

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Renaissance Arts Academy

CDS Code: 19-64733-0101683

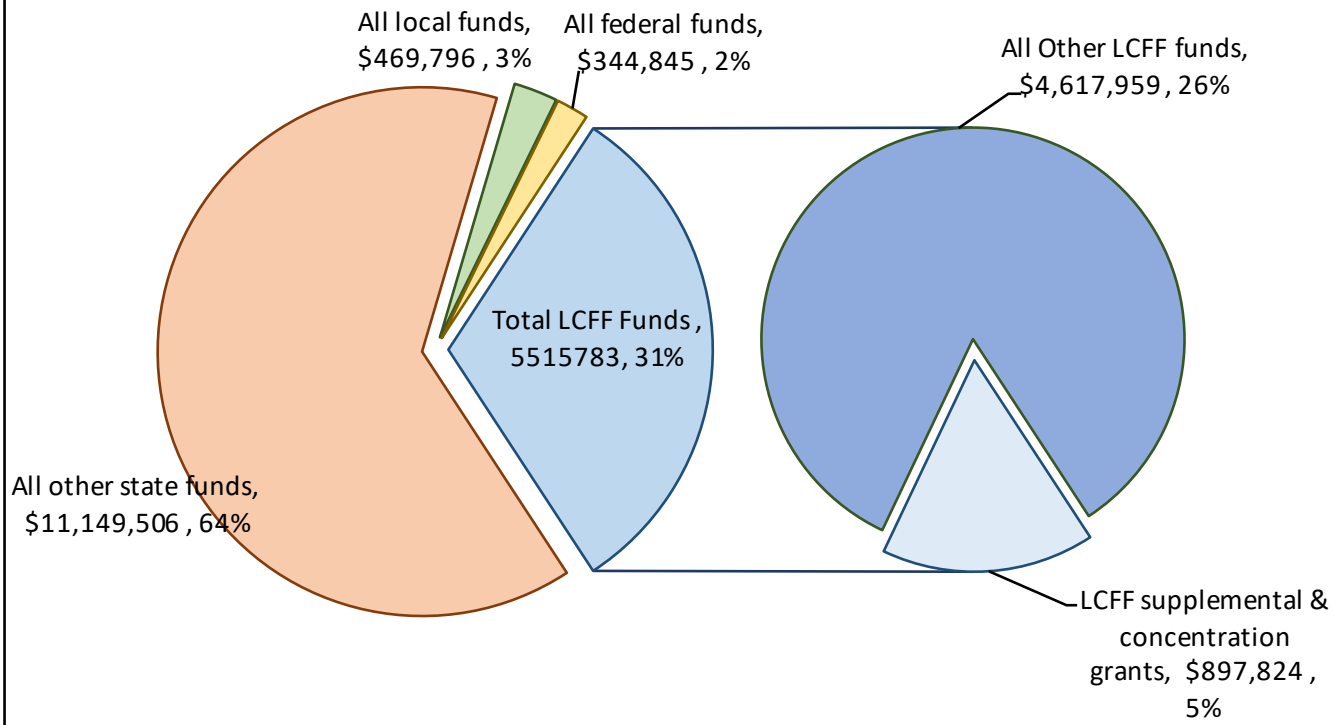
School Year: 2021 – 22

LEA contact information: Sidnie Gallegos, sidnie@renarts.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021 – 22 School Year

### Projected Revenue by Fund Source

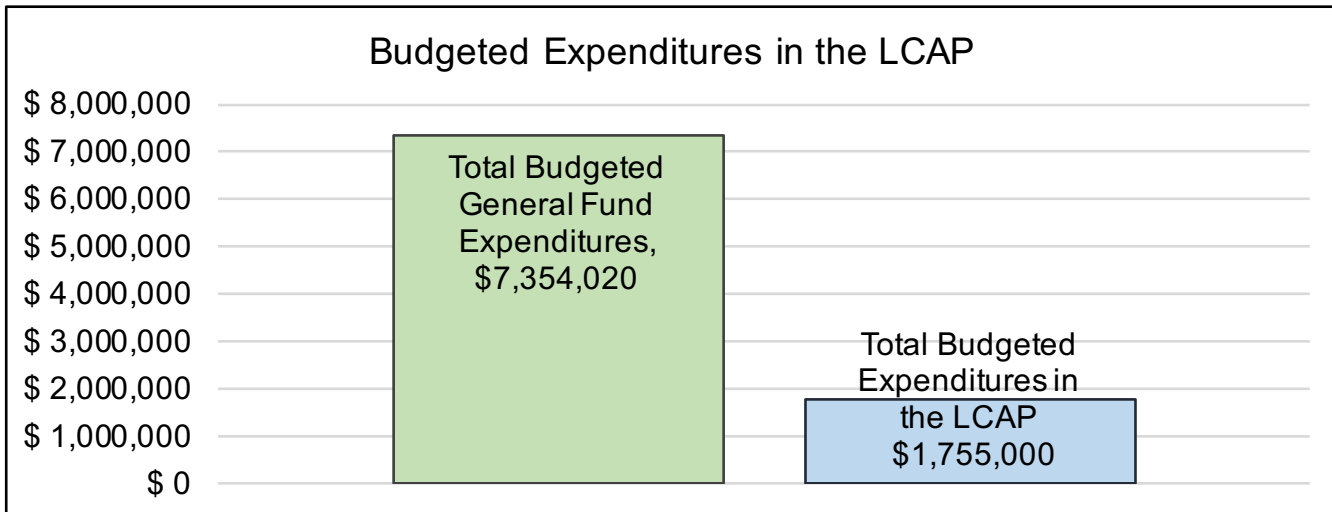


This chart shows the total general purpose revenue Renaissance Arts Academy expects to receive in the coming year from all sources.

The total revenue projected for Renaissance Arts Academy is \$17,479,930.00, of which \$5,515,783.00 is Local Control Funding Formula (LCFF), \$11,149,506.00 is other state funds, \$469,796.00 is local funds, and \$344,845.00 is federal funds. Of the \$5,515,783.00 in LCFF Funds, \$897,824.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Renaissance Arts Academy plans to spend for 2021 – 22 shows how much of the total is tied to planned actions and services in the LCAP.

