | RENAISSANCE ARTS ACADEMY AYP | | | | | Aggregate AYP Growth |
|--|--|-------------------------|-------------------------|-------------------------|-------------------------|---------------------------|
| | ENGLISH LANGUAGE ARTS Percent Proficient or Above | | | | | |
| | 2003-04 90 Students | 2004-05 151 Students | 2005-06 260 Students | 2006-07 260 Students | 2007-08 260 Students | Percentage Point Increase |
| | % Prof/Adv | % Prof/Adv | % Prof/Adv | % Prof/Adv | % Prof/Adv | |
| All Students at the School | 52.2% | 61.7% | 57.5% | 70.9% | 76.4% | +24.2 |
| African American | N/A | 33.3% | 43.5% | 55.6% | 68.8% | +35.5 |
| Hispanic or Latino | 42.8% | 50.0% | 38.5% | 57.9% | 64.0% | +21.2 |
| White (not Hispanic) | 84.2% | 83.7% | 88.2% | 91.9% | 95.9% | +11.7 |
| Socio-Econ Disadvantaged | 37.8% | 47.7% | 49.5% | 59.6% | 64.4% | +26.6 |
| English Learners | 13.3% | 32.3% | 26.2% | 57.1% | 60.8% | +47.5 |
| Students with Disabilities | N/A | 10.5% | 16.0% | 45.5% | N/A | +35.0 |

| Numerically Significant Groups for AYP | RENAISSANCE ARTS ACADEMY AYP | | | | | Aggregate AYP Growth |
|--|--|-------------------------|-------------------------|-------------------------|-------------------------|---------------------------|
| | MATHEMATICS Percent Proficient or Above | | | | | |
| | 2003-04 90 Students | 2004-05 160 Students | 2005-06 260 Students | 2006-07 260 Students | 2007-08 260 Students | Percentage Point Increase |
| | % Prof/Adv | % Prof/Adv | % Prof/Adv | % Prof/Adv | % Prof/Adv | |
| All Students at the School | 23.8% | 31.9% | 35.2% | 46.6% | 57.1% | +33.3 |
| African American | N/A | 13.3% | 26.1% | 38.9% | 62.5% | +49.2 |
| Hispanic or Latino | 17.1% | 22.7% | 22.1% | 32.6% | 48.6% | +31.5 |
| White (not Hispanic) | 47.3% | 51.0% | 53.6% | 66.1% | 67.2% | +19.9 |
| Socio-Econ Disadvantaged | 8.1% | 21.5% | 30.6% | 37.2% | 51.9% | +43.8 |
| English Learners | 0.0% | 12.9% | 14.3% | 21.4% | 47.1% | +47.1 |
| Students with Disabilities | N/A | 10.5% | 20.0% | 27.3% | N/A | +16.8 |

| Numerically Significant Groups for API | RENAISSANCE ARTS ACADEMY API | | | | | | | | | | Aggregate API Growth |
|--|---------------------------------|-----|-------------------------|-----|-------------------------|-----|-------------------------|-----|-------------------------|-----|----------------------|
| | Actual API Change | | | | | | | | | | |
| | 2003-04 90 Students | | 2004-05 160 Students | | 2005-06 260 Students | | 2006-07 260 Students | | 2007-08 260 Students | | API Number Increase |
| | # Valid Scores | API | # Valid Scores | API | # Valid Scores | API | # Valid Scores | API | # Valid Scores | API | |
| | | 753 | | 787 | | 773 | | 837 | | 858 | |
| All Students | 89 | N/A | 164 | +34 | 255 | -14 | 259 | +64 | 267 | +21 | +105 |
| Hispanic or Latino | 51 | N/A | 78 | N/A | 127 | -21 | 129 | +91 | 143 | +20 | +90 |
| White (not Hispanic) | 24 | N/A | 56 | N/A | 80 | -22 | 88 | +44 | 85 | +25 | +47 |
| Socio-Econ Disadvantaged | 49 | N/A | 77 | N/A | 139 | +1 | 139 | +78 | 137 | +15 | +94 |