



# RENAISSANCE ARTS ACADEMY

A Charter Public School

SAPERE AUDÉ

## RENAISSANCE ARTS ACADEMY Charter Renewal Petition

July 1<sup>st</sup> 2026 thru June 30<sup>th</sup> 2033



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## Assurances, Affirmations, and Declarations

Renaissance Arts Academy (also referred to herein as “RenArts” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7

(commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific “Federal, State and District Required Language” (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

LAUSD "District Required Language," has been inserted into this charter for the purpose of meeting District requirements. “District Required Language” is labeled as such, appears at the start of applicable charter Elements, and is highlighted in grey. This language applies to the RenArts charter only if the charter is authorized by the LAUSD Board.

## INTRODUCTION

RENAISSANCE ARTS ACADEMY has been categorized by CDE as a High Performing, Criterion 1 school for three years. We are applying for the maximum allowable charter renewal term of seven years, from July 1, 2026 through June 30, 2033. Our aim is to continue the development, refinement and achievement of RenArts' award-winning educational program, which is specifically designed to address and fulfill the legislative purposes of the Charter Schools Act as defined in California Education Code (EC 47601):

*47601. It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*

*(a) Improve pupil learning.*

*(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*

*(c) Encourage the use of different and innovative teaching methods.*

*(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*

*(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*

*(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*

*(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

Renaissance Arts Academy is an independent charter school authorized by LAUSD in 2003, renewed in 2008, 2013 and 2018. Effective July 1<sup>st</sup> 2017, RenArts consolidated two successful programs (Renaissance Arts Academy and Renaissance Arts Academy K-12) into a single TK thru 12 span school, per Material Revision approved by the LAUSD Board in January 2017. The school's 2018-23 charter term was extended through 2026 via post-pandemic adjustments by the CDE.

In the new charter term, RenArts will continue to be managed by the same highly effective team that founded, developed, and has operated the school since its inception. For the past twenty-two years, RenArts has improved student outcomes by integrating high-level performing arts learning experiences within an enriched academic program. RenArts' strong history of organizational and program achievement clearly demonstrates the value of the program's innovations in supporting college and career readiness for all of RenArts' students and graduates. The TK thru 12 grade span allows RenArts' founders and key faculty to extend ongoing research and development, implementing RenArts' innovative arts-centered learning model at all grade levels. RenArts offers a unique demonstration program, exploring the positive impact of a long-term, cohesive learning environment on the lives of students, families, and faculty. Through ongoing program development, implementation, and analysis RenArts contributes a valuable communal voice, deeply committed to innovative options for student success. The program offers a unique perspective contributing to districtwide, statewide and nationwide discourse exploring continual and sustainable improvement in a variety of public education settings.

Renaissance Arts Academy will continue to use direct funding model per AB544, with state and federal public revenue deposited in RenArts' account in the Los Angeles County Treasury. RenArts will continue to serve as its own fiscal agent for all public and private grants, funds and gifts awarded now and in the future. Any monies accrued from deposits or investments will be used to support the educational program in accordance with RenArts' Mission and Goals.

**AFFIRMATION OF ALIGNMENT WITH RENEWAL BENCHMARKS PER EC 47607**

RENAISSANCE ARTS ACADEMY Co-Founders, Executive Director PK Candaux and Academic Director Sidnie Gallegos, provide on-site supervision of all school programs and operations. RenArts' demonstrated record of academic achievement, financial solvency, responsible governance and the formation and maintenance of solid community partnerships over 22 years of operation provide the strongest indicators of RenArts' administrative and pedagogical capacity to sustain and build upon RenArts' successful program. Renaissance Arts Academy has a record of clean annual financial audits, legal compliance, in addition to academic performance that exceeds threshold renewal requirements per California Education Code (*EC 47607*). The school meets LAUSD's High Performing Charter Schools considerations for a renewal term of seven (7) years, as follows:

- RenArts meets High Performing renewal criteria under State Criterion 1.
- LAUSD Charter Schools Division has consistently rated RenArts as "Accomplished", awarding 4 out of 4 in all categories on the annual oversight rubric – verifying the quality of the program's governance, student achievement and educational performance, organizational operations, and fiscal operations.
- RenArts has not received any Notices to Cure in the last two years.
- RenArts has met all current benchmarks.
- There are no substantive lottery and/or enrollment practices or concerns.
- There are no suspension and/or expulsion data or practice concerns.

**AFFIRMATION OF ALIGNMENT WITH LEGISLATIVE PURPOSES PER EC 47601**

RENAISSANCE ARTS ACADEMY, in compliance with EC47605(b), has implemented an innovative program 'consistent with sound educational practice' that has been of verifiable educational benefit to students attending the Charter School. Renaissance Arts Academy is incorporated as a tax-exempt 501(c)(3) California NonProfit Public Benefit Corporation. The Renaissance Arts Academy Board of Trustees has conscientiously maintained effectual legal fiduciary oversight and responsibility, delegating school operation to a highly effective and stable administrative team. All Renaissance Arts Academy's corporate resources are fully dedicated to student learning with an emphasis on maximizing parent and community participation in individual student progress. All operations nurture a professional learning environment in which ongoing assessment and improvement of pedagogical, organizational, and governance practices are fully congruent with the RenArts Mission and Goals and cohesively focused on academic success for all students.

The provisions of *EC 47601* are integral to RenArts' curricular and instructional design, budgetary and governance priorities, strategic aims and administrative operations. In accordance with the terms of its Charter and congruent with its Mission and Goals, Renaissance Arts Academy has explicitly fulfilled California State Legislative purposes, and RenArts will build

upon RenArts' success and continue to fulfill those purposes. RenArts' demonstrated history of alignment with legislative purposes includes:

**EC 47601 (a) Improve pupil learning.**

- CAASPP scores provide verification that RenArts students steadily increase mastery of California State Standards.
- RenArts student achievement has consistently exceeded both California schools with comparable demographics and all California schools of similar type.
- Disaggregated scores provide evidence that CAASPP performance for targeted sub-groups improve at a rate that is closing the achievement gap.
- Student participation in high-level arts training is 100%.
- Graduation Rate is 100%
- A-G completion rate is 100%
- CTE Pathway completion rate is 100%
- Senior acceptance to 4-year colleges is 100%
- RenArts has significantly improved upon key measures of pupil learning as determined by both District and statewide comparisons

**EC 47601 (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.**

- RenArts provides full access to all aspects of its academic and arts programs to every student, including those who are identified as academically low achieving.
- RenArts' program design explicitly focuses on the needs of students who may have difficulty succeeding in traditional school settings.
- RenArts' robust integration of applied arts study is not 'exposure' but 'immersion', profoundly impacting students' individual and group identities as related to artistic experience.
- 95% of incoming students have no prior training in classical music or dance.
- RenArts provides accelerated academic goals for all students supported by artistic discipline developed through rigorous professional training.
- RenArts' outreach to prospective new families is focused on students with the highest need.
- RenArts' small learning community provides personalized support for struggling students.
- RenArts takes a non-punitive approach to discipline, resolving conflicts through discussion, reparation, peer support, and reinforcement of ensemble-oriented community values.
- School climate minimizes discipline that interrupts student learning and connection to school. RenArts has a long record of 0% suspensions and/or expulsions.
- RenArts' rigorous academic and arts requirements extend through Grade 12 mandating that all students participate in high-level learning opportunities throughout all of middle and high school:
  - 100% of RenArts students complete full range of A-G coursework.
  - 100% of high school students take high-level Math courses every year.
  - 100% of high school students take Lab Science courses every year.
  - 100% of all students take Latin every year.
  - 100% of all students take accelerated ELA and enriched humanities coursework every year.
  - 100% of students have professionally-guided classical arts training every year.
  - 100% of students complete a UCOP-approved CTE pathway.
- RenArts' CAASPP scores substantiate its academic program as significantly increasing learning opportunities for all students and disaggregated scores verify that targeted subgroups are making significant gains.

**EC 47601 (c) Encourage the use of different and innovative teaching methods.**

- The RenArts pedagogical philosophies and methodologies have been developed specifically to support the Mission and Goals of the Charter School, including:
  - The use of artistic discipline as an alternative gateway to powerful literacy and academic excellence in all subjects.
  - The development of an integrated arts, sciences, mathematics and humanities curriculum that is diversely accessible and engages both faculty and students in a process of ongoing intellectual inquiry.
  - The implementation of a school-wide, multi-age, interdisciplinary program design based on dialectic reasoning, in-depth study of classical texts, critical analysis, and collaborative knowledge building.
- RenArts continues to 1) refine its innovative pedagogical approach based on evaluation of student outcomes and 2) support innovative strategies through cohesive schoolwide professional development.
- RenArts' program design, including accelerated curriculum and instructional strategies for all students, is rooted in current research.
- RenArts innovative program implements a TK-12 multi-subject arts-centric curricula, team taught in multi-age groups in a flexible open classroom setting.
- The RenArts program has been observed and studied by educators and artists from over 20 states, 10 different countries, and leading higher education programs including Columbia Teachers' College, Yale, Indiana University, USC, UCLA, CSULB, Bard, Chapman, and others.

***EC 47601 (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.***

- The RenArts faculty works together in the creation, revision and implementation of the learning program, including the collaborative development of new learning materials.
- Program development at RenArts is research-based and the faculty has had the added opportunity to receive direct input from primary researchers, allowing RenArts to be guided by experts, benefiting from available research while contributing to the expansion of the cumulative knowledge base.
- The faculty team structure creates ongoing, authentic, embedded professional development opportunities within and between content areas to benefit all learners – students, faculty and community.
- RenArts has developed a community of professional artists and practitioners who work alongside academic content experts in a partnership dedicated to the ongoing integration of high-level arts and academic learning.
- Through ongoing partnerships with artists and intellectuals, RenArts has developed relationships with the Los Angeles Philharmonic, LA Chamber Orchestra, Colburn Conservatory, USC Keck School of Medicine, USC Thornton School of Music, UCLA World Arts and Cultures, UCLA Writing Project, among others.

***EC 47601 (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.***

- Renaissance Arts Academy expands choice within the public school system by providing an alternative setting for a non-geographic community of students from all backgrounds who come together to explore the world through the lens of performing arts. Educational program, pedagogical approach, fiscal priorities, and governance structure were all designed to actively support this purpose.
- RenArts' educational program offers an authentic alternative to traditional school choices available to students and parents, in keeping with Charter Schools Act legislative intent.

- RenArts provides the opportunity for all students to receive the type of high-level music and dance training available to families who can afford to contract with private string teachers, orchestras, chamber coaches and dance companies.
- RenArts provides all students with access to UC approved A-G curriculum plus professional support in a music or dance specialization.
- RenArts provides small-group instruction in a cohesive multi-age community in which all students work together toward shared academic and arts goals.
- If authentic educational choices are to be available to parents and pupils, innovative programs must be permitted to develop and mature, understanding that:
  - The way to provide public school choice is to encourage and support programmatic differences.
  - The way to sustain that choice is to recognize the legitimate learning that occurs in the context of programmatic differences.

**EC 47601 (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.**

- RenArts’ CAASPP scores validate performance-based accountability.
- RenArts’ 100% graduation rate, 100% successful completion of A-G requirements and CTE Pathways, and 100% acceptance to 4-year universities validate college-and-career readiness for all students.
- RenArts 22-year history of performance-based accountability demonstrates long-term excellence, bridging a range of CDE metrics over the years.
- RenArts has been recognized by the US Department of Education as a National Blue Ribbon School, and by the CDE as a California Distinguished School, Title 1 Academic Achievement School, Exemplary Arts Program, Gold Ribbon School, and Career-Technical Education Demonstration School for Arts, Media and Entertainment (CTE-AME).
- RenArts’ high degree of success in ‘meeting measurable pupil outcomes’ by the measure of the CDE’s performance-based accountability system is documented in data analysis and validated by the school’s recognition by CDE as “High Performing” Criterion 1.

**EC 47601 (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.**

- RenArts provides a highly sought-after educational option for Los Angeles families as evidenced by annual oversubscription and long waiting lists.
- With a lottery-based admissions process that has no academic or arts prerequisites, RenArts achieves parity with the highest performing public schools in the state – including many schools with programs requiring gifted or highly gifted identification, teacher recommendations, interviews, essays, and/or auditions prior to admission.
- As a high-performing school of choice, RenArts provides a model for an alternative educational program that has been studied by teams of artists and educators from throughout the U.S., Europe, Asia and Australia looking at specific aspects of the RenArts design, including:
  - Integrated arts and academic focus
  - High achievement standards and supports for all students
  - Cohesive learning community

**PROGRAM SELF-REFLECTION**

In developing RenArts’ educational program, close attention has been paid to the lessons learned during the founding, implementation, and ongoing operation of the original RenArts, focusing in particular on the organizational commitment to continued innovation and efficacy.

The following rubric represents a thumbnail overview of RenArts' mission-aligned criteria for internal analysis and assessment of organizational growth, coherence, achievement and accountability in all relevant areas of operation. Criteria were adapted from multiple sources, incorporating program research and development over the past 22 years:

1. Academic inquiry, close observation, and collaborative analysis of program elements, student response, and measurable performance data;
2. Organizational relationships and interactions with foundations, institutions of higher education, international arts organizations, and community partners;
3. Faculty, student, board and community self-reflection focused on RenArts' mission, vision and goals.

In addition to close analysis of current discourse around education reform, our process of institutional self-review has been shaped by thinkers outside the field, including the works of Daniel Kahneman, Amos Tversky, Nassim Taleb, Robert Sapolsky, among others. RenArts' self-generated rubric reflects the following lines of questioning:

- Expectations and Access: What are RenArts' targeted program outcomes? How do specific schoolwide expectations align to create and support equitable learning opportunities and outcomes for all students?
- Innovations and Adaptability: What questions are explored through unique aspects of RenArts' approach, structure, materials? How do innovative practices increase program adaptability to ensure progress for all students?
- Efficiency and Flexibility: How does RenArts maximize efficient application of all available resources to ensure both organizational stability and the program flexibility to respond to varied and changing student needs?
- Effectiveness and Sustainability: How are RenArts' innovations and efficiencies synthesized to support both long-term program goals and short-term opportunities for students, faculty, and organization?
- Evaluation and Accountability: What are the multiple measures and outcomes monitored to evaluate RenArts' program effectiveness, accountability, and student success?

### **RenArts Self-Evaluation Rubric**

The success of RenArts' program is rooted in a cohesive and closely monitored organizational model. This rubric indicates RenArts' scope of inquiry into ongoing program performance per mission-aligned criteria for internal analysis and assessment of organizational coherence, progress, achievement and accountability in all relevant areas of operation. Criteria are drawn from 1) academic research; 2) relationships with foundations, accreditation bodies, institutions of higher education, international arts organizations, and community partners; 3) faculty and board self-reflection focused on RenArts' mission, vision and goals.

RenArts' Self-Review Rubric below summarizes the program's ongoing progress of inquiry, evidence, and analysis:

<b>PROGRAM AREA</b>	<b>EXPECTATIONS &amp; ACCESS FOR ALL STUDENTS</b>	<b>INNOVATIONS &amp; ADAPTABILITY</b>	<b>EFFICIENCY &amp; FLEXIBILITY</b>	<b>EFFECTIVENESS &amp; SUSTAINABILITY</b>	<b>EVALUATION &amp; ACCOUNTABILITY</b>
<b>CURRICULUM</b>	All students will successfully complete A-G plus high-level arts training designed to offer challenge, redemption, revision, excellence and completion of CTE AME pathway	School-wide shared curricula specifically developed and curated by interdisciplinary faculty team to align with school mission, goals, and instructional strategies	Modular curricular structure offers deep subject immersion over multi-year learning arc; integrated college prep and CTE pathways; transferable credits	Cohesive ELA, math, science, history, Latin and arts provided to all students every year; proactive multivalent RTI practices	A-G course approval, 100% A-G completion; 100% CTE Pathway completion; WASC accreditation 6yr renewal; District oversight reports, CAASPP; lottery waitlist; schoolwide performances; Charter renewals
<b>INSTRUCTION</b>	All students will work with subject experts in small groups to construct knowledge and connect concepts within and across disciplines	Multi-age groups, interdisciplinary school-wide strategies, ongoing professional peer observation, transparent practice, immediate feedback loop	Shared school-wide learning strategies and flexible multi-age student groups create coherent framework for interdisciplinary work in all subject areas	Embedded depth and complexity makes instruction fully accessible to all learners including SPED, EL, gifted; small group instruction for all with faculty team of content experts	National Blue Ribbon School, Calif Distinguished School, 100% graduation, 97% college attendance, CAASPP, EAP, full inclusion SPED, Calif CTE-AME Model School; CRPE Model
<b>FACULTY</b>	All students will have full access to high-level instructional team of intellectual, professional, academic and artistic mentors with deep subject understanding	Faculty structure modeled on self-contained classroom with learning centers creates a school-wide instructional team that shares knowledge of all students	Embedded professional development with faculty content experts provides ongoing subject knowledge enhancement for all learners	Faculty team combines high-level subject mastery with pedagogical expertise to provide highly-effective instruction to all students	Title 1 Academic Achievement Awards, disaggregated CAASPP data; collaboration modeled by co-director admin structure; faculty recruitment and retention
<b>FACILITY</b>	All academic and arts functions will be accommodated through creative shared use of flexible space in Dewey-inspired open learning areas	Open learning space atop sprung dance floor, with theatrical lighting overhead and mobile bleachers instantly transforms entire school into theater	Flexible design and mobile stations allow variable learning configurations and instant adaptation of space to assembly, rehearsal or performance usage	Modular curriculum maximizes full occupancy of facility 11 hrs per day; afterschool program supports 4 orchestras, 10 dance companies, 2 choirs; resident faculty artists use after-hours	E-1 Certificate of Occupancy; newly renovated facility; multi-purpose collaborative use of space fully aligned with mission; CTE-AME professional theater space
<b>CULTURE</b>	All students will contribute within ensemble setting, respect other learners, create shared knowledge, and graduate with viable post-secondary options	Community of shared interest with mandatory school-wide curriculum, faculty teaming, open classroom, and centrality of performing arts program	School-wide humanities texts, shared STEM inquiry, arts integration, and student ensemble performances sustain multi-age intellectual and creative identity	Students working collaboratively toward shared goals across grade levels develop early college goals, high expectations, and intellectual ambition, curiosity and generosity	Observably coherent school-wide culture and behavior standards; no bullying; 97% college attendance; diverse demographics; student-created performances; 0% suspensions and expulsions
<b>GOVERNANCE</b>	All adults in service to the school will work together toward the shared goal of student success through cohesive support for RenArts' mission, vision, goals	Philosophically cohesive board intellectually engaged with achieving mission, delegating school operations to stable and effective school leadership team	Coherent, sustained board focus and support for mission-driven innovative practices, from start-up to year 10, despite shifting context for charter schools	Fiscal sustainability, organizational stability, program innovations, and academic accountability consistently maintained and expanded over 17 years of 501(c)(3) school operation	Audit reports, financial statements, budget projections, CAASPP, District oversight reports, full enrollment; waitlists; stable effective administration, faculty retention, S&P Rating for bond finance
<b>COMMUNITY</b>	All students and faculty will be active learners whose knowledge and skills are developed collaboratively with and for the benefit of the community	Flexible scheduling for artists keeps in-school and after-school instruction cohesive; alumni apprentice program extends arts and academic continuum; faculty enrichment benefits all learners	Facility used for rehearsals by professional faculty artists nights and weekends; extended arts community brings performances into school day; arts relationships enrich faculty PD in all subjects	Public alternative to traditional K-12 school structure and culture; creates extended intellectual community of students, alumni, faculty, parents, partners	Parent symposia, surveys, attendance at performances; partnerships w/ LA Phil, Colburn, LA Chamber; guest artists; U.S. and international observers; Charter School of Year
<b>ARTS</b>	All students will have equitable access to and ongoing support in the type of intensive arts education shown to increase long-term academic and personal success	Time and budget allocations prioritize arts; ADA-financed academic and arts programs include professional in-school arts training, tuition-free after-school conservatory, pro artists on staff, award-winning CTE for all	RenArts has become model for arts access and excellence in public education, achieving academic success while fully funding and supporting high-level arts program w/CTE-AME pathways	95% of incoming students have no prior training; all students work to develop individual and collaborative skills to contribute to high-caliber music and dance performances; arts education innovations widely recognized	CDE Exemplary Arts Award; NEA grants; BRAVO Awards; Performances at Hollywood Bowl, Disney Hall, Colburn, Royce Hall, etc; graduates attend top college arts programs

## Element 1 – The Educational Program

*“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(c)(5)(A)(i).)*

*“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)*

*“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(c)(5)(A)(iii).)*

### **LAUSD REQUIRED LANGUAGE**

#### **LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

#### **ACADEMIC CALENDAR AND SCHEDULES**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

#### **MATHEMATICS PLACEMENT**

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

#### **TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

### **WASC ACCREDITATION**

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

### **ENGLISH LEARNERS**

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

### **Special Education Program**

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

### **SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process,

related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

**Use of District’s Special Education Policies and Procedures and Data Systems**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data. .

**GENERAL INFORMATION**

The contact person for the Charter school is:	PK Candaux or Sidnie Gallegos, Co-Directors
The contact address for Charter School is:	2558 N. San Fernando Rd Los Angeles, CA 90065
The contact phone number for the Charter School is	323 259 5700
The current address of the Charter School is:	2558 N. San Fernando Rd Los Angeles, CA 90065
This location is in LAUSD Board District:	5
This location is in LAUSD Region:	West
The Grade Configuration of the Charter School is:	TK – 12
The number of students in the first year will be:	500
The grade levels are:	TK – 12
The enrollment capacity is:	600
The type of instructional calendar will be:	Traditional
The regular bell schedule will be:	TK-2 (8:00am – 2:00) 3–5 (8:00 – 2:30) 6- 8 (8:30 – 3:30) 9 -12 (8:30 – 3:30)
The term of this Charter shall be from:	July 1, 2026 to June 30, 2033

RenArts’ overall instructional objective is powerful literacy in all subjects. Rooted in the pioneering research of Paulo Freire, this concept distinguishes between the ‘functional literacy’

of a domesticating education and the kind of ‘powerful literacy’ that can expand political and sociological horizons. RenArts provides all learners with access to the linguistic, intellectual, and creative skills needed to become active participants in high-level academic, artistic and political discourse. The RenArts curriculum utilizes the physical, intellectual, and aesthetic discipline of the performing arts to furnish multiple points of entry into core academic content and create alternate gateways to success for students who might not thrive in a traditional school setting.

### **RENAISSANCE ARTS ACADEMY – AWARDS AND RECOGNITIONS**

#### **ACADEMIC ACHIEVEMENT:**

- *National Blue Ribbon School – 2024*
- *California Distinguished School – 2023, 2021, 2019, 2013, 2009*
- *Title 1 Academic Achievement Award - 2015, 2011, 2010*
- *President’s Council for Arts and Humanities InnOvation STEAM Award - 2015*
- *California Gold Ribbon School - 2015*
- *California Department of Education Career-Technical (CTE) Demonstration School for Arts, Media, Entertainment – 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024*
- *Education Equality Index – Top 10 School in Los Angeles for Closing Achievement Gap – 2016*
- *Civic Learning Award of Merit – CDE and State of California Superior Court – 2016*
- *California Charter School of the Year, Hart Vision Award – 2024, 2010*

#### **ARTISTIC EXCELLENCE:**

- *College Board Award for Excellence and Innovation in the Arts – National Winner 2014*
- *California Department of Education Exemplary Arts Program Award – 2021, 2019, 2015, 2013*
- *National Endowment for the Arts (NEA), ArtWorks: Arts Education Grant – 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025*
- *Los Angeles Chamber Orchestra Partner School – 2015, 2016*
- *Los Angeles County Bravo Awards: Outstanding Arts Program – 2010; Outstanding Arts Educator 2012*
- *Colburn Conservatory Partner – 2016, 2015, 2014, 2013, 2012*
- *Grammy Signature Schools Nationwide Finalist – 2015, 2010*
- *Fidelity FutureStage National Partner School – 2010 thru 2012*
- *Los Angeles Philharmonic School Partner – 2009 thru 2013*

#### **OUTSTANDING LEADERSHIP:**

- *James Irvine Foundation Leadership Award finalists (Founding Co-Directors, PK Candaux and Sidnie Gallegos) – 2010*

The most authentic measures of school accountability are graduation rates and post-graduation options for college and career success, particularly for underserved populations. RenArts has demonstrated success with all students including underserved groups, maintaining a 100% graduation rate, and 100% completion of A-G requirements. RenArts graduates are 72% economically disadvantaged; 75% under-represented minorities; 49% first-generation college;

and 21% Special Education. We are pleased to report that 100% of RenArts' 2025 graduates were accepted to four-year universities. Destinations include UC Berkeley, UCLA, UC Irvine, UC Riverside, CSU Long Beach, CSU Northridge, CSU Los Angeles, Cal Poly Humboldt, Cal Poly San Luis Obispo, Cal Poly Pomona, Bard, Berklee College of Music, Ithaca College, Texas Christian University, and Vassar. Longer term, preliminary research indicates that 89% of RenArts Alumni have a 5-year completion rate for postsecondary education, including Bachelor's degrees (including UCLA, UC Berkeley, UC Davis, UC Santa Barbara, UC Santa Cruz, UC Riverside, USC, Brandeis, Reed, Sarah Lawrence, Bennington, Chapman, CSUN, CSU Long Beach, San Francisco State, CSU Dominguez, University of Wisconsin Madison, Indiana University Bloomington, Evergreen State University, CalArts, San Francisco Conservatory) and technical certification programs including EMT, nursing, radiology, cosmetology, graphic design. We are continuing to compile and analyze college completion data.

*INNOVATIVE PROGRAM DESIGN:* RenArts' overall instructional objective is powerful literacy in all subjects. Rooted in the pioneering research of Paulo Freire, this concept distinguishes between the 'functional literacy' of a domesticating education and the type of 'powerful literacy' that can expand political and sociological horizons. In creating a school community that provides all students access to accelerated learning in arts and academics, RenArts has developed several innovative strategies including:

- All RenArts students participate in an open classroom with accelerated academics, mixed-age instructional groups, integrated curriculum, and disciplined arts training.
- Mixed-age groups implement a depth and complexity instructional design that engages all students in high-level thematic inquiry, maximizing full inclusion in LRE for students with special needs and language development instruction, with embedded support for English learners.
- A shared curriculum and schoolwide arts participation create a cohesive culture that supports success for all students.
- Multi-year instructional framework acknowledges "jagged growth" patterns and provides students multiple opportunities to access concepts, build skills, and contribute to the learning community.
- All RenArts graduates complete University of California A-G requirements. Coursework includes math, science, history, English and Latin *every year for every student*.
- Arts curriculum includes music or dance focus, plus music theory, sight singing, percussion, movement lab, and visual aesthetics *every year for every student*.
- In addition to its in-school music and dance curricula, RenArts provides a tuition-free afterschool Conservatory with multiple orchestras, choirs and dance companies. Music students have unrestricted use of school-purchased instruments and daily group lessons. Dance students have daily studio classes in technique, physiology, and choreography.
- An experienced faculty of artists trained at Juilliard, Oberlin, IU Jacobs, USC Thornton, San Francisco Conservatory, CalArts, UCLA, etc. guides students from diverse ethnic, economic, cultural and developmental backgrounds in the practice of individual and collaborative skills needed to achieve shared artistic goals.
- All academic and arts programs are made fully accessible to all students (English learners, students with special needs, students at socio-economic disadvantage)

ensuring full participation, ongoing support, peer collaboration, and multiple modalities for both understanding and expression.