Renaissance Arts Academy plans to spend \$7,354,020.00 for the 2021 – 22 school year. Of that amount, \$1,755,000.00 is tied to actions/services in the LCAP and \$5,599,020.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

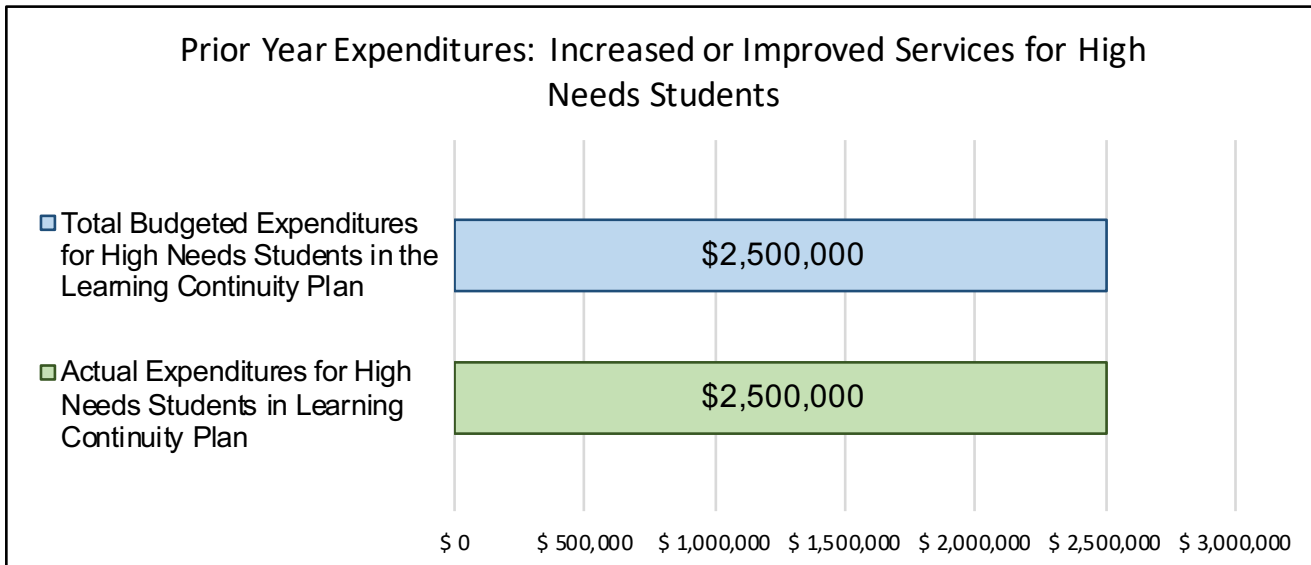
The remaining General Fund Budget Expenditures for the LCAP year includes: Facilities Cost, Instructional materials, Insurance costs, Employee Salaries & Benefits not included in the LCAP, Utilities and Communications costs, Conservatory costs, Career Technical Education costs and any other Operating and Housekeeping Services and Expenses.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Renaissance Arts Academy is projecting it will receive \$897,824.00 based on the enrollment of foster youth, English learner, and low-income students. Renaissance Arts Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Renaissance Arts Academy plans to spend \$1,555,000.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Renaissance Arts Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Renaissance Arts Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Renaissance Arts Academy's Learning Continuity Plan budgeted \$2,500,000.00 for planned actions to increase or improve services for high needs students. Renaissance Arts Academy actually spent \$2,500,000.00 for actions to increase or improve services for high needs students in 2020 – 21.

## Annual Update for Developing the 2021-22 Local Control and Accountability Plan

### Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Renaissance Arts Academy	Sidnie Gallegos Academic Director	sidnie@renarts.org, 323-259-5700

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

## Goal 1

100% of EL students will gain academic content knowledge through the implementation CA Standards including the CCSS.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 8

Local Priorities: N/A

### Annual Measurable Outcomes

Expected	Actual
Maintain 100% participation of EL students in English Language Arts/Literacy instruction with appropriate instructional support to fully access educational program described in RenArts charter as evidenced by standards aligned faculty created assessments.	Maintained 100% participation of EL students in English Language Arts/Literacy instruction with appropriate instructional support to fully access educational program described in RenArts charter as evidenced by standards aligned faculty created assessments.

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide EL focused Learning Experiences addressing CA Standards including the CCSS.	\$600,000	\$600,000
Provide EL focused Professional Development.	Included in Expenditures Above	Included in Expenditures Above

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used for budgeted Actions/Services

A description of the successes and challenges in implementing the actions/services to achieve the goal.

School closure had a significant impact on the manner in which learning experiences and professional development were enacted. The school upon learning of closure insured that all actions/services could be successfully delivered through *live* synchronous session including providing all necessary devices to students and faculty and providing internet connectivity for students and faculty who either lacked such service or had insufficient service to successfully access sessions.

## Goal 2

Maintain at least 75% proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy for students at every applicable grade level, including all student subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 6, 7

Local Priorities: N/A

### Annual Measurable Outcomes

Expected	Actual
Maintain at least 75% proficient on the CAASPP statewide assessment.	2019/2020 CAASPP statewide assessments not conducted due to pandemic closure.

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide EL focused Learning Experiences addressing CA Standards including the CCSS.	Included in the figures budgeted in Goal 1, Action 1.	Included in the figures budgeted in Goal 1, Action 1.
Provide EL focused Professional Development.	Included in Expenditures Above	Included in Expenditures Above

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used for budgeted Actions/Services

A description of the successes and challenges in implementing the actions/services to achieve the goal.

School closure had a significant impact on the manner in which learning experiences and professional development were enacted. The school upon learning of closure insured that all actions/services could be successfully delivered through *live* synchronous session including providing all necessary devices to students and faculty and providing internet connectivity for students and faculty who either lacked such service or had insufficient service to successfully access sessions



### Goal 3

Maintain at least 60% proficient or higher on the CAASPP statewide assessment in the area of in Mathematics for students at every applicable grade level, including all student subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7

Local Priorities: N/A

#### Annual Measurable Outcomes

Expected	Actual
Maintain at least 60% proficient on the CAASPP statewide assessment.	2019/2020 CAASPP statewide assessments not conducted due to pandemic closure.

#### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Implemented Tier I, RTI interventions as described in charter to assist at-risk students.	Included in the figures budgeted in Goal 1, Action 1.	Included in the figures budgeted in Goal 1, Action 1.
Refine Tier I, RTI supports	Included in Expenditures Above	Included in Expenditures Above

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used for budgeted Actions/Services

A description of the successes and challenges in implementing the actions/services to achieve the goal.

School closure had a significant impact on the manner in which learning experiences were delivered. The school upon learning of closure insured that all actions/services could be successfully delivered through *live* synchronous session including providing all necessary devices to students and faculty and providing internet connectivity for students and faculty who either lacked such service or had insufficient service to successfully access sessions.

## Goal 4

Maintain or exceed 95% completion of A-G course sequence with UC/CSU eligibility at graduation.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: N/A

### Annual Measurable Outcomes

Expected	Actual
Maintain 95% complete of A-G course sequence with UC/CSU eligibility at graduation.	Maintained 95% complete of A-G course sequence with UC/CSU eligibility at graduation.

