

## Executive Summary School Accountability Report Card, 2009–10

# 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](http://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 information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 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

#### MISSION

**RENAISSANCE ARTS ACADEMY** is a small Charter Public School that cultivates autonomous scholarship through an integrated classical curriculum focusing on music and performing arts disciplines. RenArts welcomes middle and high school students from all backgrounds and develops 21<sup>st</sup> Century Renaissance citizens through rigorous academic inquiry, collaborative small-group instruction, and professionally-guided arts training.

#### PROFILE

Renaissance Arts Academy is a Charter Public School serving Grades 6 -12. It is incorporated as 501(c)(3) California Public Benefit Corporation and governed by its Board of Trustees. The Academy operates under a charter granted by the LAUSD Board of Education and authorized by the California State Board of Education. The Charter originated in 2003 and was renewed in 2008. RenArts has a complete A-G course of study approved by the University of California and is fully accredited by the Western Association of Schools and Colleges (WASC). Located in a renovated storefront in Northeast Los Angeles, RenArts' flexible, multi-purpose use of space allows classroom areas to convert easily into rehearsal and performance space.

**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.

### Student Enrollment

Group	Enrollment
Number of students	293
Black or African American	10%
American Indian or Alaska Native	1%
Asian	3%
Filipino	2%
Hispanic or Latino	55%
Native Hawaiian/Pacific Islander	
White (not of Hispanic origin)	29%
Two or More Races	
Socioeconomically Disadvantaged	65%
English Learners	5%
Students with Disabilities	7%

### 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

## Student Performance

Subject	Students Proficient and Above on STAR <sup>1</sup> Program Results
English-Language Arts	77.5%
Mathematics	66.2%
Science	72%
History-Social Science	65.5%

## Academic Progress<sup>2</sup>

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	886
Statewide Rank (from 2009 Base API Report)	10
Met All 2010 AYP Requirements	yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	17 of 17
2010–11 Program Improvement Status (PI Year)	Not in PI

## School Facilities

### Summary of Most Recent Site Inspection

RenArts facility is newly renovated, recently expanded, fully up to code with E-1 certificate of occupancy, safe, clean and in good repair. Upgrades to ADA accessibility.

### Repairs Needed

N/A.

### Corrective Actions Taken or Planned

N/A.

## Curriculum and Instructional Materials

Core Curriculum Area	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	\$7218
District	\$
State	\$

<sup>1</sup> Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

<sup>2</sup> The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## School Completion

Indicator	Result
Graduation Rate (if applicable)	100%

## Postsecondary Preparation

Measure	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 Using Data from 2009–10 School Year

*Published During 2010–11*

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### **DataQuest**

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

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### **Contact Information (School Year 2010–11)**

This section provides the school's contact information.

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

## School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

### **A Charter Public School**

#### **MISSION**

**RENAISSANCE ARTS ACADEMY** is a small Charter Public School that cultivates autonomous scholarship through an integrated classical curriculum focusing on music and performing arts disciplines. RenArts welcomes middle and high school students from all backgrounds and develops 21<sup>st</sup> Century Renaissance citizens through rigorous academic inquiry, collaborative small-group instruction, and professionally-guided arts training.

#### **VISION**

RenArts students will develop the capacity to synthesize intellectual curiosity, academic discernment, and 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.
- 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 school-wide, multi-age, small-group instruction based on in-depth study of classical texts and rigorous independent analysis.
- To bring together a cross-section of L.A.'s diverse ethnic, economic and cultural populations in an arts-focused setting that cultivates mutual respect, collaboration, personal commitment, and academic accountability.
- To nurture whole-family participation in the learning/teaching continuum by including parents as participants in the process of educational inquiry, and providing support as they become effective intellectual mentors and artistic coaches to their children.
- To help students develop the individual and ensemble performance skills that will build self-discipline, motivation and personal responsibility in all areas of their lives.
- To celebrate the Los Angeles area's rich and varied cultural heritage by promoting collaborative relationships among 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 intellectual and creative leaders.

#### **THE RENARTS EXPERIENCE**

*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 commits to working toward specific performance goals. Successful completion of grade-level coursework requires commitment to the Performing Arts portion of the educational program.*

#### **ACCREDITATION**

RENAISSANCE ARTS ACADEMY is fully accredited by the Western Association of Schools and Colleges (WASC). WASC Accreditation is an internationally recognized certification process that monitors schoolwide academic standards and validates the integrity of student transcripts. Credits for coursework successfully completed at RenArts are transferable to other secondary schools and transcripts are accepted for admission to both public and private colleges and universities.

## Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

### 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 compact meetings, student-led conferences, and has equal access to the faculty and co-directors by scheduling family meetings. All parents have direct access to the school Trustees at RenArts Board meetings.

### CONFERENCES AND PERFORMANCES

Formally scheduled parent involvement includes:

- Annual Compact Meetings in which artistic and academic learning goals for the coming year are explored, enumerated and committed to.
- Twice-yearly Student-led Conferences in which student portfolio of academic and artistic progress are presented individually by students to their parents or guardians.
- As Needed: Additional individual student conferences scheduled at parent, student, faculty, or administration request.
- Student Recitals plus studio/master class demonstrations to which families are invited.
- Annual Winter and Spring performances.
- Outside music and dance performances. As part of their arts requirement, students are asked to attend 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 to 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, etc. We encourage all families to get involved.