### **STUDENT POPULATION TO BE SERVED**

RENAISSANCE ARTS ACADEMY will provide site-based instruction for 600 students in grades TK thru 12. All students interested in receiving accelerated academic and performing arts training in a small, structured environment are invited to apply. Students from 76 different zip codes currently attend the school, with the majority living in the attendance areas of Burbank Middle School and Franklin High School. RenArts is located in an open, self-contained, flexible-use warehouse renovation on San Fernando Road, with a bus stop at the door providing easy access by public transport. RenArts' community outreach targets the corridor from Glassell Park to Downtown. Average student demographics over the past five years: 53% Hispanic/Latino, 25% Caucasian, 9% African American, 9% Asian, 2% Filipino, 1% Native American, 1% Pacific Islander, 18% English Learners (EL/RFEP), 18% Special Education (IEP/504), 65% economically disadvantaged. The school is consistently over-subscribed and admission is by lottery. In-seat attendance is 96%.

Co-Directors PK Candaux and Sidnie Gallegos founded RenArts to provide equitable arts training to public school students in the belief that arts achievement and academic excellence go hand in hand – and that the lack of cohesive, sustained arts education compounds disadvantage for underserved students. Economic disadvantage in a community is frequently a precursor to students being designated as educationally 'at-risk'. As research conducted by the National Association for Gifted Children (NAGC) indicates, the individual gifts and talents of at-risk students are chronically under-identified and underserved. Many of these students grow restless, unable to flourish in traditional school settings. Music and dance are among humankind's most ancient and powerful means of examining, understanding, and communicating about the world. But admission to specialized arts schools is competitive and audition-based, so space most often goes to those who have been prepared through years of expensive lessons. For the students whose talents are never noticed, the cost is incalculable.

Renaissance Arts Academy does not target students already involved in the arts. It attracts and encourages talent that might otherwise go unexpressed – 95% of incoming students have no prior experience in classical music or dance. To ensure full participation for all students, RenArts provides individual instruments, daily group instruction, and a full range of ensemble performance groups ranging from orchestras and choirs to dance companies and smaller string instrument, vocal and percussion ensembles. For all students in grades 3 – 12, in-school training is complemented by RenArts' tuition-free after school Conservatory. By offering a small, TK-12 span program integrating arts and academic disciplines, RENAISSANCE ARTS ACADEMY attracts and connects students from highly diverse ethnic, economic and cultural populations that mirror the larger Los Angeles community. The RenArts community of shared interest in performing arts has organically attracted a stable lottery-based 70:30 demographic balance, as targeted by LAUSD, for over 22 years.

Renaissance Arts Academy attracts students who are seeking an alternative to traditional school programs. As a small school of choice offering a classical academic and performing arts-centered course of study, RenArts does not incorporate many of the options available in a large comprehensive school. RenArts takes seriously the charter school mandate to create an educational program that offers an alternative to the current choices available to students and parents. At RenArts, the commitment to provide an arts-rich curriculum rooted in academic inquiry defines the scope of educational opportunities offered and, in turn, determines what the program does not offer. All RenArts students participate in accelerated academic programs, mixed-age instructional groups, school-wide curriculum, and disciplined arts training. There are neither 'optional' courses nor free periods. Student schedules are individually programmed to ensure successful matriculation through grade levels, completion of A-G coursework and CTE pathways, fulfillment of graduation requirements, enriched intellectual challenge, and artistic growth. All coursework is transferable per WASC accreditation and UCOP course approvals.

Open since 2003, RenArts combines a challenging academic program with a tuition-free conservatory program operating afterschool and holidays. Students complete A-G coursework necessary for college admission while pursuing the type of serious arts study strongly associated with academic and personal success. RenArts has no auditions or prerequisites – 95% of incoming students have no prior arts training. Students develop artistic discipline as an alternative gateway to powerful literacy and academic excellence in all subjects. Program success is reflected in the many awards and recognitions received by the school, and the exemplary achievement demonstrated through statewide accountability measures over the course of its history.

## **GOALS AND PHILOSOPHY**

### **MISSION**

Renaissance Arts Academy is a TK-12 charter public school dedicated to educational equity and success for all students with a priority on traditionally underserved populations. Since 2003 RenArts has cultivated autonomous scholarship in an ensemble setting, creating an award-winning program that combines an integrated academic curriculum with a schoolwide emphasis on collaborative music, dance and design disciplines. RenArts welcomes students from diverse backgrounds, developing 21<sup>st</sup> Century Renaissance citizens through deep academic inquiry, flexible multi-age groups, and professionally-guided arts training. All programs are tuition-free. Admission is by lottery.

### **VISION**

All RenArts students will graduate from high school with viable post-secondary opportunities to succeed in college, career and community. Graduates will synthesize intellectual curiosity, academic discernment, and artistic discipline as they engage with the world, contributing both individually and collaboratively to an inclusive and hopeful future for all.

### **GOALS**

To build a successful and sustainable public school program that activates artistic discipline as an alternative gateway to powerful literacy and academic excellence by:

- Integrating arts, sciences, mathematics and humanities in a diversely-accessible curriculum that engages both students and faculty in an ongoing process of collaborative inquiry .
- Implementing a school-wide instructional approach with highly-effective faculty teams leading flexible, multi-age groups through in-depth study of classical texts and challenging independent analysis.
- Establishing a cohesive TK-12 course of study that supports small-group pacing and long-term student success targeting integrated cognitive, social, emotional, and creative growth across a multi-year trajectory.
- Bringing together a cross-section of L.A.'s diverse ethnic, economic and cultural populations in an ensemble-based environment that cultivates mutual respect, collaboration, personal commitment, and accountability.
- Helping students develop the individual and ensemble performance skills that build self-discipline, motivation and personal responsibility in all areas of their lives.
- Allowing students to discover through service that art is more than a means of individual expression – it is a call to generosity of spirit, a powerful means of communication, and a commitment to community involvement.
- Nurturing whole-family participation in the learning/teaching continuum by inviting parents into the schoolwide community of arts and inquiry to grow as effective mentors and coaches to their children.
- Celebrating Southern California's rich culture by promoting mutually beneficial relationships with schools, neighborhood associations, arts organizations, business coalitions, foundations, and institutions of higher education.
- Developing a vital community of professional artists and intellectuals who collaborate with traditionally credentialed teachers in a partnership dedicated to mentoring the next generation of intellectual and creative leaders.

**RENAISSANCE ARTS ACADEMY** does not charge tuition, is nonsectarian in admission policies, programs, employment practices, and all operations, and does not discriminate on the basis of ethnicity, national origin, religion, gender, sexual orientation, disability, or any other basis.

To effectively contribute to political and cultural discourse in the 21<sup>st</sup> century, an educated person needs the skills to decode, construct meaning, and communicate through a complex variety of signs, symbols and artifacts. Traditional academic competencies provide essential preparation, but core knowledge alone is not sufficient. Today's signs are culturally multivalent, technologically multifaceted, and aesthetically layered. An educated person must cultivate both the capacity for critical analysis and the ability to augment intellectual argument with cultural empathy when interpreting historical precedents, philosophical and ethical constructs, societal traditions, artistic conventions – even methods of scientific inquiry. An educated person must exercise both the informed discernment to assess received knowledge and the creative courage to move beyond what is already known – with an open mind, generous spirit, and multi-lingual/cultural/referential sense of humor. These are attributes best developed through deep and energetic engagement with ideas, art, culture, imagination and community. 21<sup>st</sup> Century students need enriched learning opportunities that prepare them for college and career and allow them to hone the analytical skills, artistic insight, and profound respect for

others needed to fearlessly build a meaningful life and confidently communicate in a full range of intellectual and creative realms.

RenArts utilizes the physical, intellectual, and aesthetic disciplines of music and movement to furnish multiple points of entry into core academic content and create alternate gateways to understanding, communication, and possibility for all students, especially those who might not thrive in a traditional school setting. The program provides high-level performing arts training for students at every level of development, bringing together a cross-section of L.A.'s diverse ethnic, economic and cultural populations in a focused community designed to provide intellectual challenge, disciplined development of creative skills, and a cohesive school culture accessible to all students. The RenArts program design creates a cohesive pedagogical environment within which effective learning is consistently supported by all aspects of the school's organization for the benefit of all members of the learning community. Key elements of this program design are embodied in RenArts' integrated learning strategies, its small size, its schoolwide culture, its multifaceted faculty team, its unique use of facilities, and its fiscal and governance priorities. The overriding aim for the students, faculty, families and community of Renaissance Arts Academy is the individual and communal realization of the purposes set forth in the RenArts mission, vision and goals. The implementation of these schoolwide purposes is at the heart of all RenArts' pedagogical and organizational pursuits.

RenArts' learning structure and pedagogical approach proceed from the belief that all students, including those at educational disadvantage, learn best from instruction that is accelerated rather than remediative, reflecting high-level thinking and content for learners at all levels. 'Acceleration' has two levels of meaning in the context of presenting learning experiences: the first is rapid pacing, also known as curriculum compacting. The second, more significant level, is rapid movement from knowledge and comprehension toward analytical, creative, and critical thinking (analysis, synthesis, and evaluation). RenArts' acceleration for all students is delivered not through expanded workload or faster pacing, but rather within a range of parallel learning experiences providing increased depth and complexity, and through content enrichment.

RenArts' instructional objective is powerful literacy in all subjects, as set forth by Patrick J. Finn in *Literacy With an Attitude: Educating Working-Class Children in Their Own Self-Interest*. Rooted in the pioneering research of Paulo Freire, the concept of 'powerful literacy' – which includes the concepts of powerful 'numeracy' and scientific literacy – requires that teachers, parents and students "understand the relationships between society, culture, language, and schooling," (xii) in order to distinguish between the 'functional literacy' of a domesticating education and the goal of a 'powerful literacy' that can expand political and sociological horizons. By encouraging students' innate tendency to question, developing their ability to reason critically, and educating them to communicate through explicit, context-independent language, Renaissance Arts Academy provides all learners with access to the linguistic, intellectual, and creative skills needed to be full participants in the communities of academic, artistic and political discourse. Consistent interaction with parent/guardians regarding student progress in all academic and arts pursuits explicitly invites families into the same discourse and actively supports their participation.

Within the self-contained open classroom, students are guided toward the high-level academic and artistic mastery goals through intensive study and application. Faculty members carefully assess and document each student's progress so that material can be re-examined, additional practice provided, or instructional pacing adjusted when needed. Small group discussions maximize student access to appropriate depth and complexity of scholarship both within subject areas and appropriate connections between subject areas. Flexible groupings allow students to continue supported study of specific material as needed. Central to student success in realizing RenArts' learning goals is the integrated study of classical texts and foundational concepts. Through the exploration of the classics as foundational materials, the RenArts program meets the standards of significant scholarship that prepare students to create knowledge, refine the interaction between individual and community, and enrich human perceptions about the past, engagement with the contemporary world, and investment in possible futures which offer hope for all. Study of classical literature and thought provide students with an exacting logic, a growing sense of the richness of language, and the basis for a true appreciation of profound intellectual work and problem solving. Through the systematic development of intellectual and creative discipline, RenArts nurtures the habits of mind and spirit that lead to both discerning citizenship and valuable individual expression.

Through collaborative exploration of both historical and contemporary materials, students gain a sense of ownership and agency that further informs their analyses and expressions of their own unique cultural backgrounds and individual experiences. Thus, 'powerful literacy' supports individual identity by connecting it to deeply rooted human thought and experience as expressed through the rich texts and thought that undergird the academic, political and artistic discourse in the contemporary world that we all share. A close reading of literature in all subjects offers students the opportunity to discover self while affirming membership in a community defined by shared intellectual experiences over time.

The RenArts faculty collaboratively designs integrated learning experiences to guide student achievement of schoolwide goals and ensure access to challenging material for all learners. During our two-week planning institute prior to start of school, and our ongoing joint-planning sessions, the faculty reflects on the educational program, analyzes program data, and examines student work to monitor specific progress toward expected outcomes aligned with the California State Standards. All members of the staff work cooperatively to support the development of powerful literacy in all subject areas, and all aspects of the program are designed to maximize student learning and incorporate extended reading and writing across the curriculum.

The entire school is configured as a self-contained open classroom with multiple mobile learning stations. The faculty team curates integrated learning experiences in flexible, mixed-age groups of 10 to 15 students. Special needs services are provided with a goal of full inclusion in all academic and arts activities. All students participate in the full core academic curriculum every year: ELA, social studies, math, and science. All students access enriched subject content and arts applications: daily dance or stringed instrument training groups in addition to the school-wide study of voice, sight-singing, music theory, arts theory, composition, movement, creative writing, percussion, performance and production. Instructional minutes are maximized:

there are no free periods. Assemblies and field trips are directly related to student goals, arts development continues on weekends and breaks, and minimum days are scheduled sparingly to maximize student time on task.

The skills explicitly targeted by powerful literacy are designed to ensure that students are prepared to comprehend, affect change within, and contribute meaningfully to a complex world community. The combination of self-discipline and inter-dependence required for the intense teamwork inherent in preparing music and dance performances, helps students develop their creative resources, an individual sense of responsibility, and effective collaborative skills. When the faculty team, student learning experiences, and organizational culture are successful, the intellectual, emotional, and creative insights gained through education are recognized as gifts of profound value. And as students mature, the power of these insights regarding themselves, others, and the world encourage their development into self-motivated, competent adults eager to continue learning across a wide range of personally and communally relevant subject areas. By providing access to high-level language, mathematics, scientific and technological literacy; encouraging intellectual curiosity; honing analytical and reasoning skills; valuing aesthetic rigor; respecting artistic courage; and systematically nurturing personal strengths and self-discipline through a multi-year series of collaborative, individual, critical and creative problem-solving projects, Renaissance Arts Academy prepares students for a lifetime of ongoing learning, civic participation, professional effectiveness, personal accountability, and active engagement in community.

EXPECTED SCHOOLWIDE LEARNING RESULTS: Renaissance Arts Academy students will become *Autonomous Scholars* in their pursuit of *Powerful Literacy* in all academic and artistic endeavors:

- Critical readers who explore a wide range of texts in diverse genres and styles as they interrogate, decode, and interpret the world they live in and the human condition.
- Effective communicators who speak, listen and write with clarity and purpose, use knowledge of Latin to increase mastery of their own language and the acquisition of new languages, and build on their knowledge of classical cultures as they navigate a multilingual, multicultural world.
- Skilled problem solvers who employ systematic reasoning, construct logical arguments, and use abstract symbols to describe, order, explain and communicate about the world.
- Discriminating thinkers who investigate the world through scientific inquiry utilizing appropriate tools, technologies, processes, and ethical rigor.
- Responsible citizens who apply their knowledge of historical incident and interpretation to ongoing critical analyses of contemporary community and world events.
- Disciplined performers who manifest aesthetic discernment, respect for craft, ensemble skills, mastery of systems of symbolic notation, and the movement and agility strategies needed to maintain health and fitness.
- Productive community members who demonstrate both leadership and collaborative skills in realizing intellectual, societal and artistic goals.
- Life-long learners who acquire strategies that enable them to actively continue learning and contribute to the creation of new knowledge throughout their lives and careers, including the ability to:

- Initiate study, analysis and action based on an interest.
- Pursue diverse learning opportunities both on their own and in collaboration with others.
- Monitor and evaluate their own and others' learning and success.
- Manage time and resources effectively.
- Generate documents necessary for continued education, job readiness and career advancement.

**LCFF STATE PRIORITIES**  
(Charter Term Commencing July 1, 2026)

**GOAL #1**

**Mathematics Achievement:** Increase students' mathematics achievement for students at every applicable grade level, including all student subgroups.

*Related State Priorities:*

- |                                       |                                       |                            |
|---------------------------------------|---------------------------------------|----------------------------|
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3            | <input type="checkbox"/> 6            |                            |

*Local Priorities:*

- :  
:

\* — student group not numerically significant at this time

**Specific Annual Actions to Achieve Goal**

- 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.
- 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.
- Provide Tier I, RTI interventions as described in charter (including multiple beyond the school day opportunities) to assist at-risk 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.

**Expected Annual Measurable Outcomes**

**Outcome #1:** Very High Status on Dashboard 5x5 chart in Mathematics for all students and all student subgroups

**Metric/Method for Measuring:** Statewide CAASPP assessments (Math) Dashboard 5x5 Status Level

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
All Students (Schoolwide)	Very High	Very High	Very High	Very High	Very High	Very High	Very High	Very High
English Learners	*	*	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	Very High	Very High	Very High	Very High	Very High	Very High	Very High	Very High
Foster Youth	*	*	*	*	*	*	*	*
Students with Disabilities	Very High	Very High	Very High	Very High	Very High	Very High	Very High	Very High
African American Students	Very High	Very High	Very High	Very High	Very High	Very High	Very High	Very High
American Indian/Alaska Native Students	*	*	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*	*	*
Latino Students	Very High	Very High	Very High	Very High	Very High	Very High	Very High	Very High
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*

<i>Students</i>								
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>

**Outcome #P1A:** Teachers will be fully credentialed and appropriately assigned

**Metric/Method for Measuring:** Misassignments on CALSAAS as measured by misassignments for courses enrolled by student group as reported in Local Indicators

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	0	0	0	0	0	0	0	0
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	0	0	0	0	0	0	0	0
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	0	0	0	0	0	0	0	0
<i>African American Students</i>	0	0	0	0	0	0	0	0
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	0	0	0	0	0	0	0	0
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	0	0	0	0	0	0	0	0
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	0	0	0	0	0	0	0	0

**Outcome #P1B:** Every student will have standards-aligned materials..

**Metric/Method for Measuring:** Percentage of students with standards-aligned materials as measured by Local Indicator Priority 1.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>African American Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	100%	100%	100%	100%	100%	100%	100%	100%

**Outcome #P1C:** School facilities for all students will be in good repair.

**Metric/Method for Measuring:** Percentage of students in a school facility that is in good repair as measured by Local Indicator Priority 1.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>African American Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	100%	100%	100%	100%	100%	100%	100%	100%

**Outcome #P3A:** Parents of all students will have access to input on decision making.

**Metric/Method for Measuring:** Percentage of students whose parents have access to input on decision making as measured by Local Indicator Priority 3.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>African American Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	100%	100%	100%	100%	100%	100%	100%	100%

**Outcome #P3B:** RenArts will promote input from parents of low income, English Learner, and foster youth students.

**Metric/Method for Measuring:** Percentage of low income, English Learner, and foster youth students whose parents have access to input on decision making as measured by Local Indicator Priority 3.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>African American Students</i>	*	*	*	*	*	*	*	*
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	*	*	*	*	*	*	*	*
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	100%	100%	100%	100%	100%	100%	100%	100%

**Outcome #P3C:** RenArts will promote input from parents of students with disabilities.

**Metric/Method for Measuring:** Percentage of students with disabilities whose parents have access to input on decision making as measured by Local Indicator Priority 3.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>African American Students</i>	*	*	*	*	*	*	*	*
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	*	*	*	*	*	*	*	*
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	*	*	*	*	*	*	*	*

**Outcome #P4A-1: Very High Status on Dashboard 5x5 chart in ELA for all students and all student subgroups**

**Metric/Method for Measuring: Statewide CAASPP assessments (ELA) Dashboard 5x5 Status Level**

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>
<i>African American Students</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	*	*	*	*	*	*	*	*
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>

**Outcome #P4A-2:** *Very High Status on Dashboard 5x5 chart in Math for all students and all student subgroups*

**Metric/Method for Measuring:** *Statewide CAASPP assessments (Math) Dashboard 5x5 Status Level*

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>
<i>African American Students</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	*	*	*	*	*	*	*	*
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>

**Outcome #P4A-3: CAST difference from standard will be "Above Standard"**

**Metric/Method for Measuring: Statewide CAST assessments (Math) Dashboard Indicator**

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	<i>Above Standard</i>	<i>Above Standard</i>	<i>Above Standard</i>	<i>Above Standard</i>	<i>Above Standard</i>	<i>Above Standard</i>	<i>Above Standard</i>	<i>Above Standard</i>
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	<i>Above Standard</i>	<i>Above Standard</i>	<i>Above Standard</i>	<i>Above Standard</i>	<i>Above Standard</i>	<i>Above Standard</i>	<i>Above Standard</i>	<i>Above Standard</i>
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	<i>Above Standard</i>	<i>Above Standard</i>	<i>Above Standard</i>	<i>Above Standard</i>	<i>Above Standard</i>	<i>Above Standard</i>	<i>Above Standard</i>	<i>Above Standard</i>
<i>African American Students</i>	*	*	*	*	*	*	*	*
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	*	*	*	*	*	*	*	*
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	<i>Above Standard</i>	<i>Above Standard</i>	<i>Above Standard</i>	<i>Above Standard</i>	<i>Above Standard</i>	<i>Above Standard</i>	<i>Above Standard</i>	<i>Above Standard</i>
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	*	*	*	*	*	*	*	*

**Outcome #P4B: 100% of graduates complete A-G Requirements****Metric/Method for Measuring: Percentage of graduates A-G as measured by CDE DataQuest**

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	*	*	*	*	*	*	*	*
<i>African American Students</i>	*	*	*	*	*	*	*	*
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	*	*	*	*	*	*	*	*
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	*	*	*	*	*	*	*	*

**Outcome #P4C:** 100% of graduates complete a CTE pathway

**Metric/Method for Measuring:** Percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with State Board of Education (SBE)-approved career technical education standards and frameworks as measured by Dashboard.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	*	*	*	*	*	*	*	*
<i>African American Students</i>	*	*	*	*	*	*	*	*
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	*	*	*	*	*	*	*	*
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	*	*	*	*	*	*	*	*

**Outcome #P4D:** 100% of graduates complete A-G requirements and a CTE pathway

**Metric/Method for Measuring:** Percentage of pupils who have successfully completed A-G requirements and a SBE-approved CTE course sequence as measured by Dashboard College Career Indicator.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	*	*	*	*	*	*	*	*
<i>African American Students</i>	*	*	*	*	*	*	*	*
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	*	*	*	*	*	*	*	*
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	*	*	*	*	*	*	*	*

**Outcome #P4E:** 100% of EL students make progress in English Proficiency.

**Metric/Method for Measuring:** Percentage of English learners who progress in English proficiency as measured by Dashboard ELPI Indicator.

**Note:** Total EL Population is currently less than the 11 students for CDE Dashboard to display data.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	*	*	*	*	*	*	*	*
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	*	*	*	*	*	*	*	*
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	*	*	*	*	*	*	*	*
<i>African American Students</i>	*	*	*	*	*	*	*	*
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	*	*	*	*	*	*	*	*
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	*	*	*	*	*	*	*	*
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	*	*	*	*	*	*	*	*

**Outcome #P4F:** 100% reclassification rate.

**Metric/Method for Measuring:** Percentage of English Learners who are reclassified as measured by EOY Certified CALPADS report.

**Note:** Total EL Population is currently less than the 11 students for CDE Datquest to display data.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	*	*	*	*	*	*	*	*
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	*	*	*	*	*	*	*	*
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	*	*	*	*	*	*	*	*
<i>African American Students</i>	*	*	*	*	*	*	*	*
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	*	*	*	*	*	*	*	*
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	*	*	*	*	*	*	*	*
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	*	*	*	*	*	*	*	*

**Outcome #P4G:** 100% of students accepted to a 4-year college.

**Metric/Method for Measuring:** Percentage of students accepted to 4-year college as measured by acceptances.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	*	*	*	*	*	*	*	*
<i>African American Students</i>	*	*	*	*	*	*	*	*
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	*	*	*	*	*	*	*	*
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	*	*	*	*	*	*	*	*

**Outcome #P4H:** 85% of students measure standard met or above on Early Assessment Program..  
**Metric/Method for Measuring:** Percentage of students who demonstrate college preparedness pursuant to the Early Assessment Program .

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	*	*	*	*	*	*	*	*
<i>African American Students</i>	*	*	*	*	*	*	*	*
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	*	*	*	*	*	*	*	*
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	*	*	*	*	*	*	*	*

**Outcome #P5A:** Students will have a 96% attendance rate.

**Metric/Method for Measuring:** K-12 Attendance Rate as measured by certified EOY CALPADS.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	98%	96%	96%	96%	96%	96%	96%	96%
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	98%	96%	96%	96%	96%	96%	96%	96%
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	98%	96%	96%	96%	96%	96%	96%	96%
<i>African American Students</i>	99%	96%	96%	96%	96%	96%	96%	96%
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	99%	96%	96%	96%	96%	96%	96%	96%
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	98%	96%	96%	96%	96%	96%	96%	96%
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	99%	96%	96%	96%	96%	96%	96%	96%

**Outcome #P5B:** Chronic Absenteeism rate will be no more than 2.6%.

**Metric/Method for Measuring:** K-12 Chronic Absenteeism Rate as measured by CDE Dashboard.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	2.3%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	0.7%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	2.3%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%
<i>African American Students</i>	0%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	0%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	2.5%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%

**Outcome #P5C: 0% Middle School dropout rate.**

**Metric/Method for Measuring: Percentage of middle school dropouts as measured by CDE Dashboard.**

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	0%	0%	0%	0%	0%	0%	0%	0%
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	0%	0%	0%	0%	0%	0%	0%	0%
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	0%	0%	0%	0%	0%	0%	0%	0%
<i>African American Students</i>	*	*	*	*	*	*	*	*
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	*	*	*	*	*	*	*	*
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	0%	0%	0%	0%	0%	0%	0%	0%
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	*	*	*	*	*	*	*	*

**Outcome #P5D: 0% High School dropout rate.**

**Metric/Method for Measuring: Percentage of high school dropouts as measured by CDE Dashboard.**

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	0%	0%	0%	0%	0%	0%	0%	0%
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	0%	0%	0%	0%	0%	0%	0%	0%
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	0%	0%	0%	0%	0%	0%	0%	0%
<i>African American Students</i>	*	*	*	*	*	*	*	*
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	*	*	*	*	*	*	*	*
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	0%	0%	0%	0%	0%	0%	0%	0%
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	0%	0%	0%	0%	0%	0%	0%	0%

**Outcome #P5C: 100% High School graduation rate.**

**Metric/Method for Measuring: Percentage of high school graduates as measured by CDE Dashboard.**

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	*	*	*	*	*	*	*	*
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>African American Students</i>	*	*	*	*	*	*	*	*
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	*	*	*	*	*	*	*	*
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	*	*	*	*	*	*	*	*

**Outcome #P6A:** 0% suspension rate.

**Metric/Method for Measuring:** Percentage of students suspended as measured by CDE Dashboard.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	0%	0%	0%	0%	0%	0%	0%	0%
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	0%	0%	0%	0%	0%	0%	0%	0%
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	0%	0%	0%	0%	0%	0%	0%	0%
<i>African American Students</i>	0%	0%	0%	0%	0%	0%	0%	0%
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	0%	0%	0%	0%	0%	0%	0%	0%
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	0%	0%	0%	0%	0%	0%	0%	0%
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	0%	0%	0%	0%	0%	0%	0%	0%

**Outcome #P6B:** 0% expulsion rate.

**Metric/Method for Measuring:** Percentage of students expelled as measured by CDE Dataquest.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	0%	0%	0%	0%	0%	0%	0%	0%
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	0%	0%	0%	0%	0%	0%	0%	0%
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	0%	0%	0%	0%	0%	0%	0%	0%
<i>African American Students</i>	0%	0%	0%	0%	0%	0%	0%	0%
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	0%	0%	0%	0%	0%	0%	0%	0%
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	0%	0%	0%	0%	0%	0%	0%	0%
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	0%	0%	0%	0%	0%	0%	0%	0%

**Outcome #P6C: Standard Met on Local Indicator 6 for Safety and Connectedness.**

**Metric/Method for Measuring:** The extent to which students indicate Safety and Connectedness as measured by Local Indicator 6 for Safety and Connectedness..

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>
<i>African American Students</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>

**Outcome #P7A:** All students have access to a broad course of study.

**Metric/Method for Measuring:** The extent to which students have access to, and are enrolled in a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as measured by Local Indicator 7.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>
<i>African American Students</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>

**Outcome #P7B:** All low income, English Learner, and foster youth students have access to, are enrolled in, and are provided services through programs developed for them.