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Ensure A-G course availability for all students	\$50,000	\$50,000
Provide support for student completion of A-G coursework	Included in Expenditures Above	Included in Expenditures Above

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used for budgeted Actions/Services

A description of the successes and challenges in implementing the actions/services to achieve the goal.

School closure had a significant impact on the manner in which learning experiences were delivered. The school upon learning of closure insured that all actions/services could be successfully delivered through *live* synchronous session including providing all necessary devices to students and faculty and providing internet connectivity for students and faculty who either lacked such service or had insufficient service to successfully access sessions. Faculty maintained constant contact with high school families through individual virtual conferences, phone conferences, and live, synchronous classes to ensure all students accessed and progressed through A-G coursework.

## Goal 5

Maintain or exceed 70% of graduating seniors prepared for CSU ELA and Mathematics courses as measured by EAP.

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: N/A

### Annual Measurable Outcomes

Expected	Actual
High quality CA Standards aligned instruction implemented with appropriate support and high expectations for all students; focus on RTI interventions for at-risk high school students as described in charter as evidenced by EAP results.	Maintained high quality CA Standards aligned instruction implemented with appropriate support and high expectations for all students; focus on RTI interventions for at-risk high school students as described in charter as evidenced by EAP results.

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Implementation of High quality CA Standards and CCSS aligned instruction with appropriate support and high expectations for all students	\$100,000	\$100,000
Implementation of Tier I, RTI interventions for at-risk high school students as described in RenArts charter.	Included in Expenditures Above	Included in Expenditures Above

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used for budgeted Actions/Services

A description of the successes and challenges in implementing the actions/services to achieve the goal.

School closure had a significant impact on the manner in which EAP support was provided. The school upon learning of closure insured that all actions/services could be successfully delivered through *live* synchronous session including providing all necessary devices to students and faculty and providing internet connectivity for students and faculty who either lacked such service or had insufficient service to successfully access sessions. Faculty maintained constant contact with high school families through individual virtual conferences, phone conferences, and live, synchronous classes to ensure all students accessed support for developing the skills necessary to be college and career ready. 100% of seniors (no EAP test was available for their junior year) successfully applied and were accepted to a four-year university.

## Goal 6

Maintain provision of a minimum of 5 hours weekly of extended learning opportunities through the after school conservatory and multiple opportunities for community performances.

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: N/A

### Annual Measurable Outcomes

Expected	Actual
Maintain 100% of students completing CTE Course sequence.	Maintained 100% of students completing CTE Course sequence.

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Program a minimum of 5 hours weekly of extended learning opportunities through the after school conservatory.	Included in the figures budgeted in Goal 5, Action 1.	Included in the figures budgeted in Goal 5, Action 1.
Program multiple opportunities for students to participate in community performances	Included in the figures budgeted in Goal 5, Action 1.	Included in the figures budgeted in Goal 5, Action 1.

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used for budgeted Actions/Services

A description of the successes and challenges in implementing the actions/services to achieve the goal.

School closure had a significant impact on the manner in which performing arts instruction and learning experiences were delivered. The school upon learning of closure insured that all actions/services could be successfully delivered through *live* synchronous session including providing all necessary devices to students and faculty and providing internet connectivity for students and faculty who either lacked such service or had insufficient service to successfully access sessions. 100% of all arts programming was maintained throughout school closure and into hybrid opening. Four, whole-school, virtual performances were produced and streamed for the school community.



## Goal 7

Maintain historically proven high-quality programs ensuring 100% of students will demonstrate grade level skills in ELA, Social Sciences, and Latin.

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: N/A

### Annual Measurable Outcomes

Expected	Actual
Maintain assessment of student ELA, Social Science and Latin products demonstrate grade level skills	Maintained student schedules reflect appropriate program supports participation.
Maintain student schedules reflect appropriate program supports and participation.	Maintained student schedules reflect appropriate program supports and participation.

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Implement Core Content and Enrichment Learning Experiences provided by a multidisciplinary faculty team.	Included in the figures budgeted in Goal 1, Action 1.	Included in the figures budgeted in Goal 1, Action 1.
Implement RTI – pyramid of supports specific to student needs special education, gifted and talented, low performing, high performing, EL and socio-economic disadvantage.	Included in the figures budgeted in Goal 5, Action 1.	Included in the figures budgeted in Goal 5, Action 1.

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used for budgeted Actions/Services

A description of the successes and challenges in implementing the actions/services to achieve the goal.

School closure had a significant impact on the manner in which learning experiences were delivered. The school upon learning of closure insured that all actions/services could be successfully delivered through *live* synchronous session including providing all necessary devices to students and faculty and providing internet connectivity for students and faculty who either lacked such service or had insufficient service to successfully access sessions.

## Goal 8

Maintain historically proven high-quality programs ensuring 100% of students will demonstrate grade level skills in ELA, Social Sciences, and Latin.

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: N/A

### Annual Measurable Outcomes

Expected	Actual
Maintain assessment of student ELA, Social Science and Latin products demonstrate grade level skills.	Maintained 100% of students completing CTE Course sequence.

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Implement Core Content and Enrichment Learning Experiences provided by a multidisciplinary faculty team.	Included in the figures budgeted in Goal 1, Action 1.	Included in the figures budgeted in Goal 1, Action 1.
Implement RTI – pyramid of supports specific to student needs special education, gifted and talented, low performing, high performing, EL and socio-economic disadvantage.	\$20,000	\$20,000

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used for budgeted Actions/Services

A description of the successes and challenges in implementing the actions/services to achieve the goal.

School closure had a significant impact on the manner in which learning experiences were delivered. The school upon learning of closure insured that all actions/services could be successfully delivered through *live* synchronous session including providing all necessary devices to students and faculty and providing internet connectivity for students and faculty who either lacked such service or had insufficient service to successfully access sessions.

## Goal 9

Develop CTE career pathway in Child Development

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: N/A

### Annual Measurable Outcomes

Expected	Actual
Review and revise pathway coursework as necessary	Maintained 100% of students completing CTE Course sequence.

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Review and revise pathway coursework as necessary for UC approval.	Included in the figures budgeted in Goal 1, Action 1.	Included in the figures budgeted in Goal 1, Action 1.

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used for budgeted Actions/Services

A description of the successes and challenges in implementing the actions/services to achieve the goal.

This goal was accomplished. The pathway has achieved UC approval.

## Goal 10

Develop integrated English Language Development program for primary grade students aligned to educational program delineated in RenArts charter, addressing CA Standards including CCSS in ELD and ELA.

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: N/A

### Annual Measurable Outcomes

Expected	Actual
Review and revise curriculum.	Reviewed and revised curriculum.

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Faculty team develop integrated ELD program.	Included in the figures budgeted in Goal 5, Action 1.	Included in the figures budgeted in Goal 5, Action 1.