### TITLE ONE COUNCIL

RenArts parents, teachers, administrators and community members focus on elimination of achievement gap through support for site-specific programs designed to maximize academic and arts achievement in the RenArts setting.

## Student Enrollment by Grade Level (School Year 2009–10)

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	46
Grade 1	n/a	Ungraded Elementary	n/a
Grade 2	n/a	Grade 9	37
Grade 3	n/a	Grade 10	21
Grade 4	n/a	Grade 11	24
Grade 5	n/a	Grade 12	15
Grade 6	60	Ungraded Secondary	n/a
Grade 7	90	Total Enrollment	293

### Student Enrollment by Group (School Year 2009–10)

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
Black or African American	10	White	29
American Indian or Alaska Native	1	Two or More Races	n/a
Asian	3	Socioeconomically Disadvantaged	65
Filipino	2	English Learners	15
Hispanic or Latino	55	Students with Disabilities	20
Native Hawaiian/Pacific Islander	0		

## III. School Climate

### School Safety Plan (School Year 2009–10)

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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	0	0	0			
Expulsions	0	0	0			

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2010–11)

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 22,500 total square feet. The original facility opened in September 2004 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.

An additional 8,300 sq ft of usable school space was added during 2008-09 school year through annexation and full renovation of adjoining storefront. The same open floorplan is employed in annex space, with dance studio, music library and science laboratory areas featured in the expansion. The annex is fully compliant with all applicable codes, has an E-1 Certificate of Occupancy, and opened for classes in February 2009. Further enhancements to accessibility completed.

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

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	8	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). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
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 Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009–10)

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
Counselor (Social/Behavioral or Career Development)	Fee for service as needed	n/a
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)	.25	n/a
Resource Specialist	.25	n/a
Other	Fee for service as needed	n/a

## VII. Curriculum and Instructional Materials

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts			
Mathematics			
Science			
History-Social Science			
Foreign Language		0	
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

All students have adequate textbooks and materials in all subject areas

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

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 on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7218			
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 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) 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 targeted mathematics instruction Monday - Thursday before school and during the summer, weekday tutoring in Science, Latin, and English Language Arts, and a cohesive and sequential program of after-school arts instruction five days a week.

## Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	62%	
Percent of Budget for Administrative Salaries	7%	

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting 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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	76.4%	78.1%	77.5%						
Mathematics	57.1%	64.2%	66.2%						
Science	56.0%	55%	72%						

History-Social Science	54.7%	72%	65.5%						
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### Standardized Testing and Reporting 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
All Students in the LEA				
All Students at the School	77.5%	66.2%	72%	65.5%
Male	-	-		
Female	-	-		
Black or African American	70.6%	70.6%		
American Indian or Alaska Native	-	-		
Asian	-	-		
Filipino	-	-		
Hispanic or Latino	67.8%	57.0%		
Native Hawaiian or Pacific Islander	-	-		
White	94.1%	76.5%		
Two or More Races	-	-		
Socioeconomically Disadvantaged	70.7%	59.4%		
English Learners	61.3%	38.7%		
Students with Disabilities	63.3%	53.3%		
Students Receiving Migrant Education Services	-	-		

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten 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 AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	92%	100%	100%						

Mathematics	96%	97%	100%					
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### California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the 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 on the CDE 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 ten 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 Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	n/a	n/a	n/a
7	86.6	69.7	37.1
9	91.4	85.7	54.3

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state 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 on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2007	2008	2009
Statewide	9	9	10
Similar Schools	10	10	10

### Academic Performance Index Growth 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. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	+21	+27	+6
Black or African American	-	-	-
American Indian or Alaska Native	-	-	-
Asian	-	-	-

Filipino	-	-	-
Hispanic or Latino	+20	+24	+8
Native Hawaiian/Pacific Islander	-	-	-
White	+25	+8	+11
Two or More Races	n/a	n/a	-
Socioeconomically Disadvantaged	+15	+39	+6
English Learners	-	-	-
Students with Disabilities	-	-	-

### Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	886		
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	848		
Native Hawaiian/Pacific Islander			
White	941		
Two or More Races			
Socioeconomically Disadvantaged	867		
English Learners			
Students with Disabilities			

### Adequate Yearly Progress

The federal Elementary and Secondary Education 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 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 on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

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 six AYP criteria described above.

AYP Criteria	School	District
Overall	Made 17 of 17 Criteria	
Participation Rate - English-Language Arts	Yes	
Participation Rate - Mathematics	Yes	
Percent Proficient - English-Language Arts	Yes	
Percent Proficient - Mathematics	Yes	
API	Yes	
Graduation Rate	Yes	

### Federal Intervention Program (School Year 2010–11)

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 (ELA 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 on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	
First Year of Program Improvement	n/a	
Year in Program Improvement	n/a	
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's 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 course 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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

#### 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 page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

### 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 are 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 CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	0	0	0						
Graduation Rate	100%	100%	100%						

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010
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	School	District	State
All Students	100%		
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

### Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

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.

### Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	n/a

### Courses for University of California and/or California State University Admission (School Year 2008–09)

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 CDE *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 2009–10)

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

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
No AP Courses Offered	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 activities begun in 2003/04 and continuing through 2009/10 focus on establishing strong, long-term teacher-student relationships and designing coherent progress-based curricula. Professional development engages the entire faculty in study and discussion of current research in learning, teaching, arts, humanities, science, mathematics and language. Professional Development starts with the annual Planning Institute. At each Planning Institute the Academic Director and faculty examine student progress toward academic and artistic achievement, plan for implementing instruction and program changes in response to student needs, and discuss student case studies. Ongoing professional development allows faculty to refine existing, and design new assessment measures, and discuss student case studies focused on student reaction to, the instructional approach, implemented instructional interventions, the multi-age structure, an ensemble focus to learning, and the open classroom.

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 have completed programs through CalStateTEACH, CSUN's Tech to Teach Program, University of Phoenix Masters in Education Intern Program, and National Universities MAT program. The Academy has budgeted professional development monies to help fund Advisors' intern programs. RenArts has established an intern partnership with California State University Los Angeles, University of Southern California, and National University. 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.

Demographically Significant Groups for AYP	RENAISSANCE ARTS ACADEMY AYP							Aggregate AYP Growth
	ENGLISH LANGUAGE ARTS Percent Proficient or Above							Percentage Point Increase
	2003-04 90 Students	2004-05 151 Students	2005-06 260 Students	2006-07 260 Students	2007-08 260 Students	2008-09 260 Students	2009-10 290 Students	
% Prof/Adv	% Prof/Adv	% Prof/Adv	% Prof/Adv	% Prof/Adv	% Prof/Adv	% Prof/Adv		
Students at the School	52.2%	61.7%	57.5%	70.9%	76.4%	78.1%	77.5%	+25.3
American American	N/A	33.3%	43.5%	55.6%	68.8%	83.3%	70.6%	+37.3
Hispanic or Latino	42.8%	50.0%	38.5%	57.9%	64.0%	67.3%	67.8%	+25.0
White (not Hispanic)	84.2%	83.7%	88.2%	91.9%	95.9%	94.5%	94.1%	+9.9
Economic-Econ Disadvantaged	37.8%	47.7%	49.5%	59.6%	64.4%	69.5%	70.7%	+32.9
English Learners	13.3%	32.3%	26.2%	57.1%	60.8%	60.5%	61.3%	+46.4
Students with Disabilities	N/A	10.5%	16.0%	45.5%	N/A	35.7%	63.3%	+52.8

Numerically Significant Groups for AYP	RENAISSANCE ARTS ACADEMY AYP							Aggregate AYP Growth
	MATHEMATICS Percent Proficient or Above							Percentage Point Increase
	2003-04 90 Students	2004-05 160 Students	2005-06 260 Students	2006-07 260 Students	2007-08 260 Students	2008-09 260 Students	2009-10 290 Students	
% Prof/Adv	% Prof/Adv	% Prof/Adv	% Prof/Adv	% Prof/Adv	% Prof/Adv	% Prof/Adv		
Students at the School	23.8%	31.9%	35.2%	46.6%	57.1%	64.2%	66.2%	+42.4
African American	N/A	13.3%	26.1%	38.9%	62.5%	72.2%	70.6%	+57.3
Hispanic or Latino	17.1%	22.7%	22.1%	32.6%	48.6%	55.8%	57.0%	+39.9
White (not Hispanic)	47.3%	51.0%	53.6%	66.1%	67.2%	72.7%	76.5%	+29.2
Economic-Econ Disadvantaged	8.1%	21.5%	30.6%	37.2%	51.9%	59.5%	59.4%	+51.3
English Learners	0.0%	12.9%	14.3%	21.4%	47.1%	57.9%	38.7%	+37.8
Students with Disabilities	N/A	10.5%	20.0%	27.3%	N/A	35.7%	53.3%	+42.8

Numerically Significant Groups for API	RENAISSANCE ARTS ACADEMY API												API Growth		
	2003-04 ~90 Students		2004-05 ~160 Students		2005-06 ~260 Students		2006-07 ~260 Students		2007-08 ~260 Students		2008-09 ~260 Students			2009-10 ~290 Students	
	753		787		773		837		858		881			886	
	State rank	Similar school	State rank	Similar school	State rank	Similar school	State rank	Similar school	State rank	Similar school	State rank	Similar school		State rank	Similar school
	n/a	9*	8	10	7	9	9	10	9	10	10	10		10	10
Students		N/A		+34		-14		+64		+21		+27		+6	+138
Hispanic or Latino	59%	N/A	48%	N/A	50%	-21	50%	+91	54%	+20	54%	+24	55%	+8	+122
White (not Hispanic)	27%	N/A	34%	N/A	31%	-22	34%	+44	32%	+25	31%	+8	30%	+11	+66
Economic-Econ Disadvantaged	55%	N/A	47%	N/A	55%	+1	54%	+78	52%	+15	62%	+39	62%	+6	+139