**Metric/Method for Measuring:** The extent to which students have access to, and are enrolled in programs and services developed and provided to low income, English learner and foster youth students, as measured by Local Indicator 7.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>
<i>African American Students</i>	*	*	*	*	*	*	*	*
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	*	*	*	*	*	*	*	*
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>

**Outcome #P7C:** All students with disabilities have access to, are enrolled in, and are provided services through programs developed for them.

**Metric/Method for Measuring:** The extent to which students have access to, and are enrolled in programs and services developed and provided to students with disabilities, as measured by Local Indicator 7.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>
<i>African American Students</i>	*	*	*	*	*	*	*	*
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	*	*	*	*	*	*	*	*
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>	<i>Standard Met</i>
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	*	*	*	*	*	*	*	*

**Outcome #P8:** All students will have 100% of courses completed in the adopted course of study..

**Metric/Method for Measuring:** Coursework completion for the adopted course of study for grades 1 to 12, as measured by Course Completion.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>African American Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	100%	100%	100%	100%	100%	100%	100%	100%
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	100%	100%	100%	100%	100%	100%	100%	100%

**LCFF STATE PRIORITIES**  
(Charter Term Commencing July 1, 2026)

**GOAL #2**

**Mathematics EAP Results:** Achieve 85% of graduating seniors standard met or exceeded for CSU Mathematics courses as measured by EAP.

*Related State Priorities:*

- |                                       |                                       |                                       |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 |                                       |

\* — student group not numerically significant at this time

**This goal has 29 additional outcomes. See Goal 1 outcomes labeled P1A to P8.**

*Local Priorities:*

- :  
:

**Specific Annual Actions to Achieve Goal**

- Provide intensive advanced mathematics instruction daily through the integrated mathematics curriculum beginning in 6th 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.
- Implementation of High-quality CA Standards and CCSS aligned instruction with appropriate support and high expectations for all students:** Faculty team will deploy in the open classroom setting and be available for small group support for EL’s and students at socio economic disadvantage. Student progress monitored daily.
- Design and implement four family symposia on math anxiety around: multiplication tables, algebra, and word problems:** 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

**Expected Annual Measurable Outcomes**

**Outcome #1:** At least 85% of graduating seniors standard met or exceeded for CSU Mathematics courses as measured by EAP.

**Metric/Method for Measuring:** EAP Mathmematics Scores

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
All Students (Schoolwide)	97%	96%	96%	96%	96%	96%	96%	96%
English Learners	*	*	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*	*
African American Students	*	*	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*	*	*
White Students	*	*	*	*	*	*	*	*



**LCFF STATE PRIORITIES**  
(Charter Term Commencing July 1, 2026)

**GOAL #3**

**Social Emotional Learning:** Expand focus on social/emotional learning through Renaissance Arts Academy’s proven Response to Intervention to help students access additional funds of knowledge in propelling their own learning.

*Related State Priorities:*

- |                                       |                                       |                                       |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input type="checkbox"/> 7            |
| <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 8 |
| <input type="checkbox"/> 3            | <input checked="" type="checkbox"/> 6 |                                       |

\* — student group not numerically significant at this time

**This goal has 29 additional outcomes. See Goal 1 outcomes labeled P1A to P8.**

*Local Priorities:*

- :

**Specific Annual Actions to Achieve Goal**

- SEL professional development sessions:** Faculty will participate in 20 hours of SEL professional development.
- Special Education Faculty coaching:** Special Education Faculty will partner with general education faculty in the integration of SEL in academic and arts learning experience.

**Expected Annual Measurable Outcomes**

**Outcome #1:** RenArts administration and faculty will integrate social emotional learning practices in order to provide instruction conducive to student learning; supportive learning environments; integrated academics and arts pedagogical approach as evidenced by minimum 85% School Attendance Rate.

**Metric/Method for Measuring:** K-12 Attendance Rate

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
All Students (Schoolwide)	98%	96%	96%	96%	96%	96%	96%	96%
English Learners	*	*	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	98%	96%	96%	96%	96%	96%	96%	96%
Foster Youth	*	*	*	*	*	*	*	*
Students with Disabilities	98%	96%	96%	96%	96%	96%	96%	96%
African American Students	99%	96%	96%	96%	96%	96%	96%	96%
American Indian/Alaska Native Students	*	*	*	*	*	*	*	*
Asian Students	99%	96%	96%	96%	96%	96%	96%	96%
Filipino Students	*	*	*	*	*	*	*	*
Latino Students	98%	96%	96%	96%	96%	96%	96%	96%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*	*	*
White Students	99%	96%	96%	96%	96%	96%	96%	96%

**Outcome #2:** RenArts administration and faculty will integrate social emotional learning practices in order to provide instruction conducive to student learning; supportive learning environments; integrated academics and arts pedagogical approach as evidenced by maximum 5% School Chronic Absenteeism Rate

**Metric/Method for Measuring:** K-12 Chronic Absenteeism Rate

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
<i>All Students (Schoolwide)</i>	2.3%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%
<i>English Learners</i>	*	*	*	*	*	*	*	*
<i>Socioecon. Disadv./Low Income Students</i>	0.7%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%
<i>Foster Youth</i>	*	*	*	*	*	*	*	*
<i>Students with Disabilities</i>	2.3%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%
<i>African American Students</i>	0%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%
<i>American Indian/Alaska Native Students</i>	*	*	*	*	*	*	*	*
<i>Asian Students</i>	0%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%
<i>Filipino Students</i>	*	*	*	*	*	*	*	*
<i>Latino Students</i>	2.5%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%
<i>Native Hawaiian/Pacific Islander Students</i>	*	*	*	*	*	*	*	*
<i>Students of Two or More Races</i>	*	*	*	*	*	*	*	*
<i>White Students</i>	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%

**LCFF STATE PRIORITIES**  
(Charter Term Commencing July 1, 2026)

**GOAL #4**

**A-G Readiness:** Ensure 95% of 8th 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

*Related State Priorities:*

- |                                       |                                       |                                       |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 |                                       |

\* — student group not numerically significant at this time

*Local Priorities:*

:

**This goal has 29 additional outcomes. See Goal 1 outcomes labeled P1A to P8.**

**Specific Annual Actions to Achieve Goal**

- Algebraic Technique Practice:** The faculty will develop and implement explicit, systematic algebraic technique practice integrated throughout the curriculum for elementary and middle school students.
- 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.
- Provide Tier I, RTI interventions as described in charter (including multiple beyond the school day opportunities) to assist at-risk students:** Faculty team will deploy in the open classroom setting and be available for small group support for EL's and students at socio economic disadvantage. Student progress monitored daily.
- Performing Arts Programing:** Faculty will program a minimum of 10 hours weekly of performing arts instruction for all elementary and middle school students.

**Expected Annual Measurable Outcomes**

**Outcome #1:** RenArts administration and faculty will ensure A-G readiness for all students and provide support for student preparation and success as described in educational program delineated in charter.

**Metric/Method for Measuring:** Percentage of 8th grade students who have been enrolled at RenArts for 4 or more years demonstrating 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

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
All Students (Schoolwide)	100%	95%	95%	95%	95%	95%	95%	95%
English Learners	*	*	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	95%	95%	95%	95%	95%	95%	95%
Foster Youth	*	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*	*
African American Students	*	*	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*	*	*
Latino Students	100%	95%	95%	95%	95%	95%	95%	95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*	*	*

<i>White Students</i>	*	*	*	*	*	*	*	*
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**LCFF STATE PRIORITIES**  
(Charter Term Commencing July 1, 2026)

**GOAL #5**

**CTE Expansion and upgrade to Industry-Level Standards:** Expand access and provide high-level learning experiences aligned to industry standards in 4 Career Technical Education pathways offered.

*Related State Priorities:*

- |                                       |                                       |                                       |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 |                                       |

\* — student group not numerically significant at this time

**This goal has 29 additional outcomes. See Goal 1 outcomes labeled P1A to P8.**

*Local Priorities:*

:

**Specific Annual Actions to Achieve Goal**

- 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.
- 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.
- Hospitality, Tourism, and Recreation CTE Programming:** Faculty will develop and implement a Nutritional Sciences program. Faculty will create a Faculty Study Group to investigate formal agreements for postsecondary institutions to support students' continued study in the Hospitality, Tourism, and Recreation pathway.

**Expected Annual Measurable Outcomes**

**Outcome #1:** RenArts administration and faculty will expand access to high-level learning experiences aligned to industry standards in Career Technical Education Pathways as evidenced by minimum 95% of students programmed for weekly CTE learning experiences..

**Metric/Method for Measuring:** Percentage of Students programmed for weekly CTE learning experiences.

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term	Year 6 of Term	Year 7 of Term
All Students (Schoolwide)	100%	95%	95%	95%	95%	95%	95%	95%
English Learners	*	*	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	95%	95%	95%	95%	95%	95%	95%
Foster Youth	*	*	*	*	*	*	*	*
Students with Disabilities	100%	95%	95%	95%	95%	95%	95%	95%
African American Students	100%	95%	95%	95%	95%	95%	95%	95%
American Indian/Alaska Native Students	*	*	*	*	*	*	*	*
Asian Students	100%	95%	95%	95%	95%	95%	95%	95%
Filipino Students	*	*	*	*	*	*	*	*
Latino Students	100%	95%	95%	95%	95%	95%	95%	95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*	*	*
White Students	100%	95%	95%	95%	95%	95%	95%	95%



## INSTRUCTIONAL DESIGN

Renaissance Arts Academy core curricula address all California State Content and Performance Standards. Student learning experiences are accessed through a research-based pedagogical approach explicitly directed toward the development of autonomous scholarship in an ensemble environment. Program design emphasizes development of powerful literacy in all subject areas through in-depth study of a range of curated materials, rigorous text analysis, and critical writing with an inter-disciplinary emphasis to deepen understanding of both specific subject content and broader conceptual themes. Cognitive learning research has in the last two decades emphasized environments and strategies that foster self-directed, inter-disciplinary learning and problem solving. RenArts' integrated approach to learning provides collaborative intellectual and artistic experiences within and between subject areas. The shared inter-disciplinary discourse engages students in the exchange of ideas and establishes common funds of knowledge over which all students have ownership. The conversations give them access to a variety of perspectives, allow them to draw on each others' strengths, and help them explore and refine their ideas in the service of building the community's shared understanding of the world.

- CORE STRATEGY: Reciprocal Teaching in small, flexible groups, as described in the *Center for Improvement of Reading Achievement's* study of those instructional practices proven most effective in helping at-risk learners. Learning experiences are specifically designed to reinforce what individual students know and to provide access to what they need to learn next.
- PEDAGOGICAL APPROACH: Cognitive Apprenticeship, as specified by Allan Collins, et al. in "*Cognitive Apprenticeship: Teaching the Crafts of Reading, Writing, and Mathematics*". This approach to developing habits of mind begins with explicit demonstration and moves to mastery and independence, inter-relating concepts and facts in multiple problem-solving contexts.
- COLLABORATIVE FOCUS: Knowledge Forum Classroom as described by Carl Bereiter, et al. in *Rethinking Learning*, in D. Olson and N. Torrance (Eds.), *Handbook of Education and Human Development: New Models of Learning, Teaching and Schooling*" and Margaret Heffernan's *A Bigger Prize: How We Can Do Better than the Competition*. In the Knowledge Forum, students engage in creating and adding value to knowledge in the same way that valuable contributors with disparate backgrounds and varying strengths work together to build knowledge resources in a community.
- DIFFERENTIATION: Depth and Complexity model to create qualitatively differentiated learning experiences that serves the needs of all students. This model, as set forth by Carol Ann Tomlinson, et al. in *The Parallel Curriculum: A Model for Planning Curriculum for Gifted Students and the Whole Classroom*, ensures that all learners access content, competency, and appropriate degrees of challenge through faculty-reinforced exploration of steadily increasing levels of intellectual depth and complexity.
- ARTS FOCUS: Professionally-guided performing arts program provides Multiple Points of Entry into all academic subjects for students who might not otherwise thrive in a school setting, as proposed by the Harvard Project Zero study "*Reviewing Education and the Arts Project*" (REAP). Direct arts experiences promote intellectual and aesthetic rigor in all areas of arts study and application: instrumental, theoretical, historical and critical inquiry.

- ACCESS FOR ALL STUDENTS: Consistent with Richard V. Reeves work in *Dream Hoarders: How The American Upper Middle Class is Leaving Everyone Else in the Dust, Why that is a Problem and What to Do about it.* (2017), A-G Coursework is provided to all students. All subject areas include appropriate content and support for English language development, Special Education needs, gifted and talented enhancement, and extended learning opportunities for academically and economically disadvantaged students. All students have full access to high-level core subject work and non-core enrichment in all content areas.

Central to RenArts' pedagogical approach in all subjects is the apprenticeship model as described by Collins, Seely, Brown and Newman (cited above) and Ruth Shoenbach, Cynthia Greenleaf, Christine Cziko, and Lori Hurwitz in *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms* (San Francisco: Jossey-Bass, 1999). Students acquire powerful learning strategies through explicit demonstration, multiple opportunities to practice, and eventual independent use of the strategies. At RenArts, every faculty member, visitor, text, artifact, and performance is viewed as a model of intellectual inquiry. Students learn how to closely observe the thinking processes engaged in by knowledgeable adults, and how to mimic those processes when approaching new tasks. In learning to play music or dance, apprenticeship often takes the form of a mentor-mentee relationship in which skills, knowledge, understanding, appreciation, and creativity are demonstrated, imitated, mastered, and built upon. In academic apprenticeship, learning is likewise achieved through daily, intense, small group work. RenArts students meet with faculty in groups of 10 to 15 for both core academic and performing arts subjects. David Pearson's research has demonstrated that students working in small groups whose progress is constantly monitored show the greatest growth in learning to read powerfully (Barbara Taylor, David Pearson, et al. *Beating the Odds in Teaching all Children to Read.* Center for the Improvement of Early Reading Achievement, 9/30/99). The small-group apprenticeship model provides a focused structure to support a parallel curriculum in which students co-study within a coherent topical area, while engaging with content on an individually challenging level of depth and complexity.

All of these techniques as embedded in Reciprocal Teaching practices ensure that students gain independent control over reading, comprehension and problem-solving strategies (Palinscar and Brown "Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities". *Cognition and Instruction.* New Jersey: L.Erlbaum Assoc, 1984, Todd Rose *The End of Average: How we Succeed in a World that Values Sameness.* 2016). This approach gives students mastery over their own development as readers and thinkers. As students learn how to summarize, clarify, question and predict while investigating, reading, thinking and problem solving, they begin to perceive the correlation between engagement and growth -- in all subject areas. This powerful combination of strategies and techniques capitalizes on the growing discipline students develop through performing arts study and practice, keeping cohesive schoolwide focus on steadily improving student mastery of academic content.

#### LEARNING ENVIRONMENT

Renaissance Arts Academy provides a site-based educational program featuring small group instruction in a self-contained setting. At RenArts, the open learning environment is integral to the overall program design. RenArts' facility is a renovated warehouse with high ceilings, plenty

of natural light through large windows and skylights, and a spare loft-like ambience. The only walls enclose music rooms, dance studios and the commercial kitchen that feeds the students, but all of these rooms are fully visible through large windows into the central open classroom. Every learning station within the RenArts facility is transparent, visually open to all members of the educational community. Performance and academic space is allocated such that no portion of the building is limited in definition to a single use (i.e. there is no ‘arts area’). The entire open classroom is intentionally multi-purpose. The mobile learning stations allow the space to be easily converted into a concert hall or theater. Likewise, the absence of hard borders creates permeability in the educational experience affording students multiple opportunities to explore concepts and integrate inquiries within and across subject boundaries. The environment reflects RenArts’ ensemble approach to learning.

Beginning with the movement in Great Britain for ‘informal education’, the idea of the open classroom has seen various incarnations in American education. The open classroom concept – rooted in the idea that students need opportunities to collaborate outside of strict age grouping, to receive guidance rather than instruction, and to follow individual lines of inquiry – is embedded in RenArt’s instructional model and strategies. The open classroom defines learning space by the individuals in the space and the activities taking place rather than by walls and doors. It is often described as a ‘workshop’ setting. RenArts’ self-contained open classroom allows faculty team members to collaborate and model shared inquiry in a physical environment that mirrors integrated, in-depth study of the arts, sciences and humanities in the context of a sophisticated and caring intellectual community. The open classroom is central to the apprenticeship approach at Renaissance Arts Academy. The workshop design encourages students to engage in the work of intellectual discovery and creation first as apprentices and later as mentors to peers. Students learn how to apprentice through experience and explicit coaching, but also through observing faculty apprentice one another. The open room facilitates RenArts’ faculty teaming approach – a core content and enrichment practice that ensures that students at all levels of development benefit from the faculty’s full range of pedagogical and content expertise. Teaming in a self-contained open classroom offers direct benefits to faculty through authentic and embedded professional development –the culture of sustained effort, awareness, collegial support, encouragement and ongoing shared inquiry that creates the highly effective scholarly community among the faculty.

#### SCHOOL CULTURE

The RenArts student culture is a direct corollary of the learning environment. The culture evolves over time as each student develops individual capacities through visible, public, sustained effort – and each accesses the full breadth of communal contributions through immersion in a multi-year program with peer modeled and supported high expectations for all students. From the beginning, students are active participants in creating and maintaining an ensemble of inter-related multi-age academic and arts learning experiences that explicitly target schoolwide high school graduation and positive post-graduation options for all.

#### TK-12 GRADE SPAN

Extended grade-span schools have been found to be more effective in building long-term relationships between parents, students, and faculty resulting in better academic outcomes for

students (*Relationship Between Grade Span Configuration and Academic Achievement*. In *Journal of Advanced Academics*. Dove, et al., 2010). K-12 span schools facilitate a deep knowledge of each child's needs and abilities and of each family's resources and goals for their child. The TK-12 Span at RenArts offers several advantages for students and families:

- Family participation in the learning community is facilitated through long-term interaction with RenArt's faculty and programs.
- High attendance rates at K-12 span schools is supported by the relationship built between faculty and students.
- Positive student behavior is supported by the opportunity to learn from older peers and model for younger ones. Delisio, 2003 and Cromwell, 1999 report that students in extended span schools demonstrate greater community awareness, social responsibility, and have fewer disciplinary issues.
- K-12 span schools reduce the stress associated with conventional school transitions and promote a confident sense of belonging and increased academic and social engagement. (Alspaugh, John W. (1999). *The interaction effect of transition grade to high school with gender and grade level upon dropout rates*. Montreal: American Educational Research Association.: Paglin, Catherine, & Fager, Jennifer. (1997, July). *Grade configuration: Who goes where*: Education World; [http://www.educationworld.com/a\\_admin/admin/admin017.shtml](http://www.educationworld.com/a_admin/admin/admin017.shtml))
- All RenArts' grade levels feature:
  - Integrated Curriculum
  - Multi-age structure
  - Open Classroom Environment
  - Small group learning structure
  - Cohesive Pedagogical Approach - Cognitive Apprenticeship
  - Pedagogical Expertise teamed with Content Expertise
  - Schoolwide Arts focus

#### TK-12 CURRICULAR FOCUS

Reading and Mathematics is a central focus for the all students and the faculty team in the elementary and secondary programs. The link between long-term academic success and developing exceptionally strong reading and mathematics skills early has been copiously and clearly demonstrated in the research (Beck and Juel, 1995; Adams, 1990; van Kleeck 1990, H. Wu, 2009; Palinscar and Brown, 1989; et al). Students in the TK-5 program work in small groups of 5-8 students developing reading and mathematics skills through repeated opportunities, within multiple contexts to encounter texts and problems aimed at their specific learning needs. In addition to daily group sessions in reading, mathematics, social studies and science, students rotate through centers, each guided by the faculty team, in the large open classroom.

#### TK-12 CURRICULAR MATERIALS

As demonstrated by USC's Metropolitan Teacher Project and RenArts' own work, instructional materials designed, or authored, or curated by highly effective educators in response to student needs and addressing standards are superior to pre-packaged products. RenArts' instructional materials are faculty created and/or curated. Instructional materials are listed by type and not by title or publisher. Instructional materials for all grade levels and all subjects may include but

are not limited to:

- Trade fiction and non-fiction books
- Multi-media content available electronically or otherwise (documentaries, performances, etc.)
- Faculty-created materials and learning experiences
- Art, Artifacts, Instruments, Environments
- Other equipment or material as appropriate

#### TK-12 DIFFERENTIATED CURRICULUM

Providing curricular and instructional experiences at various levels creates a Parallel Curriculum as set forth by Carol Ann Tomlinson, et al. in *The Parallel Curriculum: A Model for Planning Curriculum for Gifted Students and the Whole Classroom*, and ensures that all learners master content, competency, and appropriate degrees of challenge through faculty-reinforced exploration of steadily increasing levels of intellectual depth and complexity. All instruction is supported through a school-wide Response to Intervention model that enables the RenArts faculty to identify need and ensure success for all special populations, providing a range of services in multiple areas: full-inclusion special education programs; calibrated English language development; gifted and talented enhancement in arts and academic subjects; monitoring and intervention for students who are academically low-achieving; and ongoing supports for students at economic disadvantage. Core and supplemental texts and learning materials are varied and adjusted to maximize intellectual access and full participation for all students. Through the use of individually appropriate textual materials and strategies, students at different levels of academic achievement concurrently explore, discuss, and actively contribute to a shared understanding of fundamental themes and concepts, thereby reinforcing RenArts' high-level expectations for all students.

#### SPECIAL EDUCATION

Students with special needs are placed in learning groups that address their instructional needs allowing them to fully participate in the curriculum while receiving instruction directly addressing their Individual Education Plan goals. Students with special needs receive services through the Resource Specialist within regular education groups and pull out sessions as appropriate. Students with special needs receive additional support through the coordinated efforts of the faculty team including psychologists, behavior modification specialists, speech and language therapists, reading specialists, and general education advisors.

#### ENGLISH LEARNERS

English Language Learners receive specialized instruction in literacy and language, content vocabulary development and reading comprehension working with CLAD certificated faculty in all areas. The reading specialist assists in monitoring spoken and written English language development and recommending students for reclassification as observations, and assessments indicate and that are consistent with the EL Master Plan.

#### GIFTED

Identified Gifted students are placed within groups that provide an appropriate level of challenge so that continued intellectual development is ensured. Challenge for these students is

not provided through more work or necessarily accelerated pacing, rather challenge is provided through increased depth and complexity with the material under study.

#### **ECONOMICALLY DISADVANTAGED**

RenArts was expressly founded to address the lack of equitable arts training available to public school students in the belief that arts achievement and academic success go hand in hand. The absence of consistent, publicly accessible arts education effectively prevents talented but less privileged students from accessing the type of advanced training shown to be effective in expanding students' post-secondary options. Through an academically rigorous, performing arts-infused program with accelerated academic and artistic expectations for all students, RenArts levels the playing field for economically disadvantaged students. RenArts' academic faculty promotes high-level inquiry and enrichment in all subject areas. Since many students from economically disadvantaged backgrounds are at-risk for below-grade level achievement, truancy, and failure to complete high school, RenArts staff is proactive in providing maximum support to the students who need it most. Academic counseling and additional conferences with parent, guardian or other supportive adult are scheduled as needed to ensure that students attend extended learning sessions available in all subjects.

#### **FOSTER YOUTH/STUDENTS EXPERIENCING HOMELESSNESS**

RenArts ensures that foster youth and unhoused students have access to the same academic resources, services, extracurricular activities, and enrichment opportunities as all other students. RenArts aims to ensure foster youth and unhoused students remain in their school of origin (the school they were attending when they entered foster care). unless a transfer is in their best interest or if an IEP (Individualized Education Program) requires a different placement. RenArts ensures that foster youth and unhoused students' progress is monitored by the faculty team and all aspects of the educational environment address major developmental needs e.g., the need for strong relationships; social, emotional, and cognitive learning opportunities; and a system of supports to address individual circumstances. RenArts prioritizes building strong school-student relationships through faculty continuity, curricular and program coherence and consistent academic, arts, and social emotional supports including mental health services, support for transitions, timely assessment for academic needs, screening for special education, support for school engagement, and an evaluation of credits for high school students.

#### **ENGLISH LANGUAGE ARTS**

##### **LITERACY LEARNING**

Renaissance Arts Academy's objective in helping students become autonomous scholars is powerful literacy in all subjects, as set forth by Patrick J. Finn in *Literacy With an Attitude: Educating Working-Class Children in Their Own Self-Interest*. Rooted in the pioneering research of Paulo Freire, the concept of 'powerful literacy' requires that teachers, parents and students "... understand the relationships between society, culture, language, and schooling," (xii) in order to distinguish between the 'functional literacy' of a domesticating education and the goal of a 'powerful literacy' that can expand political and sociological horizons. By encouraging

students' innate tendency to question, developing their ability to reason critically, and educating them to communicate through explicit, context-independent language, RenArts provides learners with access to the linguistic, intellectual, creative and technological skills needed to be full participants in the communities of academic, artistic and political discourse.

#### ENGLISH LEARNER DIFFERENTIATION

In addition, RenArts' English Language Arts curriculum brings students at all levels of English language development into a community of powerful literacy through a whole-school immersion in the examination language, literacy, and learning. In addition to grade-level specific English Language Arts studies, all students, their parents, and faculty share the study of a common thematic material. Students and advisors together are compelled to use explicit, context-independent language as they communicate their individual responses to unfamiliar material and generate new knowledge for the community. They begin to value the language that enables them to converse with the widest cross-section of learners, whether separated by age, education, ethnicity, gender, neighborhood, or performing arts focus. Details are included in RenArts' EL Master Plan.

#### ORGANIZING FOR LITERACY LEARNING

Ensuring that all students have independent access to texts of all kinds is the underlying goal of an effective literacy program at all grade levels. The program at Renaissance Arts Academy ensures that students successfully transition from building language, to learning how to read, to reading to learn. This approach is rooted in a "stage theory" framework as argued by Marilyn Jager Adams in *"Beginning to Read: Thinking and Learning about Print"*. Literacy learning is supported across a broad range of sub-skills proceeding from pre-literate through independent reading (concepts of print, phonemic awareness, letter knowledge, cueing/accuracy, fluency, and comprehension). Explicit, systematic instruction that addresses individual students' literacy stage ensures that all students become independent readers by first grade and continue to build literacy skills through broad, interest based, information based, and community based reading experiences. Through systematic, explicit instruction in literacy skills and strategies all students access and examine increasingly complex materials building a rich reading background and a deep repertoire of reading strategies that undergirds their study of advanced concepts as they transition to secondary school and beyond.

The English Language Arts program is structured so that students have the opportunity to develop expertise with a core set of concepts and skills while continuously widening their intellectual experience. The curriculum for each grade level is presented within a layered system encompassing multi-year cycles defined by unifying historical frameworks addressing social studies concepts, (i.e. neighborhood, city, nation and region) and the annual study of touchstone literary works including Classical, Shakespearian, and American founding documents in Common Cross Grade Level Instructional Segments. Texts are selected to address student's instructional reading level while engaging them in the shared conceptual discussions. This provides ample opportunities for students to independently access text and allows them sufficient reading experiences to increase their ability to access more complex reading material Allington, R. L. (2012). *What really matters for struggling readers: Designing research-based programs* (3rd ed.). Boston: Allyn and Bacon.

Through collaborative examination of literary texts, students gain a sense of ownership and agency that further informs their analyses and expressions of their own unique cultural backgrounds and individual experiences. The unifying layered system builds a profoundly intimate learning community where students, families, and staff share common intellectual experiences with which they navigate individual academic goals and challenges. Daily opportunities to interact with and utilize technology ensures students develop the skills necessary to independently capitalize on technology as a tool for thinking, problem solving, producing and communicating.