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used for budgeted Actions/Services

A description of the successes and challenges in implementing the actions/services to achieve the goal.

School closure had a significant impact on the manner in which the faculty collaborated. The Collaborative planning, and curriculum development continued through virtual meetings and conferences. The Primary Grade ELD Curriculum has been developed. Initial ELPAC results for primary grade students indicate that 99% of primary students will reclassify as of the 2021 summative ELPAC administration.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional counseling services through school psychologist, social worker, special education advisors to support those at most risk of learning loss, foster youth, English learners, and students at socio-economic disadvantage. This will go beyond students’ base schedule.	\$50,000	\$50,000	Y
Provide small group sessions beyond students’ base schedule for intervention supports to support those at most risk of learning loss, foster youth, English learners, and students at socio-economic disadvantage.	\$500,000	\$500,000	Y
Provide real-time tech support for all families to ensure consistent access to remote lessons and materials to support those at most risk of learning loss, foster youth, English learners, and students at socio-economic disadvantage.	\$100,000	\$100,000	Y
Purchase of Personal Protective Equipment	\$10,000	\$12,000	N
Purchase of Plexiglas barriers	\$25,000	\$22,000	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

No substantive differences between the planned actions or budgeted expenditures.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In-person instruction has been successfully implemented in a hybrid program allowing the school to adhere to LACHD guidelines while making on-campus learning available to 100% of families that desired it. Design and structure of the program ensured that families that wanted to participate could do so without making additional transportation or child-care arrangements (i.e. the hybrid program is full day and after-care is provided for elementary students).

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide staff to provide live one-to-one support for students while they access remote live sessions. This provides support beyond students' base schedule instructors.	\$100,000	\$100,000	Y
Provide staff to provide live one-to-one support for students who need translation support for live sessions or technology needs, including Spanish and ASL. This provides support beyond the instructional and tech support available to all students.	\$100,000	\$100,000	Y
Purchase of additional Chromebooks, WiFi hotspots and technology hardware to facilitate Distance Learning.	\$50,000	\$144,000	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

No substantive differences between the planned actions or budgeted expenditures.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable:

Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

To maximize program cohesion, RenArts moved up its Spring Break to coincide with the first two weeks of the school closure. This allowed the faculty team to plan for the transition of RenArts' integrated, multi-age programs to an online platform, including time to: 1) distribute laptops to families that needed them; 2) ensure that every family had an internet connection; 3) prepare and troubleshoot Google Classroom technical interface to accommodate increased usage and more robust instructional demands; and 4) prepare the faculty team to facilitate learning experiences in an online environment. Instruction for all grade levels TK thru 12th resumed on Monday March 30th and continued thru the end of the school year on June 18th.

RenArts provided daily, live, online instruction in ELA, mathematics, science, and arts for all grade levels. RenArts' faculty team facilitates all learning experiences using Google Classroom, combining livestream and interactive meetings. Students attend live sessions and access readings, faculty-created prompts, materials, and notes generated for students during live sessions through individual Google Classroom accounts. Learning experiences are responsive to student learning needs with the goal of guiding students to continue working as a community while online. CTE workshops resumed online, including theater production crew working together to make face-masks for health care workers at County-USC Hospital.

During the first two weeks of school closure, RenArts worked to ensure that the parent/guardian of each student with an IEP was contacted individually to plan for continuation of services through distance learning. RenArts contacted all third-party service providers to organize the continuation of services, and successfully amended all IEP's to align with a distance learning placement and has successfully maintained provision of all service minutes. Instructional supports (RSP, pupil counseling, etc) and specialist services (Speech and Language, Occupational Therapy, etc.), are provided in accordance with each student's IEP, through individual, small group, and RenArts' researched teaming model that embeds teachers with Special Education credentials within the faculty team.

The faculty team monitors online attendance and checks in with families to ensure that all students are accessing daily live sessions. The team provides daily, real time technical assistance for students having difficulty accessing or interacting with the classroom interface. RenArts faculty also provides follow-up assistance to support families, including recording instructional videos in Spanish and English to help families more easily navigate Google Classroom. 100% of students have been able to access the online platform, and RenArts' average daily attendance since the start of distance learning is 97%. RenArts' faculty meets online multiple times daily to 1) prepare learning experiences, 2) debrief following livestreams and online groups, 3) review student responses, and 4) work to maintain an authentic process-driven environment mediated by an online platform. RenArts has re-engineered its professional development to capitalize on the unique elements of an online environment that offer new perspectives as we continue to investigate deep learning, effective presentation, powerful inquiry and the nature of teaming. RenArts faculty team has created a new observation protocol to help us gather and assess data as we continue our program research and development in a novel context.

English learners, foster youth and low-income students needing extra supports were programmed into additional small instructional groups led by RenArts faculty. Faculty members have made over 26,000 phone calls to family members to offer support during this time.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide staff to provide live one-to-one support for students while they access remote live sessions. This provides support beyond students' base schedule instructors.	\$100,000	\$100,000	Y
Provide staff to provide live one-to-one support for students who need translation support for live sessions or technology needs, including Spanish and ASL. This provides support beyond the instructional and tech support available to all students.	\$100,000	\$100,000	Y
Provide small group sessions beyond students' base schedule for intervention supports to support those at most risk of learning loss, foster youth, English learners, and students at socio-economic disadvantage.	\$500,000	\$500,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

No substantive differences between the planned actions or budgeted expenditures.

### Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

School closure and remote learning required that faculty work together to deploy services through several means. An average of 600 phone calls daily for technical support, instructional support, and material support ensured instructional continuity and academic and artistic growth. One-on-one virtual support ensured at-risk students maintained attendance and connection to the school community and programs.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

School closure and remote learning required that faculty work together to deploy services through several means. An average of 600 phone calls daily for technical support, instructional support, and material support ensured instructional continuity and academic and artistic growth. One-on-one virtual support ensured at-risk students maintained attendance and connection to the school community and programs. During the first two weeks of school closure, RenArts worked to ensure that the parent/guardian of each student with an IEP was contacted individually to plan for continuation of services through distance learning. RenArts contacted all third-party service providers to organize the continuation of services, and successfully amended all IEP's to align with a distance learning placement and has successfully maintained provision of all service minutes. Instructional supports (RSP, pupil counseling, etc) and specialist services (Speech and Language, Occupational Therapy, etc.), are provided in accordance with each student's IEP, through individual, small group, and RenArts' researched teaming model that embeds teachers with Special Education credentials within the faculty team.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Family/caregiver contact with the school during closure was maintained via telephone and virtual conferences. Text messaging, email, and virtual surveys allowed the faculty to stay in contact with families. The faculty also provided weekly, evening virtual symposia in English and Spanish to ensure families/caregivers could access information about and participate in instructional programs with their children.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