The curricular organization ensures instructional coherence and facilitates maximum flexibility in grouping by allowing for the implementation of multiple parallel units of instruction within each group that are specific to students' individual academic needs and grade level expectations rather than making student groupings a consequence of numbers and birthdates. The consistent use of a cohesive set of instructional strategies in social studies, science, mathematics, ensures that instruction in powerful literacy is integrated throughout the curriculum.

#### ASSESSMENT AND LEARNING EXPERIENCES

Thorough and frequent assessment of students' literacy skills is critical as students progress from learning to read, to reading to learn, and learning to write, and writing to learn. The literacy program monitors students' development of several English Language Arts reading and writing skills and strategies from emergent literacy through mature literacy including:

- Concepts about print
- Letter knowledge
- Phonemic awareness
- Phonics
- Fluency
- Ideation
- Thought complexity
- Comprehension
- Analysis

#### CORE INSTRUCTIONAL STRATEGIES

Instruction targets three main areas of text/information comprehension: summary, anticipation, and analysis. In the primary grades the focus is on systematic, explicit instruction that gives students independent access to text (i.e. Make and Break, Shared Reading, Guided Reading, Shared Writing, Guided Writing. Concepts of print, phonemic awareness, and phonics make up a significant part of the daily instruction so that every child can independently access grade-level texts. As students begin, and continue throughout their time at RenArts, reading to learn they work with the four focus strategies Renaissance Arts Academy employs across the curriculum. These strategies not only make the reading/thinking process visible to students, they afford students independent access to texts that are at grade level and above:

- Write Around (UCLA Writing Project)
- Directed Reading Sequence (Ron Klemm)

- Concept Categorizing (Sidnie Gallegos)
- Directed Reading Thinking Activity (Kirby and Nist)
- Say-Mean-Matter (UCLA Writing Project)

Renaissance Arts Academy faculty utilize these techniques to help students identify sources by type, occasion, purpose and intended audience, and to facilitate specific inquiry into questions of bias, contingency, perspective, voice, and historical empathy in materials of all genres and data of varying types as presented in primary, secondary, and tertiary sources. Write-Around engages students in close readings of sophisticated materials and detailed examinations of historical artifacts; Directed Reading Sequence and Concept Categorizing help students identify significant meaning units in all types of material and summarize what has been studied; Directed Reading Thinking Activity enables students to anticipate text structure and prepare for literary citation; and Say-Mean-Matter helps students prepare differing texts and materials for written analysis.

### **ENGLISH LANGUAGE DEVELOPMENT**

At RenArts English Learners fully participate and benefit from the integrated, arts infused curriculum with English Language Development support provided within a Response to Intervention framework. The entire pool of students developing Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) has access to a continuum of supports that increases in intensity in response to students' needs. The pool includes Initially Fluent English Proficient (IFEP) students, English Learners, and Reclassified Fluent English Proficient (RFEP) students. All RenArts students on the language acquisition continuum have access to the support necessary to ensure that they develop Cognitive Academic Language Proficiency and benefit fully from a full range of academic learning experiences. They are able to access rigorous, complex concepts and texts of all types (literary, artistic, historical, philosophical, scientific, sociological, etc.) because of the continued focus on developing academic language fluency in English.

### **ORGANIZING FOR ENGLISH LANGUAGE DEVELOPMENT**

RenArts' program employs cognitive, cultural, and linguistic modeling practices designed to ensure equitable access to curriculum, to support students' English language acquisition; *and* to reflect high academic expectations for all students, including those with Emerging, Expanding, and Bridging proficiency in English or standard English usage. Consistent with California English Language Development Standards, Renaissance Arts Academy ELD strategies help students build critical literacy skills in English as they simultaneously develop as powerful and creative thinkers.

### **ASSESSMENT AND LEARNING EXPERIENCES**

EL students are reassessed annually to monitor English language development, determine necessary supports, and determine need for reclassification. The faculty team regularly assesses all student progress in reading, writing, mathematics and other subject areas. In addition to formal assessments, faculty use informal assessments, observation, and student work to monitor ongoing progress of EL and SEL students toward both ELD and core content goals. Assessment areas include:

- Collaborative language use
- Interpretive language use
- Productive language use
- The structure of language
- The structure of ideas

## CORE INSTRUCTIONAL STRATEGIES

The United States Office of Civil Rights alerts public schools that, “The obligation not to discriminate based on race, color, or national origin requires public schools to take affirmative steps to ensure that ... English Learner (EL) students or English Language Learners (ELLs), can meaningfully participate in educational programs and services...” Additionally, the research on language acquisition shows that prematurely placing students in instructional situations that by nature feature cognitively demanding language without sufficient support (i.e. conventionally presented academic classes) will impede the acquisition of the target language *and* deny access to meaningful participation in educational programs and services. (Cummins,1986). To ensure full access to all programs for EL students, Instruction targets three main areas of language development: listening comprehension, interpersonal communication, and cognitive academic language. Renaissance Arts Academy’s focus strategies, altered to highlight language development, help students transfer acquired vocabulary (receptive and productive) from one learning context to another. These strategies not only make the speaking/reading/writing process visible to students, they afford students independent access to texts and concepts that are both at grade level and English Language Development level:

- Individual and Group Investigation (Joyce)
- Directed Reading Sequence (Ron Klemm)
- Concept Categorizing (Sidnie Gallegos)
- Directed Reading Thinking Activity (Kirby and Nist)
- Say-Mean-Matter (UCLA Writing Project)

Renaissance Arts Academy faculty combine cognitive apprenticeship in the form of Individual and Group Investigation with literacy building strategies to facilitate specific inquiry into questions of knowledge, interpretation, collaboration, and production. Individual and Group Investigation allows students to authentically experience the process of inquiry from developing basic comprehension to developing sophisticated analyses. Write-Around engages students in close readings of complex texts; Directed Reading Sequence and Concept Categorizing help students identify significant meaning units in all texts; Directed Reading Thinking Activity enables students to anticipate text structure and prepare for literary and research citation; and Say-Mean-Matter helps students prepare differing texts and materials for written analysis.

## MATHEMATICS

### MATHEMATICS LEARNING

“Almost every kid — and I mean virtually every kid — can learn math at a very high level, to the point where they could do university level math courses.” - John Mighton. RenArts believes that every student is capable of acquiring advanced mathematic skills and that every student needs advanced mathematical literacy in order to fully participate in today’s world of ideas. Strong

foundational mathematics skills give students the confidence necessary to approach secondary school mathematics as an integral part of their intellectual development rather than as a requirement to cover, check off, and abandon. Any school preparing students for college must ensure that students have the skills and confidence necessary to embrace advanced mathematics in middle school, high school and beyond.

Toward that end RenArts has made authentic problem solving and mathematical reasoning the center of the mathematics program beginning with TK students and continuing throughout students' career at RenArts. Facility with numbers, abstraction, and reasoning is key to developing subsequent confidence and skill with mathematically more complex systems. The mathematics program integrates mathematics throughout subject matter and learning experiences giving students consistent, implicit and explicit instruction in the language of mathematics.

The Renaissance Arts Academy mathematics program is built around the eight mathematical practices described in California's Content Standards for Mathematics. Learning experiences focus on developing students' ability to comprehend problems, devise and strategically implement strategies for solving them, and communicate about their reasoning using abstraction, modeling, and precision. An integrated approach to helping students develop mathematical understanding and the facility with which to manipulate, communicate, and represent that understanding creates a balance between systematic practice with strategies and procedures and thorough explorations of patterns, reasoning, and proof. By initiating all students, no matter when they enter RenArts, into the use of mathematics as powerful intellectual tool, the RenArts program avoids the "... mindless number crunching and symbol-pushing where students end up not learning even the computational skills." *The Mathematician and the Mathematics Education Reform - H. Wu*. Daily opportunities to interact with and utilize technology ensures students develop the skills necessary to independently capitalize on technology as a tool for thinking, problem solving, producing and communicating about mathematics.

#### ORGANIZING FOR MATHEMATICS LEARNING

Mathematics experiences begin with helping students to identify, reproduce, and analyze patterns. Daily experiences throughout TK, K, first, second, and third grade with counting, manipulating, and arranging abstract symbols systems representing quantity help students develop numeracy and automaticity. The study of patterns expands as students' experience and confidence builds to include the construction of systems of analysis, and methods for the study and manipulation of mathematical objects (i.e. sets, fractions, rational numbers, irrational numbers, formulae, imaginary numbers, etc.).

Learning experiences proceed throughout the course of a thirteen-year integrated approach emphasizing connections within mathematics and to other disciplines, and which develop concepts through the in-depth study of key principles and problems. A hallmark of the program is the insistence on independent reading and problem solving in authentic contexts. Students build mathematical models and use mathematical representation to examine everything from weather phenomena to the distribution of fun size snickers in the school population's

Halloween candy haul. The consideration of mathematical puzzles throughout students' experiences provides ongoing practice in constructing reliable, effective strategies for approaching and solving novel problems. Students, their families, and faculty work in a community where mathematics is a powerful tool for communicating about the world.

#### **ASSESSMENT AND LEARNING EXPERIENCES**

The K-5 mathematics program monitors students' development of mathematical literacy across several skills and practices. Assessment is multi-dimensional and mirrors the instructional balance between systematic practice and mathematical inquiry. Assessment areas include:

- Numeracy
- Reasoning
- Precision
- Representation
- Problem solving
- Communication
- Analysis

#### **CORE INSTRUCTIONAL STRATEGIES**

Instruction targets three main areas of mathematical thinking: numeracy, reasoning, and communication. Below is a list of four focus strategies Renaissance Arts Academy employs across the curriculum. These strategies not only make the reading/thinking process visible to students, they afford students independent access to texts and concepts that are both at grade level and above:

- Individual and Group Investigation (Joyce)
- Directed Reading Sequence (Ron Klemm)
- Concept Categorizing (Sidnie Gallegos)
- Directed Reading Thinking Activity (Kirby and Nist)
- Say-Mean-Matter (UCLA Writing Project)

Renaissance Arts Academy mathematics faculty combine cognitive apprenticeship in the form of Individual and Group Investigation with literacy building strategies to facilitate specific inquiry into questions of knowledge, phenomena, cause, effect, and solution. Individual and Group Investigation allows students to authentically experience the process of inquiry from developing background understanding to pursuing the investigation and testing of new knowledge. Write-Around engages students in close readings of complex mathematical situations and detailed examinations of scientific phenomena and data; Directed Reading Sequence and Concept Categorizing help students identify significant meaning units in all mathematical situations and texts and summarize what has been studied; Directed Reading Thinking Activity enables students to anticipate text structure and prepare for literary and scientific citation; and Say-Mean-Matter helps students prepare differing texts (including their own problem solving work) and materials for written analysis.

#### **SCIENCE**

##### **INTEGRATED SCIENCE LEARNING**

The integrated science Program at RenArts presents advanced and complex material based on the Next Generation Science Standards (NGSS) directly to students and allows them to create science comprehension at their own level over time. At each grade level students have the opportunity daily to explore their world and apply their developing literacy skills to the study of the Life, Earth, Space, and Physical Science and Engineering. Through experiential-based learning, small group instruction and investigation, and content reading and writing, students explore phenomena, create investigations, communicate about their learning, and develop those science and engineering practices outlined in NGSS including:

- Asking questions and defining problems
- Analyzing and interpreting data
- Developing and using models
- Planning and carrying out investigations (with various methodologies)
- Using mathematics and computational thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating and communicating information
- Refining and revising understanding in light of new evidence

The integrated science program at Renaissance Arts Academy ensures all students engage in experiences that inspire scientific curiosity and prepare them to successfully participate in advanced lab science as secondary students and beyond. The integrated science program provides opportunities for students to integrate literacy and mathematics skills in collaboration with other students and faculty in the study of scientific concepts. Facilitating learning through joint productive activity and dialog among teachers and learners according to Barbara Rogoff in *Social interaction as apprenticeship in thinking: Guidance and participation in spatial planning*, develops the highest level of academic achievement for at-risk learners. Through the discourse about shared intellectual inquiry students of different backgrounds create a common context for connecting scientific ideas with everyday concepts.

#### ORGANIZING FOR SCIENCE LEARNING

The integrated science program at RenArts is structured in a multi-year, unified curriculum so as to build powerful science literacy over time. Students contextualize their acquisition of new grade-level specific science concepts within larger school-wide, cycles of study presenting Life, Earth, Space, and Physical Science and Engineering topics through Disciplinary Core Ideas. Faculty guide student discovery through Reciprocal Teaching—reinforcing what individual students know and instructing them on what they need to learn next while gradually helping students assume more and more responsibility for their own learning and for contributing to the knowledge making of the intellectual community. In Reciprocal Teaching students engage in a Cognitive Apprenticeship with the intellectual models around them, observing, practicing, mastering, and then assuming the role of model for other students and learning-community members. Daily opportunities to interact with and utilize technology ensures students develop the skills necessary to independently capitalize on technology as a tool for thinking, problem solving, producing and communicating.

#### ASSESSMENT AND LEARNING EXPERIENCES

The integrated science program monitors students' development of scientific literacy across several skills and practices. Assessment is multi-dimensional and performance based highlighting students' ability to observe, interpret, and communicate about their world. Areas of assessment in addition to the Science and Engineering Practices outlined in NGSS include:

- Observation
- Pattern recognition
- Problem solving
- Representation
- Analysis
- Communication

#### CORE INSTRUCTIONAL STRATEGIES

Instruction targets three main areas of text/information/experience comprehension: summary, anticipation, analysis and communication. Below is a list of five focus strategies Renaissance Arts Academy employs across the curriculum including all science learning experiences. These strategies not only make the reading/thinking process visible to students, they afford students independent access to texts and concepts that are at grade level and above:

- Individual and Group Investigation (Joyce)
- Directed Reading Sequence (Ron Klemm)
- Concept Categorizing (Sidnie Gallegos)
- Directed Reading Thinking Activity (Kirby and Nist)
- Say-Mean-Matter (UCLA Writing Project)

Renaissance Arts Academy science faculty combine cognitive apprenticeship in the form of Individual and Group Investigation with literacy building strategies to facilitate specific inquiry into questions of knowledge, phenomena, cause, effect, solution and policy. Individual and Group Investigation allows students to authentically experience the process of scientific inquiry from developing background understanding to pursuing the investigation and testing of new knowledge. Write-Around engages students in close readings of sophisticated materials and detailed examinations of scientific phenomena and data; Directed Reading Sequence and Concept Categorizing help students identify significant meaning units in all types of material and summarize what has been studied; Directed Reading Thinking Activity enables students to anticipate text structure and prepare for literary and scientific citation; and Say-Mean-Matter helps students prepare differing texts and materials for written analysis.

#### **SOCIAL STUDIES**

##### SOCIAL STUDIES LEARNING

The study of history at RenArts asks students to work together to analyze and interpret the events of the past through the rigorous examination of documents and artifacts left by people of other times and places. Students apply their developing analytical and literacy skills to the interpretation of past events. Powerful historical literacy provides an essential context for exploring community, society, place, and event.

The work students and the faculty team do in social studies supports global, conceptual, thematic learning rather than topical learning. Global, conceptual, thematic teaching meets the

objectives for various grade-levels within a common curricular framework. This instructional orientation establishes a 'Knowledge Forum Classroom' as described by Carl Bereiter, et al. in *Rethinking Learning*, in D. O. and N. Torrance (Eds.), *Handbook of Education and Human Development: New Models of Learning, Teaching and Schooling*. In the Knowledge Forum Classroom students engage in creating and adding value to knowledge in the same way that the most successful citizens from disparate backgrounds and with various strengths contribute to the community's knowledge resources. Student work becomes the work of the researcher, the designer, the analyst, or the theorist. Student products become shared contributions to the knowledge fund of the community of learners.

#### ORGANIZING FOR SOCIAL STUDIES LEARNING

Social studies at RenArts is structured so as to build powerful historical literacy over time. Students contextualize their acquisition of new grade-level specific social studies concepts within a larger, schoolwide, humanities context. The schoolwide curriculum encompasses a broad range of topics, from the exploration of local and regional communities and histories to larger global events presented through various media (art, documentary, theater, literature, digital content, music, etc.). This structure provides a framework within which students can situate grade level social studies concepts. For example, while the school-wide common curriculum centers around the time period between the fall of Rome to the Enlightenment, 5<sup>th</sup> grade students can connect the establishment of American democracy with its origins in Rome while 11<sup>th</sup> and 12<sup>th</sup> grade students will recognize the fragility of democratic systems of governing given a population defined by its diversity. Philosophical ties, common patterns of events, and meta-historical disciplinary discourse weave the curricula together.

The social studies program at RenArts works to deepen students' acquisition of historical concepts and help them translate the understanding they demonstrate in authentic history activities---research, discussion, and analysis, to standardized testing contexts . Daily opportunities to interact with and utilize technology ensures students develop the skills necessary to independently capitalize on technology as a tool for thinking, problem solving, producing and communicating.

#### STUDENT ASSESSMENT

Student mastery of Social Studies concepts is monitored through the examination of student work. Student essays, margin notes, in-class written assessments, and recorded research tools (e.g. timelines, graphic organizers, journal notes) provide assessment data. Areas of assessment include:

- Analysis
- Comprehension
- Communication

#### CORE INSTRUCTIONAL STRATEGIES

Instruction targets three main areas of text/information comprehension: summary, anticipation, and analysis. Below is a list of five focus strategies Renaissance Arts Academy employs across the curriculum. These strategies not only make the reading/thinking process

visible to students, they have also afforded the students independent access to social studies materials:

- Write Around (UCLA Writing Project)
- Directed Reading Sequence (Ron Klemp)
- Concept Categorizing (Sidnie Gallegos)
- Directed Reading Thinking Activity (Kirby and Nist)
- Say-Mean-Matter (UCLA Writing Project)

Renaissance Arts Academy faculty utilize these techniques to help students examine materials with attention to questions of bias, context, medium, audience, and authorship. Each strategy facilitates the exploration of community, society, place and historical incident. Write-Around engages students in close readings of sophisticated materials and detailed examinations of historical artifacts; Directed Reading Sequence and Concept Categorizing helps students identify significant meaning units in all types of material and summarize what has been studied; Directed Reading Thinking Activity enables students to anticipate text structure and prepare for historical research/ literary citation; and Say-Mean-Matter helps students prepare differing texts and materials for written analysis.

## **PHYSICAL EDUCATION**

### **PHYSICAL FITNESS LEARNING**

Renaissance Arts Academy's Physical Education program provides students with learning experiences in concepts and skills which affect physical health and fitness, movement concepts, artistic concepts, motor skill development, and safety in physical activity settings. Consistent with California's physical education content standards, RenArts emphasizes the way in which students move through space and time in their environment, the way in which the student and a partner move in space together, continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed. The Physical Education Program incorporating performance movement is particularly well aligned with these goals. Performance Movement and dance promote good posture, proper alignment, clear joint articulation, coordination, stability, strength, and flexibility.

Physical Education – the process of learning through movement – is a vital part of the total education of each individual. RenArts' Physical Education program focuses on wellness while developing each student's fitness including musculoskeletal strength, coordination and flexibility and cardiovascular health. Instruction and participation in a variety of performance movement experiences enables the student to assess his/her own capabilities as well as stimulate self-discipline and develop healthy living habits. RenArts' Physical Education program is aligned with the California Physical Education Standards and provides those experience that help students develop a healthy self-image, a wholesome attitude toward physical activity and healthy fitness habits that will serve them throughout life.

### **ORGANIZING FOR PHYSICAL FITNESS LEARNING**

The Physical Education program at RenArts teaches physical education through movement and dance. Students participate in a variety of structured learning experiences each week. The content covers techniques centered on the language and lineage of contemporary movement,

modern dance, accessing select principles of classical modern dance, and a blend of classical and contemporary ballet techniques. Students learn and utilize dance terminology as well as anatomical terminology. Instruction focuses on:

- rigorous encounters with momentum and gravity
- floor and off-center work
- inversion
- release
- spiral
- spinal articulation
- barre and center work

Through carefully designed ensemble learning experiences students develop refined physical coordination, a keen sense of musicality, acute spatial awareness, a heightened awareness of the body and its movement through space and time and improved mental and physical strength stability and flexibility.

#### STUDENT ASSESSMENT

Student progress in physical education is assessed through formative assessments across four artistic domains: technique, knowledge of assigned repertoire/choreography, interpretation, and musicianship/physical development, and four fitness domains: cardiovascular fitness, strength, flexibility, endurance, and coordination. Assessment results help determine group placement and readiness for ensemble groups and or performance.

#### CORE INSTRUCTIONAL STRATEGIES

Instruction focuses on developing wellness and fitness including musculoskeletal strength, coordination and flexibility and cardiovascular health, and the skills necessary for successful group or individual performance. Faculty use those strategies proven to accelerate students' acquisition of skills and move students through increasing levels of difficulty following a sequence of learning experiences designed to develop independent control over newly acquired skills:

- Model
- Coach
- Facilitate Reflection
- Facilitate Planning for Individual Practice

Renaissance Arts Academy faculty utilize these techniques to help students learn how to conduct their own physical development. Faculty begin by explicitly modeling the target skills. Learning experiences then focus on coaching individual student's progress with the new skill. Once students have a basic acquisition of the skill, teachers facilitate student reflection and help students establish a plan for practicing the new skill within several contexts.

Daily learning experiences will include physical education through movement and dance, performing arts training through small group lessons on orchestral instruments (winds and strings) and daily ensemble work in chorus, music appreciation, solfege and sight singing.

## **LATIN**

### **FOREIGN LANGUAGE LEARNING**

The study of Latin provides students at RenArts with a disciplined and logical framework for deepening their understanding of all subject matter but it is especially effective in helping students develop a secure knowledge of and facility with written and spoken English. Latin studies make students familiar with the ancient authors who were used either as models or objects of emulation by the great English writers of earlier ages. It acquaints them with Latin sources in philosophy, history, art, science and culture and supports the study of ancient, medieval, and early modern history.

Latin studies are an integral part of the integrated academic and artistic curriculum at RenArts, and adhere to the Standards for Classical Language Learning and the National Standards for Foreign Language Learning. Latin studies help create "... a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical." Students extend their language studies by exploring the intersection between Latin and its descendant languages, especially Spanish. The examination of language through various modes provides students multiple entry points into the study of Classical and Foreign language learning while supporting the development of their skills in English.

### **ORGANIZING FOR LATIN INSTRUCTION**

Latin studies at RenArts provide systematic instruction helping students move from beginning to advanced levels of proficiency. Latin studies address the five goals of the National Standards for Classical Language Learning; Communicate in a Classical Language, Gain Knowledge and Understanding of Greco-Roman Culture, Connect with Other Disciplines and Expand Knowledge, Develop Insight into Own Language and Culture, Participate in Wider Communities of Language and Culture.

Beginning students work to familiarize themselves with the basics of foreign language study in Latin exploration. Students quickly learn that all languages share basic structures and components and that identifying these structures and components in a foreign language helps them see parallels in English and Spanish. Through Latin exploration students also begin the study of Greco-Roman culture and history. As students begin more advanced study of Latin, those students whose achievement indicates readiness begin the formal study of Latin including translations of sentences in original Latin, while those still needing time to develop proficiency continue building skills with translations crafted to provide practice with forms, tenses, vocabulary, and parts of speech.

In high school, students proceed through four years of Latin study. Works examined for content and translation include texts by Ovid, Cicero, Virgil, and Caesar, Livy, and Plutarch. As their study of Latin continues, students deepen their understanding of Latin culture and society creating a symbolic, semantic, etymological, and structural foundation for the concepts and skills they are mastering across disciplines.

### **STUDENT ASSESSMENT**

Student mastery of Latin standards is monitored through formative assessments, observation, and student work samples. Student progress is analyzed to identify students needing additional support (tutoring in Latin is available after school), students ready for more advanced study, and to determine whether adjustments to student grouping is necessary. CAASPP assessment data, especially in the English Language Arts area of “Written and Oral English Language Conventions”, is analyzed annually to inform curricular and instructional planning and implementation.

#### **CORE INSTRUCTIONAL STRATEGIES**

Latin instruction targets three main areas of language development: listening comprehension, interpersonal communication, and cognitive academic language. Renaissance Arts Academy’s focus strategies, altered to highlight language development, help students transfer acquired language learning (receptive and productive) from one language to another. These strategies not only make the speaking/reading/writing process visible to students, they afford students independent access to texts and concepts that are both at grade level and above.

- Individual and Group Investigation (Joyce)
- Directed Reading Sequence (Ron Klemm)
- Concept Categorizing (Sidnie Gallegos)
- Directed Reading Thinking Activity (Kirby and Nist)
- Say-Mean-Matter (UCLA Writing Project)

Renaissance Arts Academy faculty combine cognitive apprenticeship in the form of Individual and Group Investigation with literacy building strategies to facilitate specific inquiry into questions of knowledge, interpretation, collaboration, and production. Individual and Group Investigation allows students to authentically experience the process of inquiry from developing basic comprehension to developing sophisticated analyses. Write-Around engages students in close readings of complex texts; Directed Reading Sequence and Concept Categorizing help students identify significant meaning units in all texts; Directed Reading Thinking Activity enables students to anticipate text structure and prepare for literary and research citation; and Say-Mean-Matter helps students prepare differing texts and materials for written analysis.

#### **TRANSITIONAL KINDERGARTEN**

School success is built as students gain confidence in their ability to learn and build relationships with others. The integrated Transitional Kindergarten program (TK) at Renaissance Arts Academy enables students to transition into the traditional kindergarten program seamlessly and confidently. TK focuses on helping students develop emotional regulation, social knowledge, and social skills while developing familiarity with California Content Standards.

TK employs the same Response to Intervention program used in RenArts that has ensured all students (including those with learning needs) have access to high level, college preparatory, arts infused curriculum at all levels of development. The RTI model for the TK considers three principles for learning opportunities: (1) multiple means of engagement, (2) multiple means of representation, and (3) multiple means of expression. TK English learners’ linguistic and

academic skills are supported and enhanced throughout the program so that TK English learners develop the language skills necessary to develop powerful literacy.

Literacy and Mathematics is a central focus for TK students and the faculty team. The link between long-term academic success and developing exceptionally strong reading and mathematics skills early has been copiously and clearly demonstrated in the research (Beck and Juel, 1995; Adams, 1990; van Kleeck 1990, H. Wu, 2009; Palinscar and Brown, 1989; et al). Students in the TK work in small groups of 5-8 students developing literacy and mathematics skills through repeated opportunities, within multiple contexts to explore language and problem solving aimed at their specific learning needs. In addition to daily group sessions in literacy, mathematics, social studies and science, students will rotate through centers, each guided by the faculty team, in the large open classroom including:

- Puzzle center - developing spatial relationship and pattern recognition skills
- Book center - developing independent pre-reading/reading literacy skills
- Art center - developing fine motor, communication, and visual representation skills
- Games center - developing problem solving, analysis, and social communication skills
- Science center - developing problem solving, inquiry, and social communication skills
- Math game center - developing problem solving, modeling, and social communication skills

Ensuring that all students have independent access to texts and concepts of all kinds is the underlying goal of an effective TK program. The program for TK ensures that students successfully transition from building language to learning how to read to reading to learn. This approach is rooted in a “stage theory” framework as argued by Marilyn Jager Adams in *“Beginning to Read: Thinking and Learning about Print”*. Literacy learning is supported across a broad range of sub-skills proceeding from pre-literate through independent reading (concepts of print, phonemic awareness, letter knowledge, cueing/accuracy, fluency, and comprehension). Explicit, systematic instruction that addresses individual students’ literacy stage ensures that all students become independent readers by first grade and continue to build literacy skills through broad, interest based, information based, and community based reading experiences. Through systematic, explicit instruction in literacy skills and strategies, all students access and examine increasingly complex materials building a rich reading background and a deep repertoire of reading strategies that undergirds their study of advanced concepts as they transition to secondary grades study.

TK is structured so that students have the opportunity to develop expertise with a core set of concepts and skills while continuously widening their intellectual experience. Learning experiences for students are presented within unifying conceptual frameworks addressing social studies and science concepts, (i.e. city, nation, region, energy, power, change) and the annual study of touchstone literary works including Classical, Shakespearian, and American founding documents. Through collaborative exploration of literary texts, students gain a sense of ownership and agency that further informs their analyses and expressions of their own unique cultural backgrounds and individual experiences as they continue their studies in upper grades and secondary school. The unifying system builds a profoundly intimate learning community where students, families, and faculty share common intellectual experiences with which they navigate individual academic goals and challenges.

The curricular organization ensures instructional coherence and facilitates maximum flexibility in grouping by allowing for the implementation of multiple parallel learning experiences within each group that are specific to students’ individual learning needs. The consistent use of a cohesive set of instructional strategies in social studies, science, and mathematics, ensures that instruction in powerful literacy is integrated throughout the curriculum.

**INSTRUCTIONAL STRATEGIES**

Instructional strategies target four main areas of concept/information comprehension: identification/recognition, summary, anticipation, and analysis. For emergent ELA and mathematical literacy, the focus is on systematic, explicit instruction that gives students independent access to concepts and information (i.e. Make and Break, Shared Reading, Guided Reading, Shared Writing, Guided Writing, Pattern Building). Concepts of print, phonemic awareness, phonics, numeracy, pattern recognition, inference and reasoning make up a significant part of the daily instruction so that every child can independently access and interact with individually, developmentally appropriate concepts. As students begin reading to learn they work with the five focus strategies Renaissance Arts Academy employs across the curriculum. These strategies not only make the reading/thinking process visible to students, they also afford the students independent access to texts that are at grade level and above:

**CORE INSTRUCTIONAL STRATEGIES**

- Write Around (UCLA Writing Project)
- Directed Reading Sequence (Ron Klemm)
- Concept Categorizing (Sidnie Gallegos)
- Directed Reading Thinking Activity (Kirby and Nist)
- Say-Mean-Matter (UCLA Writing Project)

**ASSESSMENT AND LEARNING EXPERIENCES**

Thorough and frequent assessment of students' literacy skills is critical as students' progress from learning to read to reading to learn and learning to write and writing to learn. The literacy program for TK monitors students' development of several English Language Arts and Mathematics reading and writing skills and strategies including:

ENGLISH LANGUAGE ARTS	MATHEMATICS
Concepts about print	Concepts about quantity
Letter knowledge	Number knowledge
Phonemic awareness	Counting
Phonics	Combining
Fluency	Pattern Recognition
Ideation	Pattern completion
Thought complexity	Procedural Strategy
Comprehension	Comprehension
Analysis	Analysis

**CAREER TECHNICAL EDUCATION (CTE)**

## CTE LEARNING

Renaissance Arts Academy's Career Technical Education program provides students with learning experiences in concepts and skills preparing them to collaborate in the production and performance of multiple major, school-wide community performances. Over the course of several years students study performance design and production, using various performance modes and production tools including live and recorded music and sound, live and recorded dance and movement, static and moving images and or constructions.

Under the guidance of the faculty team, students examine the relationships among different aspects of performance and performance technology and develop an understanding of the creative process from conception through production and post-production. Students with faculty work in interactive, collaborative, groups completing projects and establishing a foundation for more advanced production work. RenArts' CTE program is aligned with the California CTE Model Curriculum Standards and provides those experiences that help students develop the discipline, collaborative skills, creativity and problem solving skills that work in the arts promotes.

## ORGANIZING FOR CTE INSTRUCTION

Students meet in small groups with faculty experts to build technical skill and address artistic perception, creative expression, aesthetic valuing, and historical and cultural context standards. Production/Performance skills are supplemented with daily work in music theory and analysis including ear training, melodic and rhythmic dictation, sight singing, and principles of composition. All students receive vocal and movement training and participate in percussion workshops. All students study dramatic literature and conventions. All students participate in visual art learning experiences focusing on discussions of historical context and aesthetics. All arts areas are studied both as discrete subjects and as part of RenArts' integrated overall program. These additional studies further inform students' work in CTE courses.

With faculty experts as facilitators, students collaborate in applying interest, knowledge, ideas, and discipline to the completion of investigations of authentic performance and production problems. Learning experiences focus on:

- Metacognitive Inquiry
- Linguistic Analysis
- Heuristics

## STUDENT ASSESSMENT

Student progress in CTE is assessed through formative assessments across four artistic domains: creative processes, performing/presenting/producing, responding, and connecting. Assessment results help determine group placement and readiness for ensemble/work groups and or performance.

## CORE INSTRUCTIONAL STRATEGIES

CTE instruction employs an apprenticeship model that extends the learning of specific concepts and effective habits of mind to non-conventional presentations, student-identified lines of

inquiry, and professional practitioner modeling. The apprenticeship model provides students additional routes to content acquisition and intellectual and artistic development.

Developing talent has long been shown to be a long-term, multi-dimensional, context and environment sensitive process. Opportunity, access, and support contribute to the development of intellectual and artistic gifts and talents. (Sternberg & Davidson, 2005). The CTE program’s apprenticeship model allows students to experience first-hand:

- What people with an interest and expertise in the field do,
- What materials, resources, knowledge they need in order to authentically accomplish self-identified goals,
- How the product/s or knowledge created impact the community of shared interest and the wider community/society.

Apprenticeship provides students with expert models who actively employ the methodologies, structures, and tools of the field. Faculty meet Renzuli and Reis’ “non-negotiable” characteristic for faculty experts -- each possesses “...advanced training in the discipline, ... in the application of process skills, and in the management and facilitation of individual and small-group investigations.” (Renzuli and Reis, 2012)

CTE strategies focus on developing the skills necessary for successful ensemble production and performance. The faculty team uses those strategies proven to accelerate students’ acquisition of skills. Students move through learning experiences designed to develop independent learning skills as faculty experts:

- Model
- Coach
- Facilitate Reflection
- Facilitate Planning for Individual Practice
- Assess

Renaissance Arts Academy faculty utilizes these techniques to help students learn how to drive their own technical, intellectual and artistic development. The faculty team begins by explicitly modeling target skills. Learning experiences then focus on coaching students' progress with the new skill. As students acquire experience and skill, the faculty facilitates student reflection and helps students establish a plan for applying the new skill within several contexts. The cycle is completed with student assessment followed by students’ individual and shared reflections on the learning process and future performance goals.

**TK-12 COURSES**

Grades TK-8	TK/K	1	2	3	4	5	6	7	8	High School I	9	10	11	12
	Integrated Humanities										Eng. 9	Eng. 10 Honors Eng. 10	Eng. 11 Honors Eng. 11	Eng. 12 Honors Eng. 12

History Social Science	Integrated Humanities		World and Regional Geography	World History	US. History 20 <sup>th</sup> Century	US Government and Democracy  Economics
Integrated Mathema tics	Integrated Mathematics*  * Integrated Mathematics ensures all students prepared for entering 9 <sup>th</sup> grade Mathematics. No students are placed in remedial mathematics courses.		Int. Math 1	Int. Math 2  Int. Math Analysis	Int. Math 3  Int Math 2	Int. Math 4  Int Math 3  Pre-Calculus  Calculus
Integrated Science	Integrated Science		Int. Sci. 1  Interdisciplin ary Biological Science	Int. Sci. 2  Int. Sci. 1  Honors Biology	Int. Sci. 3  Int. Sci. 2  Honors Chemistry	Int. Sci. 4  Int. Sci. 3  Honors Physics
Latin	Latin Explorations		Latin 1A  Latin 1	Latin 1B  Latin 2	Latin 2  Latin 3	Latin 3  Latin 4
Theater: Dance	Dance  Classical, Modern, Contemporary Technique Theory and Analysis		Theater 1: Dance  Music Theory History and Analysis	Theater 1: Dance  Music Theory History and Analysis	Theater 2: Dance  Music Theory History and Analysis 2  Honors Music Theory History and Analysis	Theater 2: Dance  Music Theory History and Analysis 2  Honors Music Theory History and Analysis
Music	Music  Vocal, Instrumental, Technique, Theory and Analysis		Music 1  Music Theory History and Analysis	Music 1  Music Theory History and Analysis	Music 2  Music Theory History and Analysis 2  Honors Music Theory History and Analysis	Music 2  Music Theory History and Analysis 2  Honors Music Theory History and Analysis
Physical Education	Movement Based Physical Education		Movement Lab	Movement Lab	Movement Lab	Movement Lab
Career Technical Education	Art for Performance and Production Theory, Design, Exploration		Intro to Multi- Platform Collaborative Production	Multi-Platform Collaborative Production 1	Multi-Platform Collaborative Production 3	Multi- Platform Collaborative Production 3
			Intro to Music for the Creative Economy	Music for the Creative Economy 1	Music for the Creative Economy 2	Music for the Creative Economy 3
			Intro to Dance for the Creative Economy 1	Dance for the Creative Economy 1	Dance for the Creative Economy 2	Dance for the Creative Economy 3

## GRADUATION REQUIREMENTS

All RenArts high school students are engaged in mandatory UCOP approved A-G coursework, participate in long-term extracurricular Conservatory programs, take college entrance exams as appropriate (SAT, ACT, EAP), apply to at least two colleges, and demonstrate school leadership by providing a model of conscientious scholarship, artistic discipline, and responsible citizenship for the younger students. High School exit requirements are:

- Successful completion of any high school requirement mandated by the state, may be satisfied by integrated curriculum;
- Active participation in performing arts companies as assigned;
- Successful completion of all coursework listed below.

The interdisciplinary nature of RenArts' instructional design allows for a compound course of study to qualify concurrently in more than one subject area.

### **4 YEARS – HUMANITIES: Integrated Curriculum**

**Social Studies:** U.S. History and Geography (1 yr)

U.S. Government (½ yr)

Economics (½ yr)

World History, Cultures, Geography (2 yrs)

### **English Language Arts:**

College Preparatory ELA Study (4 yrs)

**4 YEARS – MATHEMATICS:** College Preparatory Mathematics Sequence

**4 YEARS – SCIENCE:** College Preparatory Science Sequence

**4 YEARS – LATIN:** College Preparatory Latin Sequence

**4 YEARS – PERFORMING ARTS - Applied Focus**

**Music: Strings:** Instrumental and vocal skills, history, theory, ear training, analysis, harmony, individual and ensemble performance, and composition.

**Theater Arts: Dance:** Physical and vocal skills, history, analysis, music theory, ear training, individual and ensemble performance, and choreography.

**4 YEARS – MOVEMENT LAB:** Movement/Agility/Strength/Spacial Awareness

### **Multi-Year Sequence CAREER TECHNICAL EDUCATION PATHWAY**

**Music for the Creative Economy:** Performance and production skills, individual and ensemble rehearsal skills, composition.

**Dance for the Creative Economy:** Performance and production skills, choreographic theory and analysis, principles of composition.

**Multi-platform Collaborative Production:** Production skills, live and recorded music and sound, live and recorded dance and movement, static and moving images and or constructions

## CREDIT RECOVERY

Research demonstrates that high school students at risk of failing courses, who have interruptions in their schooling, or for whom insufficient supports are provided are at greater risk of dropping out of school. (Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., &

Smink, J. 2008. *Dropout prevention: A practice guide*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education). To ensure all RenArts students graduate college and career ready RenArts provides a comprehensive Credit Recovery Program built on the National High School Center’s recommendations for credit recovery including:

- Mandatory academic and arts support courses
- Faculty team analysis of student progress and recommendation for credit recovery
- Frequent participant assessment
- Continued analysis of Credit Recovery programs

**WASC ACCREDITATION**

Renaissance Arts Academy secondary programs are fully accredited by the Western Association of Schools and Colleges (WASC), 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.

Information regarding A-G coursework and transferability of credits is published in the *Parent and Student Handbook*, and is posted on the school website with Spanish translation available for both. A-G coursework, high school transcripts, and transferability of credits is discussed in detail at RenArts’ college information meetings and in family conferences regarding students’ post-graduation plans. Credits for transfer to or from another high school can be calculated in accord with the Carnegie Unit System or other appropriate system that translates RenArts’ rubrics for course completion into credits earned. Upon graduation or matriculation, parent or guardian is provided with a transcript of student’s academic progress while enrolled at RenArts, including course credits completed and other relevant information. 100% of RenArts graduates have been accepted to four-year colleges and universities.

Renaissance Arts Academy operates on a traditional calendar offering at least 175 instructional days and provides the required number of minutes of instruction set forth in EC 47612.5. The school calendar will be the same for all grades TK-12<sup>th</sup>. The regular 6<sup>th</sup> -12<sup>th</sup> grade school day runs from 8:30 to 3:30. The regular TK- 2<sup>nd</sup> school day is 8:00 - 2:00. The regular 3<sup>rd</sup> – 5<sup>th</sup> school day is 8:00 – 2:30. Current Bell Schedules, 2026-27 Academic Calendar and Sample Student Schedules are below.

**CALENDAR 2026-27**

<b>REGULAR HOURS</b>	TK-2	8:00 AM – 2:00 PM
	3-5	8:00 AM – 2:30 PM
	6-12	8:30 AM – 3:30 PM
<b>CONSERVATORY HOURS</b>	2:30 PM TO 5:45 PM	
	<i>START TIMES VARY ACCORDING TO SCHOOL DAY SCHEDULE - REHEARSAL LENGTHS VARY</i>	

<b>School Start</b>	Monday, August 17 <sup>th</sup> 2026	<i>First day of class</i>
<b>School Finish</b>	Thursday, June 17 <sup>th</sup> 2027	<i>Final day of class</i>

**Winter Break**                      Dec 21<sup>st</sup> 2026– Jan 1<sup>st</sup> 2027                      *Classes resume January 5<sup>th</sup> 2027*

<b>Spring Break</b>	March 22 <sup>nd</sup> – April 2 <sup>nd</sup> 2027	<i>Classes resume April 6<sup>th</sup> 2027</i>
<b>Holidays</b>	Mon, September 7 <sup>th</sup> 2026 Wed, November 11 <sup>th</sup> 2026 November 23 <sup>rd</sup> – Nov 27 <sup>th</sup> 2026 Mon, January 18 <sup>th</sup> 2027 Mon, February 15 <sup>th</sup> 2027 Mon, May 31 <sup>st</sup> 2027 Fri, June 18 <sup>th</sup> 2027	<i>Labor Day Veterans Day Thanksgiving Martin Luther King’s Birthday Presidents’ Day Memorial Day Juneteenth Observed</i>
<b>Pupil-Free Days (No School-All Students)</b>	Fri, Sep 4 <sup>th</sup> 2026 Fri, Sep 11 <sup>th</sup> 2026 Fri, Oct 2 <sup>nd</sup> 2026 Fri, Oct 30 <sup>th</sup> 2026 Fri, Nov 20 <sup>th</sup> 2026 Mon, Jan 4 <sup>th</sup> 2027 Fri, Feb 5 <sup>th</sup> 2027 Fri, Mar 26 <sup>th</sup> 2027 Mon, April 5 <sup>th</sup> 2027 Fri, April 30 <sup>th</sup> 2027	<i>Staff Development Staff Development Staff Development Staff Development Staff Development Staff Development Staff Development Staff Development Staff Development Staff Development</i>
<b>Minimum Days</b>	Thu, June 17 <sup>th</sup> 2027	<i>Staff Development</i>
<b>Dismissal Times:</b>	<i>Grades TK-1: 11 a.m.; Grades 2-5: 11:30 a.m.; Grades 6-12: 12:00 p.m.</i>	

<b>BELL SCHEDULE – SECONDARY GRADES</b>					
<b>6<sup>TH</sup> -12<sup>TH</sup></b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Rotation 1	8:30-9:15	8:30-9:15	8:30-9:15	8:30-9:15	8:30-9:15
Rotation 2	9:15-10:00	9:15-10:00	9:15-10:00	9:15-10:00	9:15-10:00
Break	10:00-10:10	10:00-10:10	10:00-10:10	10:00-10:10	10:00-10:10
Rotation 3	10:10-10:55	10:10-10:55	10:10-10:55	10:10-10:55	10:10-10:55
Rotation 4	10:55-11:40	10:55-11:40	10:55-11:40	10:55-11:40	10:55-11:40
Lunch	11:40-12:15	11:40-12:15	11:40-12:15	11:40-12:15	11:40-12:15
Rotation 5	12:15-1:00	12:15-1:00	12:15-1:00	12:15-1:00	12:15-1:00
Rotation 6	1:00-1:45	1:00-1:45	1:00-1:45	1:00-1:45	1:00-1:45
Rotation 7	1:45-2:30	1:45-2:30	1:45-2:30	1:45-2:30	1:45-2:30
Rotation 8	2:30-3:15	2:30-3:15	2:30-3:15	2:30-3:15	2:30-3:15
Class Meeting	3:15-3:30	3:15-3:30	3:15-3:30	3:15-3:30	3:15-3:30

<b>BELL SCHEDULE – ELEMENTARY GRADES</b>					
<b>TK - 2</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Rotation 1	8:00-8:45	8:00-8:45	8:00-8:45	8:00-8:45	8:00-8:45
Rotation 2	8:45-9:30	8:45-9:30	8:45-9:30	8:45-9:30	8:45-9:30
Break	9:30-9:45	9:30-9:45	9:30-9:45	9:30-9:45	9:30-9:45
Rotation 3	9:45-10:30	9:45-10:30	9:45-10:30	9:45-10:30	9:45-10:30
Rotation 4	10:30-11:15	10:30-11:15	10:30-11:15	10:30-11:15	10:30-11:15

Lunch	11:15-11:50	11:15-11:50	11:15-11:50	11:15-11:50	11:15-11:50
Rotation 5	11:50-12:35	11:50-12:35	11:50-12:35	11:50-12:35	11:50-12:35
Rotation 6	12:35-1:20	12:35-1:20	12:35-1:20	12:35-1:20	12:35-1:20
Break	1:20-1:30	1:20-1:30	1:20-1:30	1:20-1:30	1:20-1:30
Class Meeting	1:30-2:00	1:30-2:00	1:30-2:00	1:30-2:00	1:30-2:00

<b>3 - 5</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Rotation 1	8:00-8:45	8:00-8:45	8:00-8:45	8:00-8:45	8:00-8:45
Rotation 2	8:45-9:30	8:45-9:30	8:45-9:30	8:45-9:30	8:45-9:30
Break	9:30-9:45	9:30-9:45	9:30-9:45	9:30-9:45	9:30-9:45
Rotation 3	9:45-10:30	9:45-10:30	9:45-10:30	9:45-10:30	9:45-10:30
Rotation 4	10:30-11:15	10:30-11:15	10:30-11:15	10:30-11:15	10:30-11:15
Lunch	11:15-11:50	11:15-11:50	11:15-11:50	11:15-11:50	11:15-11:50
Rotation 5	11:50-12:35	11:50-12:35	11:50-12:35	11:50-12:35	11:50-12:35
Rotation 6	12:35-1:20	12:35-1:20	12:35-1:20	12:35-1:20	12:35-1:20
Break	1:20-1:30	1:20-1:30	1:20-1:30	1:20-1:30	1:20-1:30
Rotation 7	1:30 -2:15	1:30 -2:15	1:30 -2:15	1:30 -2:15	1:30 -2:15
Class Meeting	2:15-2:30	2:15-2:30	2:15-2:30	2:15-2:30	2:15-2:30

Grade Level	Instructional Minutes	
	Offered	State Requirement
<b>TK-2</b>	52,720	(K)36,000 (1-3)50,400
<b>3- 5</b>	57,970	(1-3)50,400 (4-8) 54,000
<b>6-8</b>	65,815	(4-8) 54,000
<b>9-12</b>	65,815	(9-12) 64,800

### Sample Schedule TK – 5<sup>TH</sup>

ROTATION	Monday	Tuesday	Wednesday	Thursday	Friday
0 Extended Learning					Cello
1	Arts	Arts	Arts	Arts	Arts
2	Movement Lab	Smath 1	Movement Lab	Smath 1	Study
3	Smath 1	Smath 0	Smath 1	Smath 0	Smath 1
4	Smath 0	Humanities	Smath 0	Humanities	Humanities I
5	Humanities	Cello	Humanities	Cello	Study B
6	Latin	Cello	Latin	Cello	Smath 0
7	Art Theory	Study	Keyboarding	Study	Humanities

ROTATION	Monday	Tuesday	Wednesday	Thursday	Friday
8 Conservatory	Orchestra 2	Voice	W Creative Writing	Percussion	Arts Integration
9 Extended Learning	M Math Circle	T Science Circle	W Math Circle	Th Reading Circle	F Reading Circle

### Sample Schedule 6<sup>TH</sup> – 12<sup>TH</sup>

ROTATION	Monday	Tuesday	Wednesday	Thursday	Friday
0 Extended Learning		Latin Applications Discussion	Media Analysis	Advanced Problem Study	Composition
1	Gamma Latin	Gamma Latin	Gamma Latin	Gamma Latin	Composition
2	Smath B	Smath B	Smath B	Smath B	Friday Epsilon
3	Violin	Dance Focus	Violin	Dance Focus	Health Sciences
4	Violin	Dance Focus	Violin	Dance Focus	Health Sciences
5	Smath F	Smath F	Smath F	Smath F	Dance Studies/Theory
6	Humanities A	Humanities A	Humanities A	Humanities A	Dance Studies/Theory
7	Dance Focus	Honors Humanities 5	Dance Focus	Honors Humanities 5	Consent Group (7th)
8	Dance Focus	Music Lab	Dance Focus	Music Lab	Friday Humanities
9 Conservatory	MBC company	TF2 company	W3 orchestra W1	Orchestra A	TF2 company

### INSTRUCTIONAL MINUTES AND DAYS CALCULATOR

Grades	Grades Offered	Number Regular Days	Number Instr. Minutes Regular Day	Number Early Dismissal Days	Number Instr. Minutes Early Dismissal Day	Number Minimum Days	Number Instr. Minutes Minimum Day	Number [Other] Days	Number Instr. Minutes [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Instr. Minutes	Number Above/Below State Req't.
TK/K	Yes	175	300			1	220			176	36000	52720	16720
1	Yes	175	300			1	220			176	50400	52720	2320
2	Yes	175	300			1	220			176	50400	52720	2320
3	Yes	175	330			1	220			176	50400	57970	7570
4	Yes	175	330			1	220			176	54000	57970	3970
5	Yes	175	330			1	220			176	54000	57970	3970
6	Yes	175	375			1	190			176	54000	65815	11815
7	Yes	175	375			1	190			176	54000	65815	11815
8	Yes	175	375			1	190			176	54000	65815	11815
9	Yes	175	375			1	190			176	64800	65815	1015
10	Yes	175	375			1	190			176	64800	65815	1015
11	Yes	175	375			1	190			176	64800	65815	1015
12	Yes	175	375			1	190			176	64800	65815	1015

**PROFESSIONAL DEVELOPMENT**

RenArts’ professional development is focused on faculty-wide implementation of a specific pedagogical approach – cognitive apprenticeship – as opposed to divergent subject-specific methodologies. RenArts’ Academic Director, Sidnie Gallegos, supervises professional development at RenArts. She brings a high level of expertise and experience in both new teacher training and professional development: she has been on the teacher training faculty at both USC and UCLA, facilitator for LAUSD Beginning Teacher Support and Assessment Unit (BTSA), and Associate Director of the UCLA Writing Project at Center X, the umbrella organization for teacher education and professional development at the Graduate School of Education & Information Studies at UCLA dedicated to equity in urban education. The choice to focus pedagogy on a coherent schoolwide practice is a carefully considered strategy designed to facilitate curricular integration for all subject areas and increase academic achievement for all students. The pedagogical approach in use at RenArts is research-based and appropriate to the full-inclusion delivery of instruction with diversification of depth and complexity to maximize learning for students from all backgrounds including English learners and students with special needs.

Formal professional development begins in August, when the whole faculty meets together in RenArts’ annual Professional Development Institute, for two weeks focused on program best practices, data analysis, collaborative reflection, and student case studies prior to the start of school. Additional whole-faculty professional development is regularly scheduled throughout the year. RENAISSANCE ARTS ACADEMY creates an environment where all staff members are committed to growing as intellectuals and artists, and the interdisciplinary approach to staff development mirrors the integrated curricular approach in the open classroom. Through the cognitive apprenticeship structure at Renaissance Arts Academy, faculty members provide expert models of intellectual and artistic work. Professional development helps all faculty

members formulate and refine explicit individual and collaborative learning goals, reinforcing the life-long learning emphasis within the school community.

The Academic Director facilitates both formal professional development sessions and daily faculty team activities, guiding RenArts' highly-qualified faculty in a "cognitive coaching" framework as described by Arthur Costa and Robert Garmston in *Cognitive Coaching: A Foundation for Renaissance Schools*. Norwood, Mass.: Christopher-Gordon. Through a culture of ongoing, embedded professional development the faculty works toward shared goals, focusing on assessing student needs, identifying appropriate learning experiences, materials, interventions, and addressing state content standards. RenArts' daily, ongoing, embedded PD combines formal and informal faculty interactions that include peer observations and modeling within and across content areas, co-design and implementation of student learning experiences, achievement data analysis, student case studies, student work analysis, professional readings and seminar discussions, enrichment coaching, and collaborative arts and academic projects.

RenArts' PD practice emphasizes three areas that directly impact program effectiveness: 1) content and practice inquiry, 2) student progress analysis including assessment data analysis, and 3) subject matter expertise. PD implementation process includes the following contributions from each faculty member:

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

RenArts' approach to ongoing daily professional development capitalizes on the school's open classroom, collaborative learning model and the ability to adjust student grouping frequently to target learning needs. PD occurs both within instructional groups with students and in faculty reflection and discussion following shared instructional group experiences. RenArts' faculty team regularly calibrates the link between professional development and student achievement through close analysis of internal measures (both informal and formal) and external measures including CAASPP, CAST, ELPAC, A-G course completion, CTE pathway completion, chronic absenteeism, graduation rates and post-secondary options and choices. The composition of the Faculty Team - pedagogical expertise teamed with deep content expertise - creates a supportive professional development environment within which team members develop a deep understanding of the "...psychology of teaching and learning ... as they begin to elaborate on what it means to think." (Alan Schoenfeld, *When good teaching leads to bad results; The disasters of 'well-taught' mathematics courses*, Educational Psychologist, 23(1988), 145-166.) The inclusion of subject-matter specialists as members of the faculty team provides embedded access to subject-matter professional development for pedagogy experts. The team approach supports continued content learning for all members and ultimately elevates the level of intellectual and artistic discourse for the entire learning community.

## NEW FACULTY RECRUITMENT AND DEVELOPMENT

To expand future instructional capacity and enrich the base of technical and creative expertise needed to support effective program growth, RenArts has instituted a Post-Graduate Fellowship that pays young artists and intellectuals to train on-site with veteran RenArts faculty. Fellows have the opportunity to work alongside experienced faculty team members in the open classroom, contribute to ongoing intellectual inquiry through professional development, and develop work collaboratively with established faculty artists. Co-Directors initiated the RenArts Post-Graduate Fellowship program in 2014 to expand program-specific training and support for new faculty development at all grade levels. Fellows receive a salary stipend plus benefits to apprentice our experienced faculty team while they develop their talents and interests within our arts-driven learning community. Fellows have recently completed Bachelors and/or Masters degrees in Music Performance, Music Composition, Dance/Choreography, Physics, Mathematics, Marine Biology, Neuroscience, Anthropology, Psychology, Philosophy, Sociology, History, English, Comparative Literature, Creative Writing, Communications, and Cultural Studies. We have identified promising candidates from across the country through university recommendations, personal referrals and responses to online postings. Prospective Fellows undergo an intensive interview process that includes several days spent observing in the open classroom, written reflections and responses to inquiry, and in-depth discussions with multiple faculty members. This innovative hiring practice has proven to be a highly successful method for recruiting and developing uniquely qualified young adults who are intellectually and creatively curious, but not typically interested in the teaching profession. Following several years of full-time training, RenArts financially supports CCTC credentialing for Fellows, intern through induction. Fellows pursuing certification through University Intern programs are actively supported through both tuition reimbursement and an ongoing relationship with on-site master teachers at RenArts. Long term retention rate for faculty completing RenArts' Post Graduate Fellow option is 85%.