RenArts resumed food service on March 30th when classes started again following Spring Break. Assessing the needs of the neighborhood, we elected to offer a later option for families, distributing Grab-and-Go meals in our drive-thru lot from 3pm to 6pm each weekday. This allows us to supplement the 7am to 10am and 11am to 1pm meal distribution schedules at nearby schools. RenArts has served 200-300 meals per day during the school site closure. Upon re-opening with hybrid programming, RenArts has resumed providing school lunch and snack daily to on-campus students, while still making Grab-and-Go meals available for remote only families.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-Person Instructional Offerings, Distance Learning Program, Pupil Learning Loss	Provide EL focused Learning Experiences addressing CA Standards including the CCSS	\$600,000	\$600,000	Y
In-Person Instructional Offerings, Distance Learning Program, Pupil Learning Loss	Provide EL focused Professional Development.	Included in figures budgeted above	Included in figures budgeted above	Y
In-Person Instructional Offerings, Distance Learning Program, Pupil Learning Loss	Implement of Tier I, RTI interventions as described in charter to assist at-risk students	Included in figures budgeted above	Included in figures budgeted above	Y
In-Person Instructional Offerings, Distance Learning Program, Pupil Learning Loss	Implement RTI – pyramid of supports specific to student needs in these populations: special education, gifted and talented, low performing, high performing, EL and socio-economic disadvantage.	Included in figures budgeted above	Included in figures budgeted above	Y
In-Person Instructional Offerings, Distance Learning Program, Pupil Learning Loss	Increase the number of opportunities for explicit skill practice for students at-risk of not meeting standards in Mathematics.	\$50,000	\$50,000	Y
In-Person Instructional Offerings, Distance Learning Program, Pupil Learning Loss	Ensure A-G course availability for all students.	\$50,000	\$50,000	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-Person Instructional Offerings, Distance Learning Program, Pupil Learning Loss	Provide support for student completion of A-G coursework	\$50,000	\$50,000	Y
In-Person Instructional Offerings, Distance Learning Program, Pupil Learning Loss	Implementation of High quality CA Standards and CCSS aligned instruction with appropriate support and high expectations for all students	\$100,000	\$100,000	Y
In-Person Instructional Offerings, Pupil Learning Loss	Program extended learning opportunities through the after school conservatory.	\$100,000	\$100,000	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

No substantive differences between the planned actions and budgeted expenditures.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The need for additional focus on mathematics was intensified during remote learning. Without access to an array of physical models, the acquisition of novel concepts was made more difficult. Distance learning programs demonstrated the power of multi-media resources that can be made available to families/caregivers as a means of extending enrichment opportunities at home. Distance and in person learning in 2020-21 illustrated the viability and efficacy of deepening accelerated academic and arts enrichment experiences in the elementary and middle school grades.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Multiple assessment measures across disciplines (student interview, student conferences, student written work, student observations, etc.), continue to inform RenArts' identification of and programs planned to address learning loss. Additional small, individual, instructional groups are held daily, and will continue to be held to ensure all students successfully access the full, grade-level curriculum. The full array of specialized supports (occupational therapy, speech and language therapy, counseling, educational counseling, ASL interpretation, Deaf and Hard of Hearing support, etc.) have all continued without interruption.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

No substantive differences between the description of the actions or services.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Several modes of communication between the school and families/caregivers (text notification, virtual conferences and symposia, etc.) will help RenArts facilitate the connection between families/caregivers, their children, and school faculty and programs. The focus on integrated mathematics instruction at all levels will continue into the 2021-24 LCAP years. Student and family/caregiver response to accelerated academic and arts enrichment experiences in high school has informed the decision to deepen the approach in the elementary and middle school grades.



# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Renaissance Arts Academy	Sidnie Gallegos, Academic Director	<a href="mailto:sidnie@renarts.org">sidnie@renarts.org</a> 323 259 5700

## Plan Summary 2021-22

### General Information

A description of the LEA, its schools, and its students.

Renaissance Arts Academy serves a diverse community with 65% Free/Reduced Lunch, 16% English Learners. Renaissance Arts Academy is among the highest-performing schools in California. RenArts' academic success for all students is rooted in a deep commitment to the intellectual value of the arts, and the efficacy of this approach is clearly demonstrated by school achievement. The combination of innovative programming, adherence to a radically arts-based mission, and consistent record of high academic performance with a lottery-based population has helped RenArts forge valuable personal and institutional relationships, providing all students with extraordinary curricular enrichment and opportunities to interact with the local, national, and international communities.

### Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Increased the number of students meeting or exceeded standards on the Mathematics portion of the CAASP  
96% of 11th grade students met or exceeded standards on the ELA portion of the CAASP.  
Additionally, the school has maintained the following:  
Achieved 100% Graduation Rate with full A-G and at least one CTE pathway  
Achieved 100% acceptance to four-year university.

### Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Renaissance Arts Academy will build on its historical success engaging the parents and families in community performance expectations and advanced literacy learning across all subject matter. Renaissance Arts Academy will continue improving all students' mathematics skills through continued enrichment and targeted skill instruction.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The LCAP will support efforts to deepen the work integrating mathematics understanding, technique, and communication through self-contained and collaborative classroom practices across subject matter and over multiple years of development. Effort to help students develop confident mathematics understanding, technique, and communication will capitalize on interdisciplinary inquiry including comprehensive training in arts and technology. Curricula and learning strategies aimed at all learners identified as needing support will be reviewed and refined.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A Renaissance Arts Academy has not been identified for comprehensive support and improvement.

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A Renaissance Arts Academy has not been identified for comprehensive support and improvement.

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A Renaissance Arts Academy has not been identified for comprehensive support and improvement.

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

In February 2021 the RenArts LCAP Committee met with Academic Director and discussed program development and student progress.

In April 2021 RenArts LCAP Committee reviews LCAP in preparation for new template yet to be published.,

In May 2021 Renaissance Arts Academy convened a meeting of parents, staff members, and students in a review of current and proposed LCAP and school priorities in order to identify LCAP goals and goal progress indicators for new school year.

In May 2021, the Executive Director reviewed the LCAP process with Renaissance Arts Academy Board of Trustees.

In June 2021 LCAP was submitted to the Board of Trustees for approval at the June Board of Trustees Meeting.

A summary of the feedback provided by specific stakeholder groups.

Feedback across stakeholder groups, faculty, families, students, and community, consistently focused on helping students continue to gain confidence and proficiency with advanced mathematics concepts and integrating the field of mathematics across the curriculum. Stakeholder groups supported the continued focus on students' mathematics achievement as supported through the integrated, multi-year, multi-age structure.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The LCAP committee and the Consolidated School Site Advisory Committee supported narrowing the focus of the LCAP to address areas of need and to drive some Goals already achieved at high school level to the preparation for meeting those goals into the middle school level.