## MEETING THE NEEDS OF ALL STUDENTS

RENAISSANCE ARTS ACADEMY is fully committed to high academic standards and equitable access to curriculum for all students. Recognizing that each individual has strengths and challenges, the RenArts' faculty actively searches for and serves the specific educational needs of every student through a multi-level Response to Intervention (RTI) model. The RenArts faculty applies the RTI model to identify need and ensure success for all special populations, providing a range of services in multiple areas: full-inclusion special education programs, calibrated English language development, gifted and talented enhancement in arts and academic subjects, monitoring and intervention for students who are academically low-achieving, and ongoing supports for students at economic disadvantage.

## SUCCESS FOR ENGLISH LEARNERS

The Charter School will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

## HOME LANGUAGE SURVEY

The Charter School will administer a language survey as necessary after student's enrollment into the Charter School.

## ENGLISH LANGUAGE DEVELOPMENT TESTING

All students who indicate that their home language is other than English will be administered the English Language Proficiency Assessment for California (ELPAC) within thirty days of initial enrollment<sup>1</sup> and at least annually thereafter until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for English Language Development testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under ESSA for annual English proficiency testing.

The ELPAC, faculty evaluation, parent opinion and consultation, or a comparison of the student's performance in basic skills are used to determine whether a student should receive specialized supports that provide both access to grade level content material and the tools to develop powerful literacy in English. A student is determined in need of ELD instruction if his/her development of overall English language is below the Moderately Developed Level on the ELPAC. Students continue to receive such services until they achieve or exceed Fully Developed Stage in overall English language at which time they are considered for reclassification as Fluent English Proficient. Renaissance Arts Academy uses the California English Language Development grade level standards for Emerging, Expanding, and Bridging. In all areas of English Language Arts students work to progress through the stages while accessing core grade-level content through experience with English speaking, listening, reading and writing. The emphasis on learning through English is purposeful and reflects our belief that cognitive knowledge development, including full participation in accelerated subject content and applications, need not be delayed while a student gains proficiency in a new language. English learners will be assessed in accordance with proficiency descriptors in the California English Language Development Standards.

## THREE MODES OF COMMUNICATION:

- Collaborative (engagement in dialogue with others);
- Interpretive (comprehension and analysis of written and spoken texts); and
- Productive (creation of oral presentations and written texts); and
- Two dimensions of Knowledge of Language:
  - Metalinguistic Awareness: The extent of language awareness and self-monitoring students have at the level; and
  - Accuracy of Production: The extent of accuracy in production ELs can be expected to exhibit at the level; English learners increase in accuracy of linguistic production as they develop proficiency in English. Accuracy may vary within a

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<sup>1</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been ELPAC tested. Per EC Section 313(h), "initial enrollment" does not include enrollment in a transitional kindergarten program.

level depending on context, such as extent of cognitive demand or familiarity of a task.

At every stage of English Language acquisition and development of standard English usage, and in every mode of language use, students are full participants in RenArts core curriculum and high expectations for academic and artistic development. Renaissance Arts Academy is committed to making all curricula accessible on a sophisticated level to all students, including those who are English learners. Renaissance Arts Academy ELD strategies help students build critical literacy skills in English as they simultaneously develop as powerful and creative thinkers. EL students are reassessed annually to monitor English language development and determine need for reclassification. The faculty team regularly assesses all student progress in reading, writing, mathematics and other subject areas. In addition to formal assessments, faculty use informal assessments, observation, and student work to monitor ongoing progress of EL and SEL students toward both ELD and core content goals. RenArts provides parent/guardian with notification regarding all ELD or other student concerns in their native language or other appropriate means of communication, and provides translation for conferences and meetings as needed. RenArts faculty engages in ongoing professional development that prepares them to best meet individual student needs in all areas, including English language development.

#### MONITORING AND EVALUATION OF PROGRAM EFFECTIVENESS

Annual evaluation of the program by the administration and faculty team includes the following measures and adjusts the program in response to resulting analysis:

- Adherence to Renaissance Arts Academy-adopted academic outcomes by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

#### RECLASSIFICATION PROCEDURES

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established

range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Reclassification criteria take into account all of the following:

1. The student demonstrates *English proficiency* by achieving an overall Proficiency Level 4 on the summative ELPAC or by achieving Proficiency Level 3 on the summative Alternate ELPAC.
2. Student work as assessed by the faculty team (regularly administered formal written assessments, daily informal written and oral assessments, and ongoing faculty observations) evidences Progress Toward Standards in all grade-level course-work.
3. The student has achieved a minimum of “Standard Met” on CAASPP ELA assessment or has achieved grade level reading comprehension as measured by the Burns and Roe Informal Reading Inventory.
4. Parent consultation and approval.

#### LONG TERM ENGLISH LEARNERS

In order to continue RenArts’ extraordinary success in supporting English Language Learners’ academic development, as evidenced by a 100% graduation rate, 100% completion of A-G with C or better, a 100% acceptance to four-year university rate, and with 97% scoring college ready or provisionally college ready on the 11<sup>th</sup> grade ELA CAASPP, the faculty, parents and students remain committed to serving Long-Term English Learners within a framework that:

- Acknowledges the research on language acquisition conducted over the past 25 years establishing that acquiring the language and literacy skills necessary for academic success in a new language takes many years to develop (Krashen & Terrell, 1983).
- Recognizes along with The California Department of Education that students who have been reclassified continue to require additional monitoring and support – reclassified students’ English Language Arts scores are tracked subsequent to reclassification until such a time that they achieve “met standards” for three consecutive years in English Language Arts and Mathematics.
- Establishes a learning community that values the preservation and development students’ primary language/s as a benefit to her/his own intellectual and artistic development and which supports whole family participation in students’ learning.
- Implements a school-wide instructional approach available to all students with highly-effective faculty teams leading flexible, multi-age groups through in-depth, interdisciplinary study of classical and contemporary texts, rigorous independent analysis and integrated English Development.
- Actively addresses those students’ needs who are English Learners *or* those students who were, prior to coming to RenArts, prematurely re-classified as FEP and placed in instructional situations without sufficient support (thus impeding their English Language Development (Cummins,1986)), through a school-wide response to intervention model that provides full access to advanced material while effectively supporting their English Language development.
- Individually monitors and supports the progress of English Learners to ensure they are

prepared to reclassify while maintaining their access to college preparatory learning experiences.

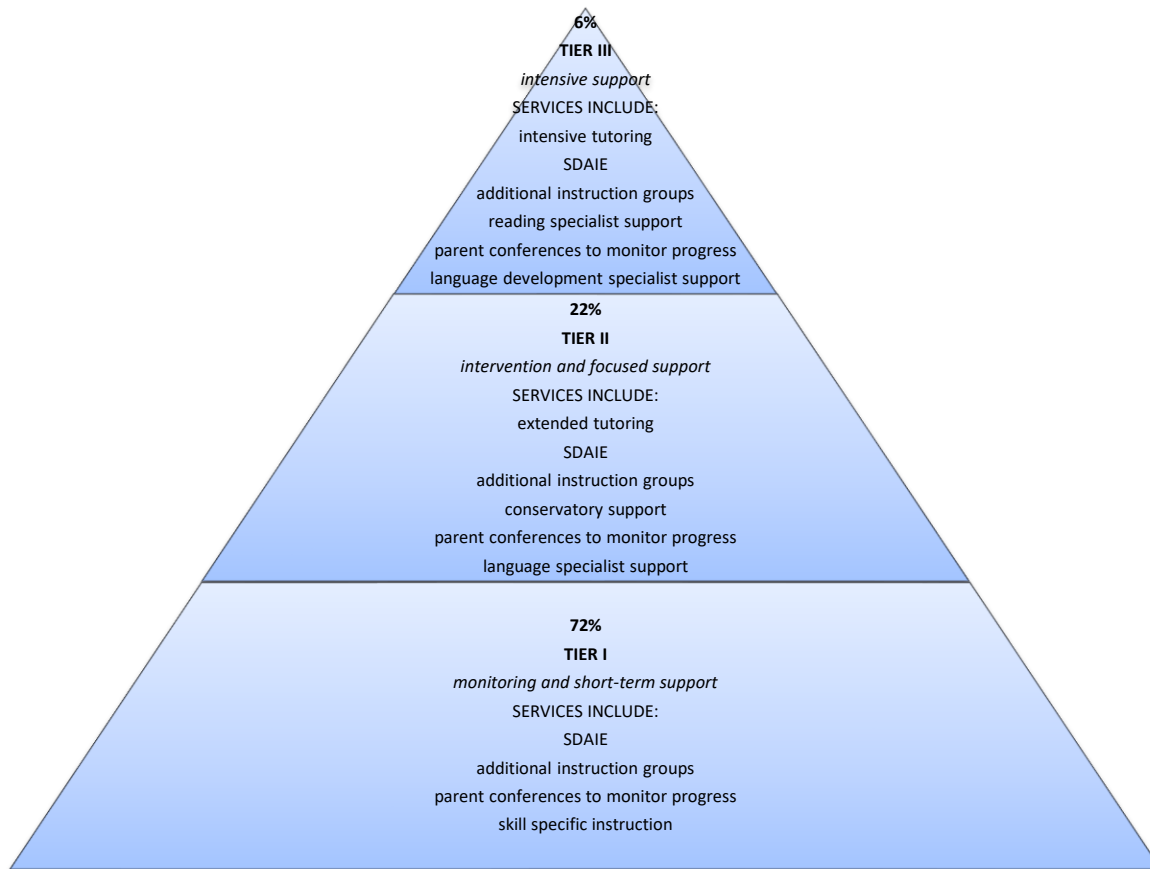
RenArts' success with English Learners is predicated on a long-term, strategic approach to Reclassification. RenArts targets the most intensive support for English Learners on those sixth through twelfth graders scoring below Moderately Developed on the ELPAC for two or more consecutive years. For those students scoring Well Developed on the ELPAC, RenArts continues supports until they have met standards on the ELA portion of the CAASPP.

#### SUPPORTS FOR ENGLISH LEARNERS

The United States Office of Civil Rights alerts public schools that, "The obligation not to discriminate based on race, color, or national origin requires public schools to take affirmative steps to ensure that ... English Learner (EL) students or English Language Learners (ELLs), can meaningfully participate in educational programs and services..." Additionally, the research on language acquisition shows that prematurely placing students in instructional situations that by nature feature cognitively demanding language without sufficient support (i.e. conventionally presented academic classes) will impede the acquisition of the target language *and* deny access to meaningful participation in educational programs and services. (Cummins,1986).

At RenArts English Learners fully participate and benefit from the integrated, arts infused curriculum with English Language Development support provided within a Response to Intervention framework. The entire pool of students developing Cognitive Academic Language Proficiency (CALP) has access to a continuum of supports that increases in intensity in response to students' needs. The pool includes Initially Fluent English Proficient (IFEP) students, English Learners, and Reclassified Fluent English Proficient (RFEP) students. All RenArts students on the language acquisition continuum have access to the support necessary to ensure that they develop Cognitive Academic Language Proficiency and benefit fully from a full range of academic learning experiences. They are able to access rigorous, complex concepts and texts of all types (literary, artistic, historical, philosophical, scientific, sociological, etc.) because of the continued focus on developing academic language fluency in English across the curriculum.

#### **RESPONSE TO INTERVENTION SUPPORTS FOR ENGLISH LEARNERS – RTI PYRAMID CHART**



## ELD SUPPORTS, PROCEDURES AND COMPLIANCE

RenArts' program employs cognitive, cultural, and linguistic modeling practices designed to ensure full access to curriculum and reflect high academic expectations for all students, including those with limited proficiency in English or standard English usage. Faculty team study the cumulative record and additional school documents of each incoming student to identify individuals currently receiving specialized/integrated instruction for English Language Development. Students testing below the Moderately Developed English level are identified for supports that provide both access to grade level content material and the tools to develop powerful literacy in English.

## STRATEGIES FOR ENGLISH LEARNER INSTRUCTION AND INTERVENTION

The United States Office of Civil Rights alerts public schools that, "The obligation not to discriminate based on race, color, or national origin requires public schools to take affirmative steps to ensure that ... English Learner (EL) students or English Language Learners (ELLs), can meaningfully participate in educational programs and services..." Additionally, the research on language acquisition shows that prematurely placing students in instructional situations that by nature feature cognitively demanding language without sufficient support (i.e. conventionally presented academic classes) will impede the acquisition of the target language *and* deny access to meaningful participation in educational programs and services. (Cummins,1986). To ensure EL students full access to all programs, Instruction targets three main areas of language development: listening comprehension, interpersonal communication, and cognitive academic

language. Renaissance Arts Academy four focus strategies altered to highlight language development help students transfer acquired vocabulary (receptive and productive) across the curriculum. These strategies not only make the speaking/reading/writing process visible to students, they afford students independent access to texts and concepts that are both at grade level and English Language Development level:

- Individual and Group Investigation (Joyce)
- Directed Reading Sequence (Ron Klemm)
- Concept Categorizing (Sidnie Gallegos)
- Directed Reading Thinking Activity (Kirby and Nist)
- Say-Mean-Matter (UCLA Writing Project)

Renaissance Arts Academy faculty combine cognitive apprenticeship in the form of Individual and Group Investigation with literacy building strategies to facilitate specific inquiry into questions of knowledge, interpretation, collaboration, and production. Individual and Group Investigation allows students to authentically experience the process of inquiry from developing basic comprehension to developing sophisticated analyses. Write-Around engages students in close readings of complex texts; Directed Reading Sequence and Concept Categorizing help students identify significant meaning units in all texts; Directed Reading Thinking Activity enables students to anticipate text structure and prepare for literary and research citation; and Say-Mean-Matter helps students prepare differing texts and materials for written analysis.

RenArts has developed its own Master Plan for English Learners.

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### **SUCCESS FOR ACADEMICALLY HIGH-ACHIEVING STUDENTS**

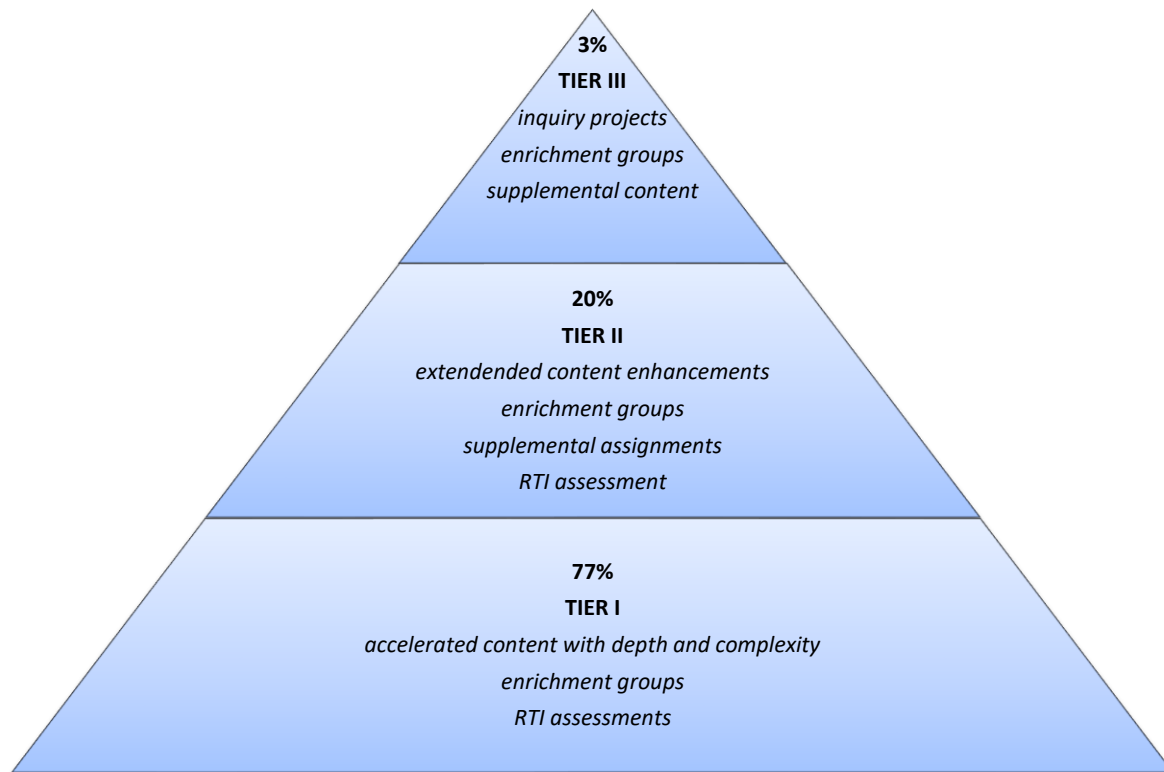
Renaissance Arts Academy believes that each learner is unique, and the program is committed to discovering and supporting the gifts and talents of each student, particularly in ethnic and economic populations in which giftedness is traditionally under-identified. All RenArts students are monitored through ongoing search-and-serve for extraordinary learning issues of every type. RenArts' RTI framework is structured to identify students who need additional challenge as well as those needing additional supports, ensuring that each individual has access to appropriately challenging learning experiences. Our parallel curriculum model implemented in flexible mixed-age groups provides the differing levels of depth and complexity that allows all RenArts students to share a schoolwide range of coursework and inquiry while attaining individually appropriate levels of academic and artistic challenge. All students are encouraged to achieve to their highest potential through a quantitatively differentiated learning experiences that stress increasing levels of depth and complexity within each subject area. RenArts' faculty team examines incoming student cumulative records and documents to identify individuals already receiving or evidencing a need for enhanced educational challenge. In addition, diagnostic and ongoing faculty assessments gauge the effectiveness of current content, materials, resources, learning activities, grouping formats and pedagogical approaches in meeting the supports and enhancement needs of all students. RenArts' faculty places special focus on ensuring full inclusion for those who are most often overlooked by Gifted and Talented programs – i.e. English Learners, ethnic and racial minorities, students with disabilities

of all types, and those who are economically disadvantaged. All students who might benefit from increased challenge are guided toward content-extension activities consistent with their developmental needs, and through which their individual abilities can be fully exercised and developed.

VanTassel-Baska and Stambaugh summarized the research studies of the past decade on the status of differentiated instruction within the regular classroom, noting several major barriers that prevent educators from implementing effective differentiation for gifted learners. (Van Tassel-Baska, J., & Brown, E. F. 2007. Toward best practice: An analysis of the efficacy of curriculum models in gifted education. *Gifted Child Quarterly*, 51 (4), 342-358). The first obstacle noted is the lack of sufficient subject matter knowledge among K-12 educators. Gifted students bring an advanced and sophisticated knowledge base to the classroom and need educators who can provide appropriately challenging intellectual environment. The authors note that advanced learning experiences in flexibly organized, inquiry-based groups provide the most effective approach to intellectually accelerating gifted students.

At RenArts, students' individual gifts and talents are nurtured through placement within flexible groups with daily access to enrichment experiences guided by a team of highly-effective pedagogical and subject experts who provide ongoing challenge to ensure continued intellectual development. RenArts' combination of high-level core content and non-core enrichment provide accelerated learning experiences that impose no curricular or instructional ceiling on student exploration and accomplishment. Acceleration has two meanings in the context of presenting learning experiences. At one level, acceleration is the rapid pace of the curriculum (also known as curriculum compacting). The more significant level is that of rapid movement from knowledge and comprehension toward analytical, creative, and critical thinking (analysis, synthesis, and evaluation). Challenge for gifted students is not delivered through expanded workload or faster pacing at RenArts; rather, challenge is provided through a range parallel learning experiences providing increased depth and complexity with the material under study, including supplemental reading, extended response to essay prompts, and/or additional research. RenArts provides ongoing faculty development in design and implementation of curriculum addressing appropriate levels of intellectual demand for all students and emerging techniques related to the identification and nurturance of under-identified gifted and talented students in urban educational settings.

## RESPONSE TO INTERVENTION SUPPORTS FOR ACADEMICALLY HIGH-ACHIEVING STUDENTS – RTI PYRAMID CHART



### SUCCESS FOR ACADEMICALLY LOW-ACHIEVING STUDENTS

A central focus of all aspects of the RenArts' program is the improvement of educational opportunities and options for academically low-achieving students. RenArts has intentionally remained small allowing students and faculty to establish long-term, trust-based relationships over multiple years. The impact of school size on student performance was cited in the Bank Street study of urban Chicago education, "*Small Schools, Great Strides*", as being a particularly influential determinant among less affluent and lower-achieving students, with smaller school size shown to be consistent with higher GPAs, lower drop-out rates, and improved attendance among urban students.

RenArts' learning structure and pedagogical approach proceed from the belief that all students, including those at educational disadvantage, learn best from instruction that is accelerated rather than remedial, reflecting high-level thinking and content for learners at all levels. RenArts' faculty team examines incoming student cumulative records and documents to identify individuals already receiving or evidencing a need for enhanced educational support. In addition, diagnostic and ongoing faculty assessments gauge the effectiveness of current content, materials, resources, learning activities, grouping formats and pedagogical approaches in meeting the supports and enhancement needs of all students. RenArts' schoolwide RTI design places special focus on ensuring appropriate identification, support and enrichment and

extended learning opportunities for all students. Academically underachieving students who might benefit from increased challenge are guided toward content-extension activities consistent with their developmental needs, and through which their individual abilities can be fully exercised and developed.

RenArts utilizes the physical, intellectual, and aesthetic disciplines of music and movement to furnish multiple points of entry into core academic content and create alternate gateways to understanding, communication, and possibility for all students, especially those who might not thrive in a traditional school setting. The faculty team focuses on ensuring that all RenArts students master state standards and build strategies for lifelong success with the self-discipline and team skills developed through intensive performing arts training and enriched academic learning experiences. Core and supplemental texts are varied and adjusted to maximize intellectual access and full participation for all students. Through the use of individually appropriate textual materials and strategies, students at different levels of academic achievement can concurrently explore, discuss, and actively contribute to a shared understanding of fundamental themes and concepts, thereby reinforcing RenArts' high expectations for all students. The faculty team addresses individual instructional needs in small student-centered groups using a cognitive apprenticeship model; partners with students in cooperative academic and community-based projects; and is available for individual student and parent/guardian consultation. David Pearson's research has demonstrated that students working in small groups whose progress is constantly monitored show the greatest growth in learning to read powerfully (Barbara Taylor, David Pearson, et al. *Beating the Odds in Teaching all Children to Read*. Center for the Improvement of Early Reading Achievement, 9/30/99). RenArts' group sizes are small providing opportunities for in-depth discussion, clarification, and knowledge advancement. All groupings are flexible and students move from one group to another as observation, interest, motivation and faculty assessment warrant. The small-group apprenticeship model provides a focused structure to support a parallel curriculum in which students co-study within a coherent topical area, while engaging with content on an individually challenging level of depth and complexity.

The program provides high-level performing arts training for students at every level of development, bringing together a cross-section of L.A.'s diverse ethnic, economic and cultural populations in a focused community designed to provide intellectual challenge, disciplined development of creative skills, and a cohesive school culture accessible to all students. RenArts' instructional objective is powerful literacy in all subjects, as set forth by Patrick J. Finn in *Literacy With an Attitude: Educating Working-Class Children in Their Own Self-Interest*. By encouraging students' innate tendency to question, developing their ability to reason critically, and educating them to communicate through explicit, context-independent language, Renaissance Arts Academy provides learners who are academically low-achieving with access to the linguistic, intellectual, and creative skills needed to be full participants in the communities of academic, artistic and political discourse. RenArts' 13-year program arc allows students to access varied pacing in all subjects and the high-level faculty team provides all students with multiple routes to both core competencies and robust enrichment opportunities. Academic assessments and standardized scores are regularly monitored by the faculty team to ensure appropriate progress for every student. Before and after-school extended learning sessions are

available for students who need extra support. Additional learning time in subject specific areas is also provided during school hours to provide targeted support for the development of content specific concepts and skills.

Consistent interaction with parent/guardians regarding student progress in all academic and arts pursuits actively supports family participation. Student schedules are individually programmed to ensure completion of A-G coursework and CTE pathway, fulfillment of graduation requirements, robust intellectual challenge and artistic growth. RenArts' 100% graduation rate, and 100% college attendance rate for all students, including those who enter RenArts with a history of academic low-achievement, verify the success of this approach over the 22 year history of RenArts' unique multi-year school continuum.

### **SUCCESS FOR STUDENTS AT ECONOMIC DISADVANTAGE**

Renaissance arts academy as expressly founded to address the lack of equitable arts training available to public school students in the belief that arts achievement and academic success go hand in hand. The absence of consistent, publicly accessible arts education effectively prevents talented but less privileged students from accessing the type of advanced training shown to be effective in expanding students' post-secondary options. Through an academically rigorous, performing arts-infused instructional program with accelerated academic and artistic expectations for all students, RenArts levels the playing field for economically disadvantaged students. All students engage in rigorous academic and performing arts training. RenArts provides individual instruments that are taken home nightly for practice and remain with the student over the summer so practice routines are not interrupted. Professional musicians work with students daily and conduct performance ensembles to provide RenArts students with the same opportunities for artistic growth as their more economically privileged peers. RenArts' academic faculty promotes high-level inquiry and enrichment and extended learning opportunities in all subject areas.

Since many students from economically disadvantaged backgrounds are at-risk for below-grade level achievement, truancy, and failure to complete high school, RenArts faculty is proactive in providing maximum support to the students who need it most. Academic counseling and additional conferences with parent, guardian or other supportive adult are scheduled as needed to ensure that students attend extended learning groups and enrichment sessions available in all subjects. Individual support on written assignments help prepare students to look toward a variety of post-graduation options. College counseling services identify campuses that offer strong individual student guidance and financial aid packages that minimize student debt load. RenArts' school-site atmosphere is conducive to rigorous and authentic on-going student-faculty interaction predictive of student success, and specific student goals are tracked in all subject areas. RenArts' faculty focus on ensuring that all RenArts' students acquire state standards and build strategies for lifelong success by combining intellectual rigor with the self-discipline and team skills developed through intensive performing arts training. Core and supplemental texts are varied and adjusted to maximize intellectual access and full participation for all students. Through the use of appropriate textual materials and learning strategies, students at different levels of academic achievement can

concurrently explore, discuss, and actively contribute to a shared understanding of fundamental themes and concepts, thereby reinforcing RenArts' high-level expectations for all students. Faculty address student learning needs in small groups using a cognitive apprenticeship model; partner with students in cooperative academic and community-based projects; and are available for individual student and parent/guardian consultation.

RenArts actively promotes success for economically disadvantaged high school students by providing embedded A-G coursework for all graduates. Beyond A-G, RenArts' curricular design mandates full participation in advanced study rarely available to all high school pupils – 4 years of lab science, 4 years of Latin, 4 years of mathematics, 4 years of high-level humanities, 4 years of intensive arts education, at least one CTE pathway. RenArts' elementary and middle school students are explicitly prepared to meet the high expectations at the high school level. RenArts provides ongoing professional development in design and implementation of curriculum addressing appropriate levels of intellectual demand for all students and emerging techniques related to the identification and nurturance of under-identified gifted and talented students in urban educational settings. Individual student needs are identified through analysis of student work, examination of student cumulative records and enrollment forms, teacher observation, parent interviews, student journals and conversations, as well as school notification from public officials including police, probation officers and family services workers. RenArts faculty responds on a case-by-case basis to fully address the educational needs of all students and ensure that appropriate student learning is achieved. The past success of this approach for economically disadvantaged students is evident in RenArts' multiple Title 1 Academic Achievement Awards, EAP results, 100% graduation rate, 4-year college acceptance rate, and ongoing graduate support through RenArts' innovative alumni apprenticeship program.

### **SUCCESS FOR STUDENTS WITH DISABILITIES**

As set forth in our Mission and Goals and clarified in the Educational Program and Assessment segments of the charter, Renaissance Arts Academy has been designed to provide equitable access to arts and academic achievement for all students. To ensure student learning, the RenArts faculty is engaged in active and ongoing observation and assessment as it searches for and serves the specific educational needs of every student. RenArts' RTI practice identifies enrolled students with disabilities who may require assessment for special education eligibility and services or may require educational supports for academic success. The Response to Intervention (RTI) approach implemented early in the identification of learning needs has enabled RenArts to fully support the academic progress of students who may have otherwise experienced academic failure and has, "...shifted the emphasis of the evaluation process from documenting the student's disability to the student's instruction needs...serving as an alternative to learning disability evaluations within the general evaluation requirements of IDEA 2004." (Pierangelo & Giuliani, in *Assessment in special education: a practical approach*, 2009).

The goal of RTI at RenArts is to construct a framework of interventions that supports academic achievement while preserving access to high-level learning experiences in an inclusive environment. The success of this approach is evident in RenArts' strong history of retention, CAASPP and CAST results, high school graduation and college attendance for students with

special needs. Over the past five years – 2021, 2022, 2023, 2024, 2025 – 100% of RenArts students with special needs graduated from high school.

RenArts unique faculty teaming/staffing structure embeds special education expertise and related service provision throughout all learning contexts and interventions, from music lab to mathematics. RSP, Reading Specialist support, School Psychologist Services, Speech and Language therapy and Occupational therapy take place in real time within students' general education settings including before and after school extended groups, after school conservatory, and all in school learning experiences. In this way, supports for students with special needs are never divorced from their experience as full members of the RenArts general education community. For example, a student with an IEP goal in mathematics receives instruction from a team that includes faculty members who are dually credentialed in special education and mathematics. Additionally, with the exception of individual DIS counseling, all supports for students with disabilities take place within mixed age and mixed general education and special education populations groupings.

RenArts' policy of thorough, ongoing and frequent assessment for all students – particularly in the areas of reading, writing, and mathematics – provides all members of the faculty team with current information on individual progress that is critical to maintaining inclusive instruction and intervention in all learning settings. All after-school rehearsal sessions and extended learning/intervention programs are led by members of the faculty team ensuring that work done in extended learning opportunities is seamlessly connected to in-school learning experiences.

RenArts comprehensive extended learning opportunities for *all* students, including those with disabilities, is integral to student success and is fully funded. 100% of students participate in a full performing arts program comprised of daily in-school studio classes in violin, viola, cello, bass, or dance, and twice weekly music theory, arts theory, and movement with after-school rehearsals twice a week. Budget allocations allow for faculty team staffing (including related service provision and special education faculty) for all extended learning opportunities including: before school and after school extended learning groups and conservatory, Spring Break arts and academic intensives, and summer arts and academic intensives.

As a result, the RenArts team is uniquely prepared to capitalize on the therapeutic nature of the performing arts focus. The team can marry any necessary related services with arts experiences that have proven to accelerate students' academic, social and emotional growth. Students' work toward shared artistic goals acknowledges, accepts, and anticipates individual "jagged growth" across multiple dimensions ensuring that every student experiences successes that are valued within the school community.

Every member of the faculty team (arts and academics) works together to monitor students' response to instruction in all areas. Discussions regarding student progress or concerns about student progress occur on a daily basis and are reviewed faculty-wide at by weekly faculty

meetings. The decision to refer a student for further assessment is made by the faculty team. The faculty team holds a conference/s with parents to discuss current supports, student work, and faculty observations and decide if further assessment is appropriate (i.e. an SST).

When further assessment is appropriate, the faculty team conducts the assessments and includes data gathered across all academic and arts contexts. The Special Education faculty conducts more formal academic assessment, and appropriate services providers conduct all other needed assessments in close consultation with the faculty members in all areas. The Special Education faculty with Academic Director oversight ensures the process is conducted in accordance with all procedural and statutory timelines and requirements.

RTI - Intervention, Assessment and Services: RenArts has a proactive Response to Intervention that is

implemented by a Faculty Team approach in accordance with Child Find Requirements including teacher observations, classroom assessment, student work samples, academic screening tools (e.g. K-2 reading difficulty screening including dyslexia), and reading comprehension assessments. RenArts' RTI

employs a tiered approach to support successful learning for all students, as outlined in *Early Warning Signs: Moving from Reaction to Prevention* published by the RTI Action Network, by focusing on a spectrum of supports implemented early, and eschewing a "waiting-for-failure" model. Each tier provides an increasingly intense level of learning supports associated with increasing levels of learner needs. For 65-75% of the students, Tier I supports are sufficient to ensure successful progress. Tier II supports are put in place for the 20-30% of students for whom the interventions in Tier I are not sufficient. For 15-20% of the students, Tier III intensive interventions are required. Interventions include accommodations, modifications, and additional support in all academic subjects as well as in our comprehensive program of daily performing arts instruction. Extended learning opportunities support high-level learning through accelerated instruction rather than that which is remediative.

RTI implementation is an ongoing process that watches for signs that a child may be struggling or at-risk, and allows interventions to be initiated at any time the need for student support is detected. The cohesive faculty team that makes learning specialist and special education specialist expertise available to all students within an open classroom setting. Full-time faculty members working with students in a general education capacity with additional expertise, certification, and time flexibility situates services for students with special needs within the general education context while making RTI approach to learning supports feasible and sustainable.

Additionally, students are assigned to, or may elect to join, extended learning experiences that support their growth in one or multiple areas of learning. 89% of students with special needs participate weekly in one or more extended learning experiences through after school and before school extended learning groups. Interventions include:

ALTERNATE SCHEDULING: Students often benefit from multiple presentations of the same material. RenArts flexible structure allows for students to attend additional sessions as preview and/or review discussions.

Individual Educational Conferences and Counseling: Students identified as needing educational counseling are seen on a regular basis by a reading or mathematics specialist. Sessions assess progress and define goals, help students plan and organize individual study (including arts practice when appropriate), and develop group learning skills.

Extended LEARNING EXPERIENCES: Students not making adequate academic progress are assigned to extended learning sessions. Extended Learning is available four days a week in humanities and STEM areas.

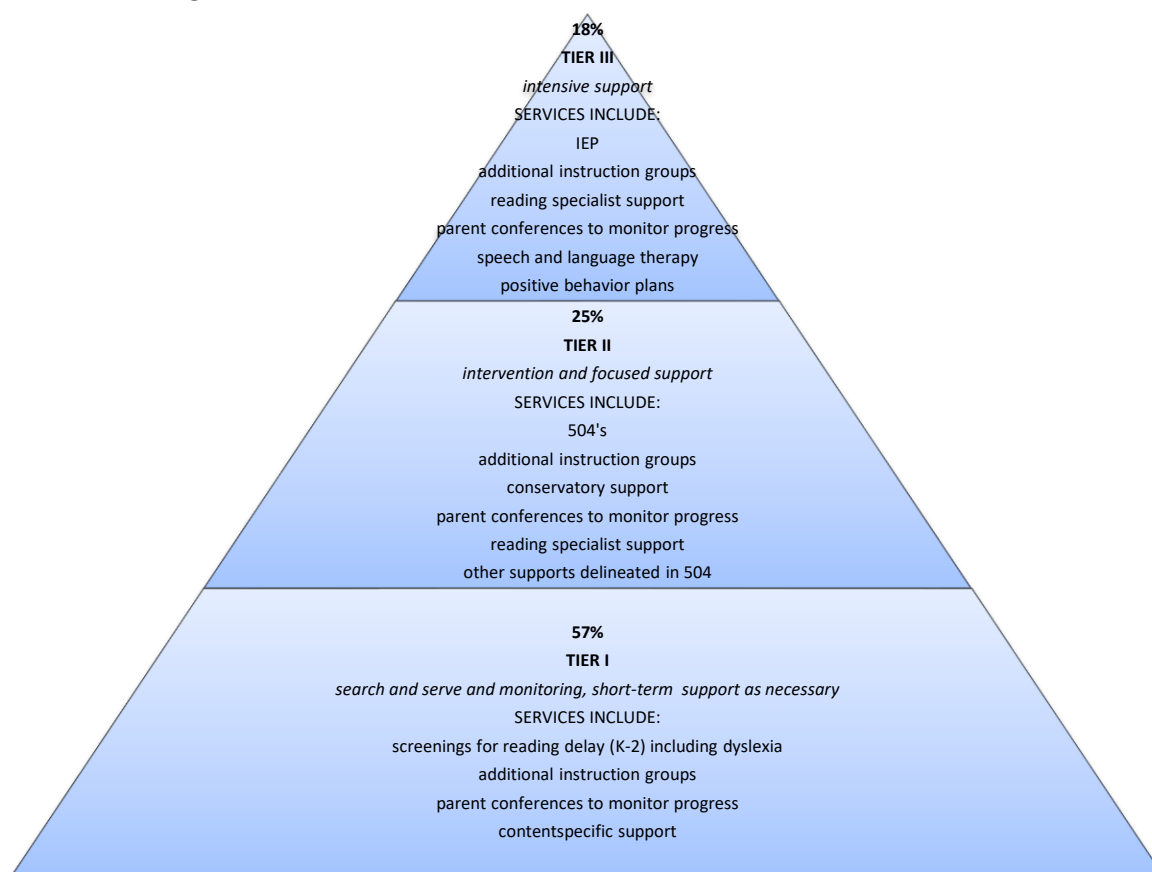
ELOP: Students requiring support for building fundamental academic skills are offered a program centered on fundamental skill development contextualized within advanced concepts.

Summer Arts Intensive: The Summer Arts Intensive provides extended learning opportunities in technique, practice skills, performance skills.

Every member of the faculty team (arts and academics) works together to monitor students' response to instruction in all areas and inform intervention and service plans. Discussions regarding student progress or concerns about student progress occur on a daily basis and are reviewed faculty-wide at by weekly faculty meetings. The decision to refer a student for further assessment is made by the faculty team. The faculty team holds a conference/s with parents to discuss current supports, student work, and faculty observations and decide if further assessment is appropriate (i.e. an SST).

- Tier 1 Search and Serve Supports include: short-term tutoring, content-specific supports, parent conferences as needed.
- Tier 2 Intervention Supports include: support team meeting and strategic planning, extended tutoring, multiple content supports, reading specialist support, other services specified in 504 plan, parent conferences to monitor progress.
- Tier 3 Intensive Supports include: IEP meetings and implementation, speech and language therapy, vision therapy, additional instructional groups, educational counseling, individual assignment support, reading specialist support in all subject areas, resources specialist support, testing modifications, other services specified in IEP, Welligent monitoring and compliance.

## RESPONSE TO INTERVENTION SUPPORTS FOR STUDENTS WITH DISABILITIES – RTI PYRAMID CHART



The performing arts focus provides students with disabilities daily opportunities to develop those practices and understandings that help them successfully participate in and contribute to their community. Positive Behavior Intervention Plans at Renaissance Arts Academy capitalize on the school-wide commitment to performing arts using in-school group music and dance classes, after school ensemble rehearsals, and multiple whole school performances to create a supportive environment within which students develop:

- agency
- peer and non-peer communication skills

- self regulation
- perspective taking skills
- conflict resolution skills

The degree to which performing arts participation is made available to all students has led to a much wider array of Positive Behavior Plan options for RenArts students. Successful Positive Behavior Plans have included access to violin, viola, or cello practice sessions during the day to relieve stress and center efforts at self-regulation. The performing arts focus has made peer quartet practice sessions available to help students develop pro-social behaviors, it has made participation in high-level, live performance an authentic experience of collaboration and success. Access to the arts provides both preventative and restorative means for students to self-regulate and build new skills.

The cohesive team approach to assessing and serving students in this structure provides multiple points at which faculty can intervene early and re-direct student behavior, thus avoiding disciplinary action. This has helped RenArts maintain a 0% suspension rate, 0% expulsion rate, and 0% violent incident rate over 15 years.

IEPs – Procedures, Services and Compliance: Prior to start of school, a comprehensive study of each incoming student’s cumulative record and accompanying school documents is made to identify individuals with an active or pre-existing IEP, or those who might require special education services. Since charter schools frequently experience delays in receiving cumulative records for incoming students, RenArts also employs a proactive approach. After enrollment at RenArts each parent/guardian is asked if his/her child has an existing IEP or 504. If there is a current plan in place the parent/guardian provides a copy of the documents to RenArts to ensure that appropriate services can be in place and a 30 day IEP is held.

If the RTI search and serve identifies the need for Tier III referral for IEP after start of instruction, the process includes a school team meeting to review prior interventions, accommodations, and modifications and to recommend further interventions as appropriate. Students identified as requiring special education services are provided with an Individualized Education Program (IEP) based on a complete individual assessment with non-discriminatory evaluation and placement procedures. The referral process may begin in one of three places: 1) the instructional team; 2) the student’s parent/guardian; 3) the student. Student Compact meetings, regularly scheduled parent conferences, and director availability for individual meetings ensure that students, teachers, and parent/guardians have ongoing opportunities to review student information and determine any need for formal educational assessment. At any of these meetings, or at any other point during the school year, a parent/guardian may make a referral for evaluation and will receive a formal response from the Academy within 15 days. The response will be in the form of an Assessment Plan that describes the types of assessments that may be used to determine eligibility for instruction and services. The referral process will include the results of the school team meeting that has reviewed information from the search and serve activities that indicate the most appropriate evaluations to be included in the Assessment Plan.

In the case of the faculty team requesting referral, parent/guardian will be fully informed in their native language or other mode of communication. Notice will include the reasons for referral, an outline of the evaluation process, a statement of parental rights and procedural safeguards, and an explanation of the special education and related services available for their child at no cost to them. Parent/guardian will agree in writing to the assessment plan and the release of specific records, and understand that consent is voluntary. Once consent is granted, the RenArts will be responsible for developing the Assessment Plan and providing the assessment. Assessment may include individual testing, observations, and interviews, as well as review of school records, reports, and work samples. All assessments will include parental consent, evaluation in all areas related to suspected disability, multiple assessments without cultural or racial or gender bias, and multidisciplinary faculty team including a specialist knowledgeable in the area of the suspected disability.

Assessment will be conducted in student's native (or proficient) language. The faculty team will prepare a report for the formal assessment process which will include assessments of the student's current level of performance and student work samples, description of all intervention strategies employed, and inventories reflecting student strengths, weaknesses, and possible factors affecting performance. Collected assessment information will be evaluated by an interdisciplinary team that includes administrative designee, general education core faculty member, special ed core faculty member, appropriate specialist in area of identified disability, nurse, parent, and student. This team will examine assessment results and evaluate student eligibility for specific supports and services. IEP timelines, services, implementation, and meetings are monitored per SELPA compliance requirements (i.e. use of Welligent for LAUSD SELPA.)

RenArts' faculty engages in ongoing professional development that alerts staff to current research and best practices in providing differentiated instruction and strengthens their skills in meeting individual student needs as indicated by referred assessments and specified in IEPs. Student discipline and procedures for suspension and expulsion are in compliance with discipline procedures set forth in the IDEA and consistent with federal and state law. The LAUSD SELPA has worked closely with RenArts' Special Education staff and commended RenArts for its success in 1) meeting special needs in a unique physical and pedagogical setting, 2) providing a further choice for special needs students within the district, and 3) providing an additional model for full-inclusion special education services.

#### FULL SPECTRUM SERVICES

The RenArts Special Education team is prepared to serve the full spectrum of special needs, including low-incidence and moderate/severe disabilities. For those disabilities that have not yet been served at RenArts, Academic Director will secure appropriate personnel and services in alignment with student IEP. In those cases where the student requires supports not feasible at the RenArts site, RenArts is prepared to provide and/or coordinate with the SELPA or other entities to provide low incidence services in accordance with a student's IEP and which preserve the Least Restrictive Environment possible for the student.

#### LOW INCIDENCE

Renaissance Arts Academy has provided programs for students who are Visually Impaired and Deaf and Hard of Hearing. Renaissance Arts Academy has coordinated with the district SELPA to provide:

- Itinerant Services for students who are visually impaired in the general education classroom. Services focus on the development of self-advocacy and self-help skills in accessing print (language and music texts) and supports in transition to post-secondary programs.
- Itinerant Services for students who are deaf or hard of hearing in the general education classroom. Services focus on the development of receptive and expressive language skills with emphasis on the use of residual hearing and amplification when appropriate. Students receive specially designed instruction and services in the general education classroom.

#### MODERATE TO SEVERE

Renaissance Arts Academy is prepared to provide those programs necessary to serve students with moderate to severe disabilities while providing access to the benefits of participation in the performing arts program.

- Alternate Curriculum: Renaissance Arts Academy will create, when appropriate and in accordance a student's IEP, alternative curricula that ensures she/he has maximum access to general education settings and opportunities. Students will receive extensive direct instruction and/or extensive support in multiple settings to help them acquire, maintain, and generalize academic and functional skills necessary for application in school, work, home, and community environments. Students will receive a social, life, and vocationally-based instructional program delivered within the general education setting.
- Students may receive support for many/all, daily living needs if practicable at the RenArts site. In those cases where the student requires support not feasible at the RenArts site, an alternate placement will be identified, and service provision coordinated with the SELPA and the receiving school/entity.

#### POSITIVE BEHAVIOR SUPPORT

Renaissance Arts Academy will implement, when appropriate and in accordance with the student's IEP, a range of programs/supports that ensure she/he has maximum access to the general education setting and opportunities. In those cases where the student requires support not feasible at the RenArts site, an alternate placement will be identified, and service provision coordinated with the SELPA and the receiving school/entity. Student supports may include programs to address:

- Functional Behavior Assessment
- Individual Behavior Plan
- Individual Instruction/counseling in positive behavior, pro-social behavior, behavior expectation
- Interim Behavior Response Plan
- Behavioral Emergency
- Self-Injurious Behavior

RENAISSANCE ARTS ACADEMY is committed to serving all students, particularly those seeking an alternative school environment. RenArts' outreach efforts intentionally target parent/guardians who may not be aware of alternative educational options, thereby attracting

students who might otherwise be more likely to ‘slip through the cracks’. RenArts provides an intensely supported, curricularly embedded performing arts program that can significantly alter student perceptions about the school environment, allowing them to forge the personal connections with their learning community that make improved academic achievement possible. RenArts actively seeks students, including those with special needs, who wish to participate in and benefit from RenArts’ creative and academic programs. RenArts’ website, lottery applications and informational meetings explicitly inform parents of RenArts’ capacity to effectively and successfully serve students with special needs. RenArts implements a student recruitment strategy that includes strategies to ensure that all students, including students with special needs, are invited to apply.

## **PROGRAM PHILOSOPHY**

The RenArts program was specifically developed to support the desire of students to explore the world through the lens of performing arts. RenArts’ goal is not to groom professional artists, but rather to insure that every student reaps the intellectual and personal benefits resulting from serious arts training. Every student at RenArts participates in a comprehensive performing arts program and receives up to 8½ hours per week of in-school arts instruction consistent with California CTE Standards for Arts, Media and Entertainment and Content Standards for Visual and Performing Arts. This high-level training extends into performance ensembles through the after-school Conservatory. The program is structured to develop skills explicitly developed through arts study: problem solving, creative thinking, effective planning, time management, teamwork, and effective communication.

Providing RenArts students with a cohesive program of performing arts training comparable to privately available instruction requires a significant commitment of time and resources. However, we have found that the investment produces a level of discipline and scholarship that positively impacts students’ academic achievement. In addition, the time spent working together as artists creates a profound sense of community among students with diverse backgrounds, experience, and skills which allows them to approach challenges of all types with the confidence that comes from having worked together to achieve performance goals. Applied studies in string instruments and modern dance are further supported with daily enrichment studies in music theory and analysis, sight singing, percussion, movement, and principles of music and choreographic composition. Student progress is assessed in four domains; technique, knowledge of repertoire, interpretation, and musicianship. Ensemble performance is the explicit goal of all training. All performances are student-led, with student conductors, company leaders, stage managers, and technical crew. The RenArts program of arts enrichment and application for all students will continue to evolve to best meet student needs as aligned with organizational mission and goals.

## **PERFORMING ARTS FOCUS**

Now entering its 22<sup>nd</sup> year of operation, RenArts has developed and refined an interlocking program of in-school and after-school arts training focused on the development of individual technique and ensemble skills in young string players and dancers who, due to socio-economic circumstances, do not begin their training until adolescence. The after-school conservatory program is tuition-free and involves all RenArts students through daily on-site operation

providing multiple orchestras, choirs, dance companies and percussion ensembles. Conservatory goals, pedagogical approach, and faculty are cohesive with overall program, serving to 1) increase RenArts' capacity to advance student musicianship and technique; 2) deepen student ownership of the artistic process and product through development of collaborative student-created works; 3) broaden the social, intellectual and creative impact of students' arts training through more complex integration between their artistic and academic pursuits.

RenArts' mixed-age academic groups have been conducive to inciting student arts collaborations across all grade-levels and disciplines – and the strength of the arts and academic faculties has provided unique opportunities for student projects. Student choreography workshops collaborate with music composition groups to create joint performances, and our STEM specialists, building on students' interest in computer programming, collaborate with the dance faculty to help develop student-created work. Conservatory groups focus on the development and refinement of the underlying technical and collaborative skills essential to ensure the success of creative ventures:

- Orienting instructional focus to foster excellence in ensemble playing as the primary objective;
- Refining effectiveness of group instructional methodologies to support individual student success;
- Aligning music theory, aural skills and choral work to reinforce ensemble musicianship and choreographic skills;
- Developing student leaders through sectional work, peer practice partnerships, and collaborative creation;
- Promoting school-wide identification as an ensemble performance culture within a performing arts community.

RenArts began its free after-school music program in October 2004, with a single Beginning Orchestra that met one day a week. Additional conservatory classes have been structured in direct response to the needs of RenArts' students. The conservatory is staffed by RenArts' faculty, and builds sequentially on RenArts' in-school arts coursework. Since 95% of RenArts students have no outside music or dance training, the school provides musical instruments and group instruction focused on mastering the rudiments of technique, while the after school conservatory provides ensemble coaching, rehearsal, and collaborative performance opportunities. Working together in dance companies, orchestras and choirs, RenArts' students support and inspire one another. The scope of RenArts' conservatory has grown as the size of the student body has increased and student skills have developed; it now operates 5 days per week, plus summer, serving every RenArts student. The RenArts conservatory program will continue to evolve to best meet student needs as aligned with organizational mission and goals.

#### EXTERNAL RECOGNITION FOR EDUCATION PROGRAM

Concurrently with providing all students with fully-funded arts training, RenArts has also been recognized for academic achievement: *Gold Ribbon School, California Distinguished School, Title 1 Achievement Awards, L.A. County Bravo Award for Outstanding Arts Program and Outstanding Arts Teaching, California Charter School of the Year Award, National Blue Ribbon*

nominee, *College Board Award for Excellence and Innovation in the Arts*, *CDE Exemplary Arts Program*, *CDE CTE Demonstration Model School*. RenArts' artistic achievements have been recognized by the National Endowment for the Arts with 16 years of consecutive NEA grants. Our ongoing partnerships with local arts organizations and university programs provides a schoolwide culture of access, and student immersion in the artistic life of the city, leading to an ever-widening web of relationships with other organizations. Additional enrichment facilitated through RenArts' external partnerships have included extensive student field trips, in-school master classes and guest artist performances, and student ensembles invited to perform in the wider community, including featured performances for the U.S. State Department at the Getty Center, featured performances at the Walt Disney Concert Hall and the Hollywood Bowl, participation in the USC Chamber Music Festival, and joint performances with the LA Philharmonic, Simon Bolivar Orchestra, LA Master Chorale, Colburn Conservatory Orchestra, and the UCLA Philharmonia at Royce Hall.

RenArts' 100% graduation rate, with 100% of graduates accepted to 4-year colleges, is a strong testimonial to the power of high expectations – and the power of serious, sustained music and dance instruction to excite student and parent buy-in to artistic discipline as a potent force to help shape young lives. RenArts' student performances demonstrate what students can achieve working together, even in a small open space with limited materials. RenArts winter and year-end shows are widely attended by families and community members, and have become a principle measure of program success and parent engagement, with 90% of RenArts' parents reporting that they attend two or more performances per year – an extraordinary number especially at the middle and high school level.

## **THE RENARTS EXPERIENCE**

By enrolling at RenArts, families are choosing an alternative to traditional models of public education.

The differences between RenArts and conventional school programs extend beyond its small size and open classroom. RenArts offers a cohesive multi-year, multi-age course of study aimed at college and beyond, rooted in the belief that arts achievement and academic excellence go hand in hand. To maximize long-term success for all students, RenArts has developed and implemented innovative approaches to class groupings, course offerings, faculty team structure, co-ordinated instructional strategies, flexible facility usage, curricular cohesion between and across grade levels, ongoing assessment and evaluation practices, schoolwide subject integration, family involvement, and community-wide shared culture. Outcomes have also been atypical – RenArts' award-winning program design has produced a 22-year history of strong student success, including 100% graduation, 97% acceptance to 4-year universities, 100% A-G completion, 100% arts participation, 100% CTE pathway completion, and top 10% in statewide test scores. Parent/Student Handbook and scheduled family meetings are designed to help RenArts effectively partner with parents to achieve shared goals – helping scholars actively engage in the learning community, develop the habits of autonomous scholarship, successfully complete coursework requirements, and graduate from high school with viable post-secondary options.

**ARTS:** No auditions or prior arts training are required for admission to RenArts – all admission is by lottery. But participation in the arts is central to the school’s design. The arts program is not optional. It is neither ‘substitute’ nor ‘reward’ for academic achievement. It is a co-equal area of study. RenArts supplies the musical instruments, dance studios, and professional arts faculty needed to make serious arts training available to all. All RenArts scholars work toward collaborative performance goals in orchestral strings or contemporary modern dance. Additional workshops in multi-media, design and technical theater expand the scope of collaboration. Successful completion of grade-level coursework requires active participation in the Performing Arts portion of the education program, including our tuition-free afterschool conservatory.

**ACADEMICS:** All RenArts scholars study the same subjects and themes, while challenge levels are differentiated by depth and complexity aligned to instructional need. Students are grouped appropriately for learning, with no formal distinction between grade levels. Groups are flexible, inclusive and multi-age. All groups focus on accelerated learning goals and developing the skills of autonomous scholarship. All scholars access the full curriculum, actively preparing to complete the college preparatory A-G requirements that maximize post-graduation educational and career options. There are no ‘free periods’ – even for seniors. All scholars are scheduled into instructionally appropriate groups in Humanities, Math, Science, Latin and a range of arts coursework – every day, every year – and the learning ensemble supports long-term success for all.

**LEARNING ENVIRONMENT:** RenArts operates as an open-classroom environment. The open floorplan provides flexible interactive space shared by a collaborative faculty team. As in any self-contained classroom, here are no walls between subjects. At RenArts, the nature of the shared space both supports the fluidity of ideas between academic and arts disciplines, and delineates the temperament of the room. The openness of the space mirrors the program – a place to build knowledge together, with room for each scholar to think, to wonder, and to contribute. RenArts’ flexible, multi-purpose use of space also facilitates the daily conversion of instructional areas into the rehearsal halls, studios, workshops, and theaters that house the afterschool Conservatory.

**SCHOOL CULTURE:** RenArts approaches all academic and arts work from an ensemble perspective that respects the arts as intellectual and academics as creative. Learning occurs, and is assessed, both individually and in coordination with others. Dedicated preparation and rehearsal is essential to the successful functioning of both the individual scholar and the group. Shared curricular and performance goals contribute to both individual growth and the creation of a cohesive community that supports success for all students in alignment with RenArts’ mission and goals. The faculty nurtures a professional learning community in which student success is strongly aligned with ongoing evaluation and improvement of teaching and organizational practice as guided by RenArts’ Mission and Goals.