# Goals and Actions

## Goal

Goal # 1	Description
<b>Mathematics Achievement</b>	Increase students' mathematics achievement (Achieve 70% proficient or higher on the CAASPP statewide assessment in the area of in Mathematics) for students at every applicable grade level, including all student subgroups.

An explanation of why the LEA has developed this goal.

As many studies have found, including *The Mathematics Teachers Content Knowledge*, a key to promoting student mathematics success is ensuring that those hired to teach have deep subject matter knowledge, and that *all* students have access to those instructors who present advanced mathematics concepts. With this in place at Renaissance Arts Academy, increasing the percentage of students scoring proficient or higher on the CAASP statewide assessment is warranted.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	60% proficient or above	65% proficient or above	70 % proficient or above	72% proficient or above	75% proficient or above

## Actions

Action #	Title	Description	Total Funds	Contributing
Action # 1 State Priorities, 1,2,4	Mathematics Technique Practice Opportunities.	The faculty will develop and implement several means of engaging students in daily technique practice designed to support mathematical communication, calculation, and analysis skills increasing students' mathematics achievement.	\$150,000	Y

Action #	Title	Description	Total Funds	Contributing
Action # 2 State Priorities, 1,2,4	Weekly Mathematical Analysis	The faculty will develop and implement several means (project-based analysis, real-world mathematics writing, mathematics readings) of engaging students in weekly mathematics analysis opportunities designed to support mathematical communication, calculation, and analysis skills increasing students' mathematics achievement.	\$150,000	Y
Action # 3 State Priorities, 1,2,4,5	Provide Tier I, RTI interventions as described in charter (including multiple beyond the school day opportunities) to assist at-risk students as specified in RenArts charter	Faculty team deployed in the open classroom setting and available for small group support for EL's and students at socio economic disadvantage.  Student progress monitored daily.	\$250,000	Y
Action # 4 State Priorities, 1,2,4,3,5, 6,7,8	Hold weekly family/caregiver symposia focused on mathematics	Faculty team will develop family/caregiver "Math Night" symposia and hold weekly to increase at home communication about mathematics and its uses across the curriculum.	\$50,000	Y

## Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A First year of LCAP Goal

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

N/A First year of LCAP Goal

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A First year of LCAP Goal

Goal # 2	Description
<b>Mathematics EAP Results</b>	Achieve 73% of graduating seniors provisionally ready for CSU Mathematics courses as measured by EAP.

An explanation of why the LEA has developed this goal.

As many studies have found, including *The Mathematics Teachers Content Knowledge*, a key to promoting student mathematics success is ensuring that those hired to teach have deep subject matter knowledge, and that *all* students have access to those instructors who present advanced mathematics concepts. With this in place at Renaissance Arts Academy, increasing the percentage of students prepared for CSU Mathematics courses as measured by EAP is warranted.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EAP Mathematics Scores	70% provisionally ready or above	73% provisionally ready or above	75% provisionally ready or above	78% provisionally ready or above	80% provisionally ready or above

### Actions

Action #	Title	Description	Total Funds	Contributing
Action # 1 State Priorities, 1,2,3,4,5, 7,8	Provide intensive advanced mathematics instruction daily through the integrated mathematics curriculum beginning in 7 <sup>th</sup> grade.	The faculty will implement several strategies including weekly “big-idea” learning experiences, weekly problem analysis learning experiences, etc. designed to engage students in daily work with advanced mathematics concepts integrated throughout the curriculum.	\$100,000	Y

Action #	Title	Description	Total Funds	Contributing
Action # 2 State Priorities, 1,2,3,4,5, 7,8	Implementation of High-quality CA Standards and CCSS aligned instruction with appropriate support and high expectations for all students	Faculty team deployed in the open classroom setting and available for small group support for EL's and students at socio economic disadvantage.  Student progress monitored daily.  This action will be paid in part using Federal Title II Funds	\$100,000	Y
Action #3 State Priorities, 3,4,5,6, 7,8	Hold semesterly family/caregiver orientation symposia discussing preparation for advanced mathematics study in secondary and beyond.	Faculty team will develop family/caregiver orientation symposia and hold semesterly to increase at home communication about mathematics preparation for advanced mathematics study in secondary and beyond.	\$50,000	Y

## Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A First year of LCAP Goal

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

N/A First year of LCAP Goal

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A First year of LCAP Goal

Goal # 3	Description
<b>Family/caregiver participation in mathematics</b>	Increase family/caregiver participation in school-wide mathematics inquiry and discussions.

An explanation of why the LEA has developed this goal.

As the Sarah Eason notes in, “Review the Family Math Literature: Recommendations for Practice, Policy and Research”, “Parents’ attitudes and expectations about math are some of the strongest and most consistent family-related predictors of children’s math achievement. In order to support families in developing a positive, confident approach to mathematics is necessary.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Symposium Attendance	50% attendance	60% attendance	65% attendance	70% attendance	73% attendance

## Actions

Action #	Title	Description	Total Funds	Contributing
Action # 1	State Priorities 1, 2, 3, 4, 5, 6, 7, 8	<p>The faculty will host weekly evening mathematics symposiums available to all families.</p> <p>This action will be paid in part using Federal Title IV</p>	\$ 50,000	Y



Action #	Title	Description	Total Funds	Contributing
Action # 2 State Priorities 1, 2, 3, 4, 5, 6, 7, 8	Provide access to a library of mathematics exploration resources.	Faculty team will collect, curate, and develop materials for a library of mathematics exploration resources including board games, puzzles, and books.	\$55,000	Y

## Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A First year of LCAP Goal

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A First year of LCAP Goal

An explanation of how effective the specific actions were in making progress toward the goal.

N/A First year of LCAP Goal

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A First year of LCAP Goal

Goal # 4	Description
<b>A-G Readiness</b>	Insure 95% of 8 <sup>th</sup> grade students who have been enrolled at RenArts for 4 or more years demonstrate A-G readiness through completion of integrated mathematics program targeting Algebraic skills, completion of Latin Exploration program, and completion of three years of performing arts instruction in music and dance.

An explanation of why the LEA has developed this goal.

As several studies indicate, providing enriched, accelerated, intellectually and artistically challenging learning experiences for students in the middle school grades acknowledges their capacities, guarantees access to high-level curricula to all students, engages students, and improves school climate. (Kisida, D. and Bowen, B. *New Evidence of the Benefits of Arts Education*, Brown Center Chalkboard. 2019 and Pepper Rollins, S. *Learning in the Fast Lane*. 2014)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	95% or above	95% or above	96% or above	97% or above	97% or above
Drop-out Rate	0% or below	0% or below	0% or below	0% or below	0% or below

## Actions

Action #	Title	Description	Total Funds	Contributing
Action # 1 State Priorities, 1,2,4,5,6,7	Algebraic Technique Practice	The faculty will develop and implement explicit, systematic algebraic technique practice integrated throughout the curriculum for elementary and middle school students.  This action will be paid in part using Federal Title I	\$100,000	N
Action # 2 State Priorities, 1,2,4,5,7,8	Latin Exploration	The faculty will develop and implement a Latin Exploration program introducing elementary and middle school students to the study of Latin as a foundation for the exploration of foreign language and English language grammar.	\$50,000	Y

Action #	Title	Description	Total Funds	Contributing
Action # 3 State Priorities, 1,2,4,5	Provide Tier I, RTI interventions as described in charter (including multiple beyond the school day opportunities) to assist at-risk students as specified in RenArts charter	Faculty team deployed in the open classroom setting and available for small group support for EL's and students at socio economic disadvantage.  Student progress monitored daily.	\$100,000	Y
Action # 4 State Priorities, 1,2,3,4,5,6,7,8	Performing Arts Programing	Faculty will program a minimum of 10 hours weekly of performing arts instruction for all elementary and middle school students.  This action will be paid in part using Federal Title I	\$100,000	N

## Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A First year of LCAP Goal

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A First year of LCAP Goal

An explanation of how effective the specific actions were in making progress toward the goal.

N/A First year of LCAP Goal

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A First year of LCAP Goal

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

Goal #5	Description
<b>CTE Expansion and upgrade to Industry-Level Standards</b>	Expand access and provide high-level learning experiences aligned to industry standards in 4 Career Technical Education pathways offered.

An explanation of why the LEA has developed this goal.

As several studies indicate, providing enriched, accelerated, intellectually and artistically challenging learning experiences for students in the middle school grades acknowledges their capacities, guarantees access to high-level curricula to all students, engages students, and improves school climate. (Kisida, D. and Bowen, B. *New Evidence of the Benefits of Arts Education*, Brown Center Chalkboard. 2019 and Pepper Rollins, S. *Learning in the Fast Lane*. 2014)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Students programmed for weekly CTE learning experiences	95% or above	95% or above	96% or above	97% or above	97% or above

## Actions

Action #	Title	Description	Total Funds	Contributing
Action # 1 State Priorities, 1,2,4,5,6,7	Performing Arts Programing CTE Programming	Faculty will develop and expand current CTE offerings, including programming a minimum of 10 hours weekly of performing arts instruction for all elementary and middle school students. Faculty will facilitate expansion of students' connection to the wider community of performing arts and education professionals to extend the network of support for students as they explore various career pathways.	\$350,000	Y
Action # 2 State Priorities, 1,2,4,5,7,8	Child Development CTE Programming	Faculty will develop and implement a Child Development program. Faculty will create a Faculty Study Group to investigate formal agreements for postsecondary institutions to support students' continued study in the Education, Child Development and Family Services: Child Development pathway.	\$100,000	Y

# Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A First year of LCAP Goal

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A First year of LCAP Goal

An explanation of how effective the specific actions were in making progress toward the goal.

N/A First year of LCAP Goal

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A First year of LCAP Goal

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
19.44%	\$897,824

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

**Goal 1, Action 1, 2, 3,4**

After assessing the needs, conditions, and circumstances of our low-income students, CAASP mathematics scores are on average 12 points lower than those for all students.

In order to address this condition of our low-income students, we will develop and implements learning experiences that engage students in systematic, daily, advanced learning experiences as well as engage families in high-level mathematics conversations through weekly family/caregiver mathematics symposia. Goal 1, Actions 1, 2, 3, and 4 provide additional instructional support for low-income students.

**Goal 2, Action 1,2,3,4:**

After assessing the needs, conditions, and circumstances of our low-income students, the percentage of low income students achieving readiness on the EAP mathematics test is 6 points lower than those for all students.

In order to address this condition of our low-income students, we will develop and implement learning experiences that engage students in systematic, daily, advanced learning experiences deepening the study of algebraic principles in elementary and middle school grades as well as engage families/caregivers in semesterly activities helping to prepare their child for high school mathematics study. Goal 2, Actions 1, 2, and 3 provide additional instructional support for low-income students.

**Goal 3, Action 1, 2**

A comprehensive needs assessment and research indicated that, as the Sarah Eason notes in, “Review the Family Math Literature: Recommendations for Practice, Policy and Research”, “Parents’ attitudes and expectations about math are some of the strongest and most consistent family-related predictors of children’s math achievement. In order to support low income families/caregivers in developing a positive, confident approach to mathematics, the faculty will design and implement weekly family/caregiver mathematics symposia and will

collect, curate, and develop materials for an easily accessible library of mathematics exploration resources in English and Spanish including board games, puzzles, videos, and books.

These actions are being provided on an LEA-wide basis and we expect/hope that all families/caregivers will benefit. However, because of the lack of access to mathematics enrichment activities and resources for low-income, English learners and foster youth we believe that providing easily accessible, regular contact with math and science experts we expect that attitudes toward and engagement with mathematics of these families will improve at greater rate than the general population.

Goal 4, Actions 1, 2, 3, 4

After assessing the needs, conditions, and circumstances of our low-income students, the percentage of low income students demonstrating readiness for high school integrated mathematics and foreign language study lags behind that of the whole school. Faculty research found that providing enriched, accelerated, intellectually and artistically challenging learning experiences for students in the middle school grades acknowledges their capacities, guarantees access to high-level curricula to all students, engages students, and improves school climate. (Kisida, D. and Bowen, B. *New Evidence of the Benefits of Arts Education*, Brown Center Chalkboard. 2019 and Pepper Rollins, S. *Learning in the Fast Lane*. 2014)

In order to support low income students and ensure readiness for high school mathematics, foreign language study, the faculty will develop and implement explicit, systematic algebraic technique practice integrated throughout the curriculum for elementary and middle school students, will develop and implement a Latin Exploration program, will provide intensive, small group support for English learners, foster youth and students at socio economic disadvantage, and will program a minimum of 10 hours weekly of performing arts instruction as part of a comprehensive, high quality, arts infused learning experience.

Goal 5, Actions 1, 2

Research has identified middle school as a time when students can benefit the most from career exploration. As students develop their individual process of building self-awareness, learning about potential careers, and developing a plan for reaching future goals, expanding CTE into middle school grades can help students connect to larger communities of shared interest. Career exploration can engage middle school students at a time when they are at a higher risk for disengaging from learning due to challenges in forming identity, coping with puberty and navigating new environments.

In order to support foster youth, English learners, and low-income students, the faculty will develop and expand CTE programs in Arts Media and Entertainment, and Education, Child Development and Family Services in order to provide exploratory programs and experiences for middle school students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Goal 1, Actions 1, 2, 3, 4

These actions are being provided on an LEA-wide basis and we expect/hope that all students scoring below proficient will benefit. However, because English learners, students at socio-economic disadvantage and foster youth score lower in mathematics than the whole school, and because the actions meet the needs most associated with lack of access to explicit, systematic, and advanced mathematics learning experiences, we expect that CAASP mathematics scores of these students will improve at greater rate than the general population.

#### Goal 2, Actions 1, 2, 3, 4

These actions are being provided on an LEA-wide basis and we expect that all students scoring below provisionally ready will benefit. However, because of the lower percentage of low-income, English learners and foster youth, scoring provisionally ready in mathematics and because the actions meet the needs most associated with lack of access to explicit, systematic, and advanced mathematics learning experiences, we expect that EAP mathematics scores of these students will improve at greater rate than the general population.

#### Goal 3, Actions 1, 2

These actions are being provided on an LEA-wide basis and we expect/hope that all families/caregivers will benefit. However, because of the lack of access to mathematics enrichment activities and resources for low-income, English learners and foster youth we believe that providing easily accessible, regular contact with math and science experts we expect that attitudes toward and engagement with mathematics of these families will improve at greater rate than the general population as measured on mathematics attitude surveys.

#### Goal 4, Actions 1, 2, 3, 4

These actions are being provided on an LEA-wide basis and we expect/hope that all families/caregivers will benefit. However, because of the lack of access to comprehensive, high quality, advanced academic and arts infused learning experiences for low-income, English learners and foster youth we believe that providing these services will increase the percentage of low income students demonstrating readiness for high school integrated mathematics and foreign language study.

#### Goal 5, Actions 1, 2

Research has identified middle school as a time when students can benefit the most from career exploration. As students develop their individual process of building self-awareness, learning about potential careers, and developing a plan for reaching future goals, expanding CTE into middle school grades can help students connect to larger communities of shared interest. Career exploration can engage middle school students at a time when they are at a higher risk for disengaging from learning due to challenges in forming identity, coping with puberty and navigating new environments.

In order to support foster youth, English learners, and low-income students, the faculty will develop and expand CTE programs in Arts Media and Entertainment, and Education, Child Development and Family Services in order to provide exploratory programs and experiences for middle school students.



## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 902,328	\$ 751,672	\$ -	\$ 151,000	1,805,000	\$ 1,800,000	\$ 5,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Mathematics Technique Practice Opportunities.	Foster Youth, English	\$ 150,000	\$ -			\$ 150,000
1	2	Weekly Mathematical Analysis	Foster Youth, English	\$ 150,000	\$ -	\$ -	\$ -	\$ 150,000
1	3	Provide Tier I, RTI interventions as described in charter (including multiple beyond the school day opportunities) to	Foster Youth, English	\$ 250,000	\$ -	\$ -	\$ -	\$ 250,000
1	4	Hold weekly family/caregiver symposia focused on	Foster Youth, English	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
2	1	Provide intensive advanced mathematics instruction daily through the integrated mathematics curriculum beginning in	Foster Youth, English	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000
2	2	Implementation of High-quality CA Standards and CCSS aligned instruction with appropriate support and high	Foster Youth, English	\$ -	\$ 90,000	\$ -	\$ 10,000	\$ 100,000
2	3	Hold semesterly family/caregiver orientation symposia discussing preparation for advanced mathematics study in	Foster Youth, English	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
3	1	Provide evening family mathematics symposiums each	Foster Youth, English	\$ -	\$ 40,000	\$ -	\$ 10,000	\$ 50,000
3	2	Provide access to a library of mathematics exploration	Foster Youth, English	\$ 55,000	\$ -	\$ -	\$ -	\$ 55,000
4	1	Algebraic Technique Practice	Foster Youth, English	\$ -	\$ -	\$ -	\$ 100,000	\$ 100,000
4	2	Latin Exploration	Foster Youth, English	\$ 97,328	\$ 2,672	\$ -	\$ -	\$ 100,000
4	3	Provide Tier I, RTI interventions as described in charter (including multiple beyond the school day opportunities) to	Foster Youth, English	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000
4	4	Performing Arts Programing	Foster Youth, English	\$ -	\$ 69,000	\$ -	\$ 31,000	\$ 100,000
5	1	Performing Arts Programing	Foster Youth, English	\$ -	\$ 350,000	\$ -	\$ -	\$ 350,000
5	2	Child Development CTE Programming	Foster Youth, English	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000

## Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$ 902,328	\$ 1,605,000
<b>LEA-wide Total:</b>	\$ -	\$ -
<b>Limited Total:</b>	\$ -	\$ -
<b>Schoolwide Total:</b>	\$ 902,328	\$ 1,605,000

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Mathematics Technique Practice Opportunities.	Schoolwide	All	All	\$ 150,000	\$ 150,000
1	3	Provide Tier I, RTI interventions as described in charter (including multiple beyond the school day opportunities) to assist at-risk students as specified in RenArts charter	Schoolwide	All	All	\$ 250,000	\$ 250,000
1	4	Hold weekly family/caregiver symposia focused on mathematics	Schoolwide	All	All	\$ 50,000	\$ 50,000
2	1	Provide intensive advanced mathematics instruction daily through the integrated mathematics curriculum beginning in 7th grade.	Schoolwide	All	All	\$ 100,000	\$ 100,000
2	2	Implementation of High-quality CA Standards and CCSS aligned instruction with appropriate support and high expectations for all students	Schoolwide	All	All	\$ -	\$ 100,000
2	3	Hold semesterly family/caregiver orientation symposia discussing preparation for advanced mathematics study in secondary and beyond.	Schoolwide	All	All	\$ 50,000	\$ 50,000
3	1	Provide evening family mathematics symposiums each week.	Schoolwide	All	All	\$ -	\$ 50,000
3	2	Provide access to a library of mathematics exploration resources.	Schoolwide	All	All	\$ 55,000	\$ 55,000
4	1	Algebraic Technique Practice	Schoolwide	All	All	\$ -	\$ 100,000
4	2	Latin Exploration	Schoolwide	All	All	\$ 97,328	\$ 100,000
4	3	Provide Tier I, RTI interventions as described in charter (including multiple beyond the school day opportunities) to assist at-risk students as specified in RenArts charter	Schoolwide	All	All	\$ -	\$ 100,000
4	4	Performing Arts Programing	Schoolwide	All	All	\$ -	\$ 100,000
5	1	Performing Arts Programing CTE Programing	Schoolwide	All	All	\$ -	\$ 350,000
5	2	Child Development CTE Programing	Schoolwide	All	All	\$ -	\$ 100,000