### ***SHARING PROMISING PRACTICES***

RenArts regularly hosts groups of educators, artists, researchers and writers who are interested in exploring innovative alternatives to conventional school programs. In addition to welcoming

many schools from California, RenArts has been visited by teachers and administrators from throughout the U.S., Europe, Asia and Australia. Educator focus has been on multiple areas of the program, including RenArts' approach to special education services, the open classroom concept, multi-age learning groups, arts integration, and team teaching design. Groups frequently make multiple observation visits to RenArts, including New York Uncommon Schools Consortium; Elk Grove Unified School District; a coalition of charter schools from New Jersey, Maryland and Massachusetts; CHIME; and Citizens of the World, among others.

RenArts' programs and practices have been studied by university scholars including Mary Helen Immordino-Yang at USC's Center for Affective Neuroscience, Development, Learning and Education (CANDLE); the USC Brain and Creativity Institute; the Center on Reinventing Public Education (CRPE); the UCLA Department of Music Education; Columbia Teachers' College; Relay Graduate School of Education.

RenArts has presented at educational conferences including the Arts Schools Network National Conference (in partnership with the National Endowment for the Arts), the Center for Reinventing Public Education and Gates Foundation Conference: Partners in Progress (focused on special education); the California Community Foundation Conference: Transform Learning; California Charter Schools Association Annual Conferences.

RenArts is a CDE Model Demonstration School for Career-Technical Education in the Arts, Media and Entertainment sector (CTE-AME). In addition to holding open houses for schools and teachers developing CTE programs, we also welcome over twenty visiting artists annually who work with our students and faculty, exploring new ways to create work in educational settings.

We will continue to participate in scholarly studies, present at conferences, contribute to the CTE-AME network as a demonstration program, and welcome to the school interested visitors from all sectors. Our students and faculty love to share their work.

**Element 2 – Measurable Pupil Outcomes and  
Element 3 - Method by which Pupil Progress Toward Outcomes will be  
Measured**

**STATUTORY LANGUAGE**

*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)*

*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C).)*

**LAUSD REQUIRED LANGUAGE**

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

**STANDARDIZED TESTING**

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

The RENAISSANCE ARTS ACADEMY faculty team, under the supervision of the Academic Director, regularly assesses student progress within and across subject boundaries to ensure that all students develop the skills to meet state standards, and the intellectual agility to move beyond functional literacy into explicit discourse, creative expression, powerful individual thinking and community responsibility. In accordance with RenArts’ Mission and Goals, assessment monitors students’ progress as autonomous scholars possessing knowledge, skills and a breadth of creative, analytical, and performance-based learning experiences that will equip them to pursue the higher education, career, and life goals of their choice. The measurable goals and objectives of the educational program are represented in the LCFF State Priorities table provided in Element 1.

## **MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

RenArts is fully compliant with all administration, monitoring and reporting requirements for state- and federally-mandated tests including CAASPP, CAST, ELPAC, NAEP, etc. – and will continue to comply as the tests change in the coming years. As the RenArts program continues to develop, specific goals and outcomes are internally monitored, evaluated and refined to address the specific needs of students in alignment with RenArts Mission and Goals. Faculty engages in ongoing assessment of learning outcomes as they relate to adequate student preparedness for CAASPP assessments. RenArts program goals align with California’s eight State Priorities and remain adaptable to the changing accountability measures, while continuing to drive instructional improvements.

RenArts is committed to continued growth for all students toward mastery of California State Standards, including the new Common Core, with a special emphasis on increasing mastery for low-performing students. While embracing the principle of continuous improvement, RenArts recognizes that prescribed statistical growth patterns are increasingly difficult to achieve as a high-performing school continues to progress. As such, RenArts’ will maintain a growth pattern, schoolwide and for numerically significant student subgroups, that places its achievement outcomes on state tests above those of the schools of residence for attending students, with a strong focus on increasing mathematics scores especially for target populations.

**PHYSICAL FITNESS TEST:** RenArts administers annual Physical Fitness Test in grades 5, 7, 9 and analyzes results to make informed adjustments to programs.

**EAP:** In 2025, 97% of RenArts 11<sup>th</sup> grade students scored Ready or Conditionally Ready in English Language Arts and 97% in mathematics. Goal is to maintain ‘Very High’ rating on Dashboard 5x5 status in ELA and mathematics (see LCFF chart in Element 1).

**GRADUATION RATE:** RenArts’ aim is to maintain its current 100% graduation rate. This rate reflects administration and faculty dedication to helping students meet individual academic and arts goals consistent with RenArts’ mission, education program, and graduation requirements. However, while the small size of RenArts’ graduating classes makes individual attention more easily achieved, it also creates an unstable statistical environment in which a single student has an enormous impact. Therefore, in order to allow for anomalies as graduating classes increase in size, RenArts Graduation Rate target for upcoming renewal period: an aggregate graduation rate of 95% after a four year period, schoolwide and for numerically significant student subgroups.

**COLLEGE ACCEPTANCE AND ATTENDANCE:** RenArts has a 100% graduation rate, 100% acceptance at four-year colleges, and an overall college attendance rate of 97%. It is our goal to continue supporting successful outcomes for all students, with particular focus on our special populations with historically low college attendance rates.

## HS GRADUATION & COLLEGE ATTENDANCE FOR NUMERICALLY SIGNIFICANT TARGET POPULATIONS

### GRADUATES RECEIVING SPECIAL EDUCATION SERVICES

The goal of RTI at RenArts is to construct a framework of interventions that supports academic achievement while preserving access to high-level learning experiences in an inclusive environment. The success of this approach is evident in RenArts' strong history of retention, high school completion and college attendance for students with special needs. Over the past five years – 2021, 2022, 2023, 2024, 2025:

100% of RenArts students with special needs graduated from high school. During this period:

- 21% of all RenArts graduates had active IEP or 504 plans at the time of graduation
- 100% of RenArts graduates with special needs attended college
- 69% of RenArts graduates with special needs attended 4-year colleges; 31% attended 2-yr colleges

### GRADUATES AT ECONOMIC DISADVANTAGE

RenArts staff responds on a case-by-case basis to fully address the educational needs of all students and ensure that appropriate student learning is achieved. The past success of this approach for economically disadvantaged students is evident in RenArts' multiple Title 1 Academic Achievement Awards, 100% graduation rate, 4-year college acceptance rate, and ongoing graduate support through RenArts' innovative alumni apprenticeship program. Over the past five years – 2021, 2022, 2023, 2024, 2025:

100% of RenArts' economically disadvantaged students graduated from high school. During this period:

- 72% of RenArts graduates were socio-economically disadvantaged (qualified for FRPM).
- 97% of economically disadvantaged students attended college.
- 81% attended 4-year colleges, 16% attended 2-year colleges.

### GRADUATES OF HISPANIC/LATINO ETHNICITY

Key to closing the achievement gap is ensuring positive post-secondary options for RenArts' largest subgroup, Hispanic/Latino students. Over the past five years – 2021, 2022, 2023, 2024, 2025:

100% of RenArts' Hispanic/Latino students graduated from high school. During this period:

- 55% of RenArts graduates were Hispanic/Latino.
- 100% of Hispanic/Latino students attended college
- 82% attended 4-year college, 18% attended 2-year colleges.

RenArts' monitors the progress and achievement of disadvantaged subgroups, including socioeconomically disadvantaged, English Learners, and students with disabilities (State Priorities 2, 4, 7, 8). The charts below compare their progress with the school as a whole and with the district and state. In each category, RenArts students significantly outperform the district and state. As a small school, RenArts scores in any grade level can fluctuate from year to year. However, the overall trajectory is upwards. Higher grade levels also demonstrate stronger success - the longer the students stay at RenArts, the better they perform. Additionally, performance outcomes demonstrate RenArts' commitment to participation. 2025 is the most

recent year available with school test scores. 2024 is the most recent year available for state and district comparison scores.

## DATA OVERVIEW AND CHARTS

In following pages find data overview and charts:

1. Individual Growth in ELA and Math by Student Group for 2024 and 2025
2. 2024 to 2025 Growth in Percentage Met or Exceeded in ELA, Math, and Science
3. 2024 to 2025 Growth in Difference from Standard in ELA, Math, and Science
4. Graduation Rate – A-G Completion and College/Career Ready
5. College Acceptance and Attendance Rates
6. CDE Performance Categories - Criterion 1 High Performing Charter School

RenArts administered 2024 and 2025 CAASPP and CAST tests with participation rates above 95% at all grade levels and for all significant student groups. Results demonstrated a year-over-year growth across all student groups in both 2024 and 2025. Positive values indicate an increase in score compared to the same student the prior year. Negative values indicate a decrease.

### 2025 Individual Growth in Difference from Standard

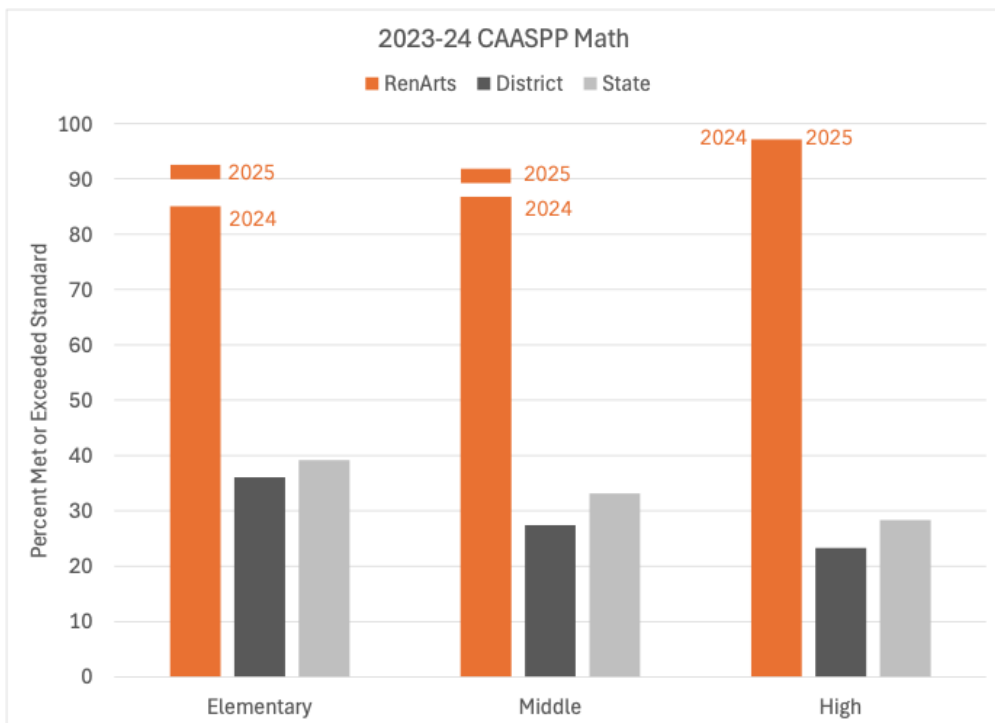
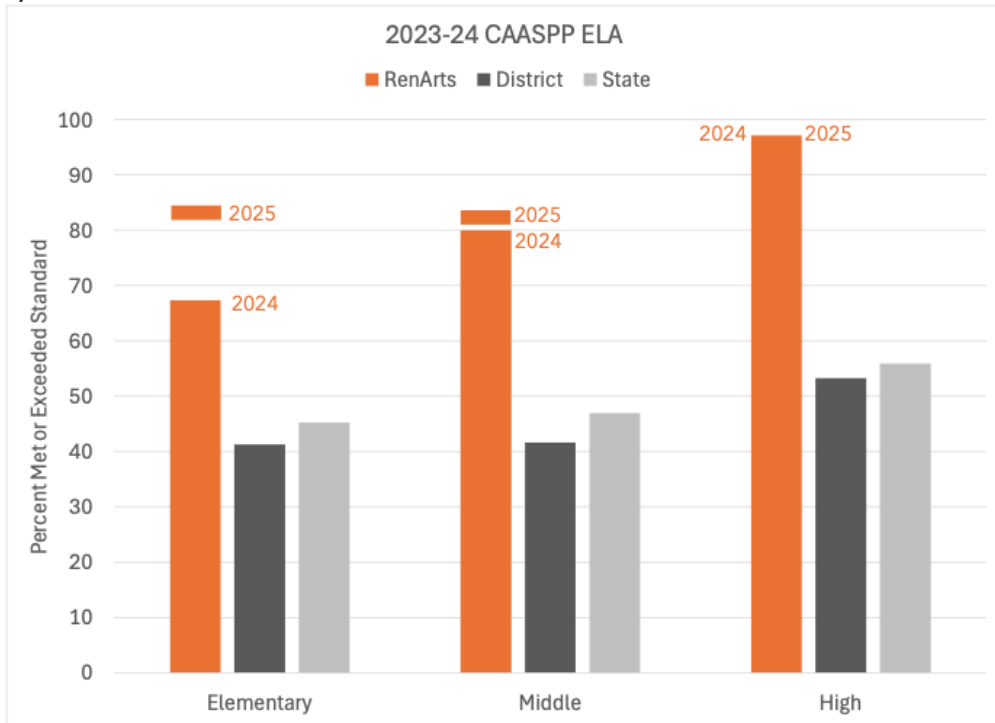
	ELA	Mathematics
Schoolwide	+54	+69
Socio-Economically Disadvantaged	+61	+72
Students with Disabilities	+46	+77
Hispanic or Latino	+61	+66
Asian	+62	+60
Black or African American	+49	+64
White	+50	+72

### 2024 Individual Growth in Difference from Standard

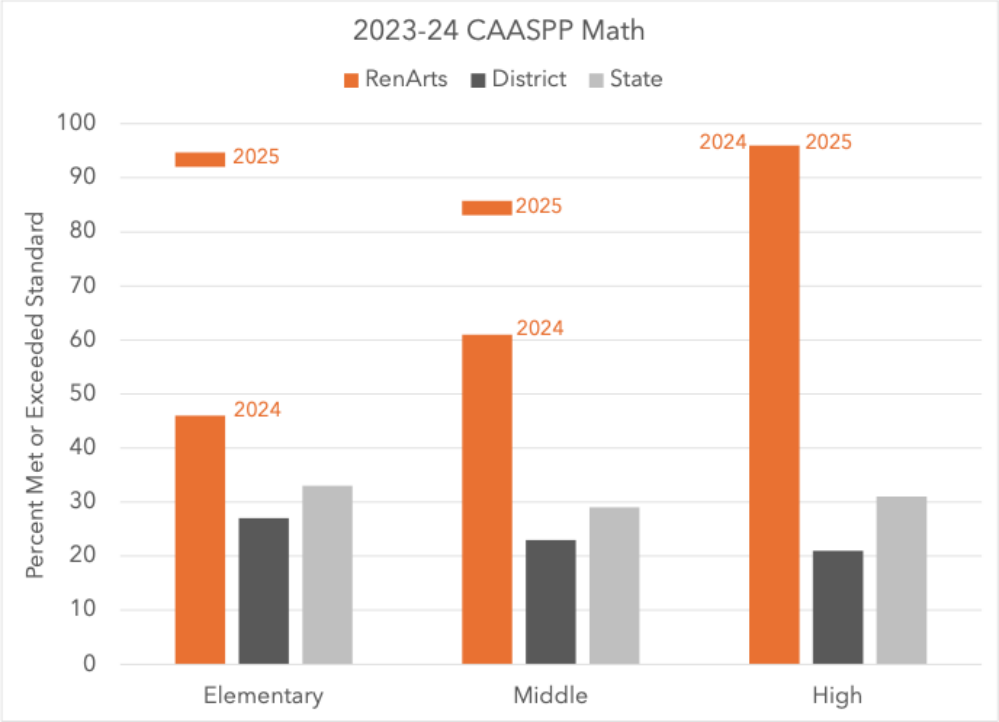
	ELA	Mathematics
Schoolwide	+54	+62
Socio-Economically Disadvantaged	+45	+57
Students with Disabilities	+48	+57
Hispanic or Latino	+46	+49
Asian	+53	+69
Black or African American	+74	+86
White	+52	+72

RenArts' percent 'met or exceeded standard' in both ELA and Math were above district and state levels in 2024, and scores were higher in 2025.

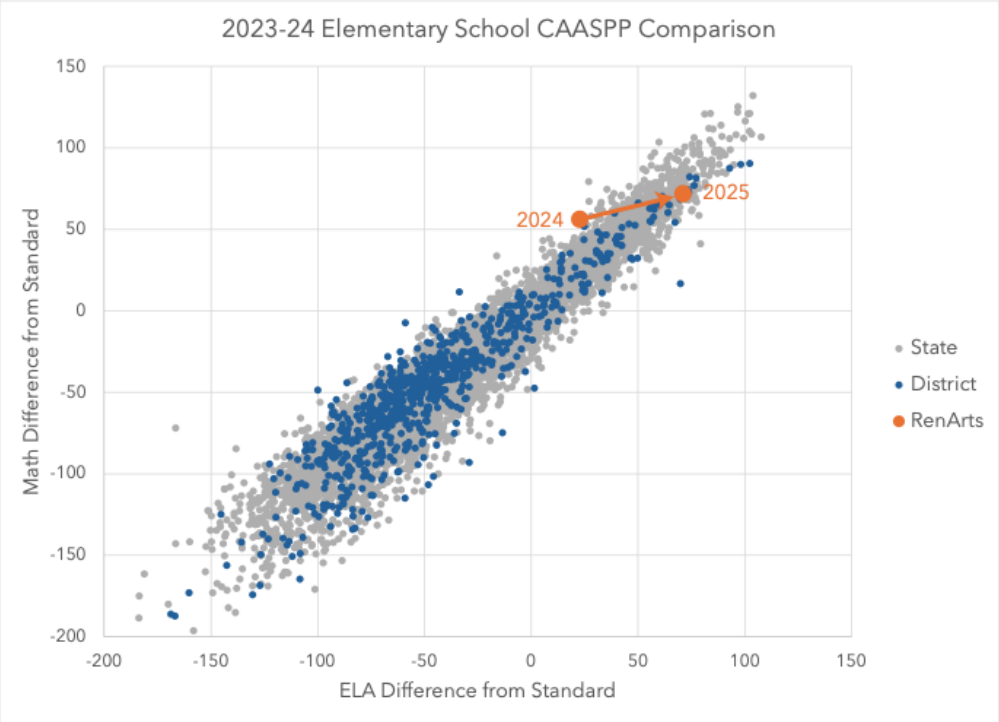
NOTE: 2024 Comparative scores for RenArts/District/State are illustrated in the following charts. RenArts 2025 scores are also indicated on charts, but State and District scores are not yet publicly available.



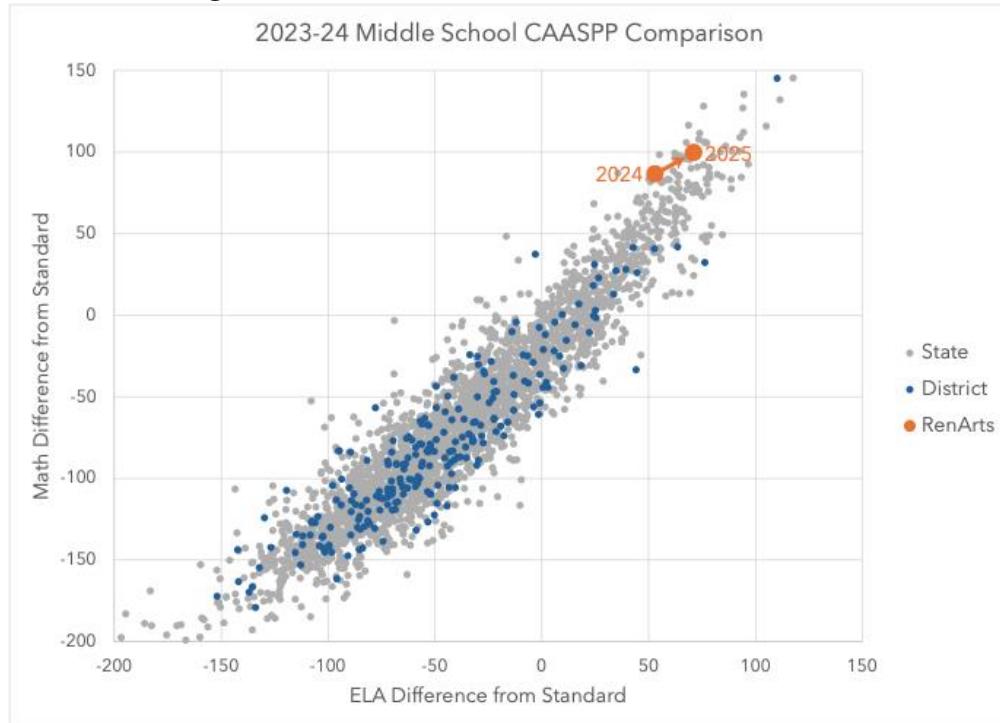
RenArts' percent 'met or exceeded standard' in Science was above district and state levels in 2024, and was higher in 2025:



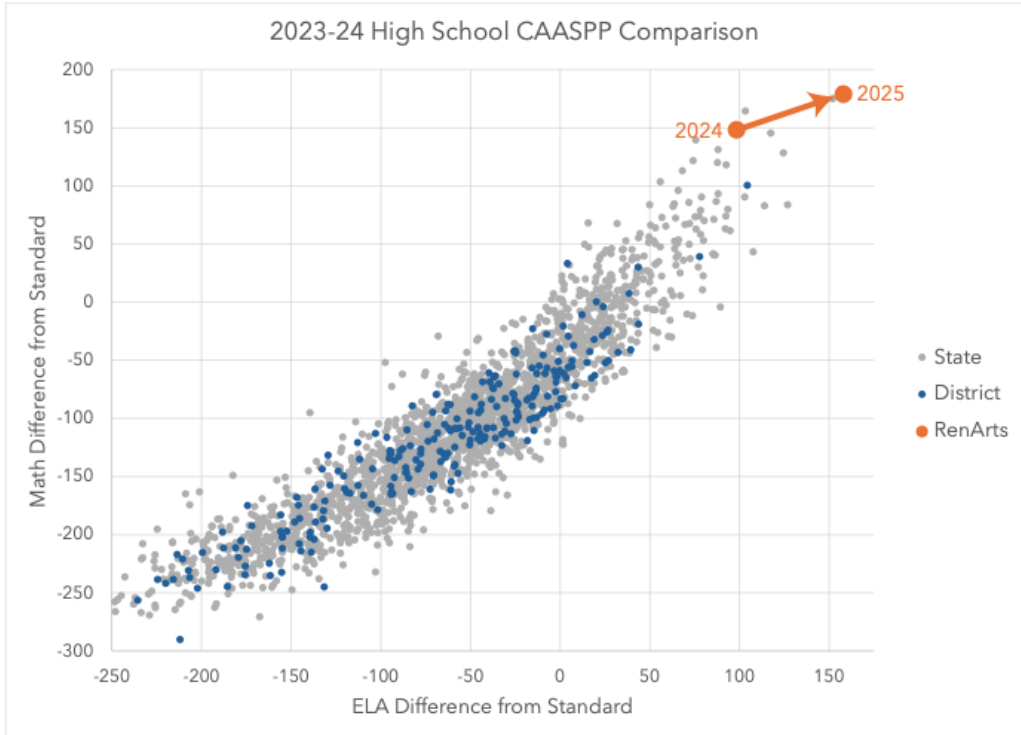
RenArts Elementary School 2024 CAASPP scores were in the 86<sup>th</sup> percentile in ELA and 98<sup>th</sup> percentile in Math among all 7,034 California Elementary Schools with scores. RenArts' scores were higher in 2025.



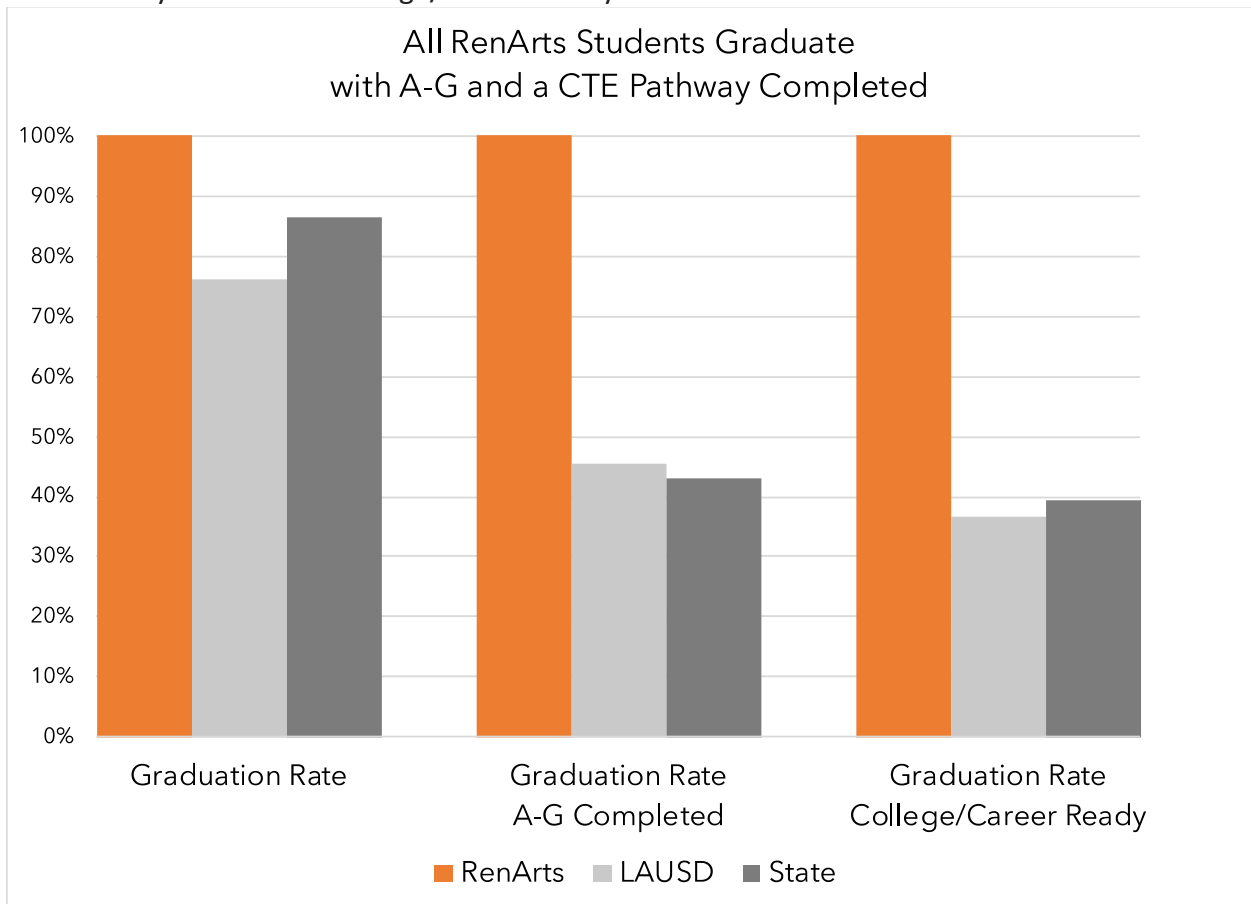
RenArts Middle School 2024 CAASPP scores were in the 97<sup>th</sup> percentile in ELA and 99<sup>th</sup> percentile in Math among all 2,825 California Middle Schools with scores.



RenArts High School 2024 CAASPP scores were in the 99<sup>th</sup> percentile in ELA and 99<sup>th</sup> percentile in Math among all 2,298 California High Schools with scores. Renarts ranks 11<sup>th</sup> highest in ELA and 4<sup>th</sup> highest in Math. RenArts scores were higher in 2025.



RenArts has a 100% cohort graduation rate. All graduates complete A-G requirements and are identified by the state as College/Career Ready:

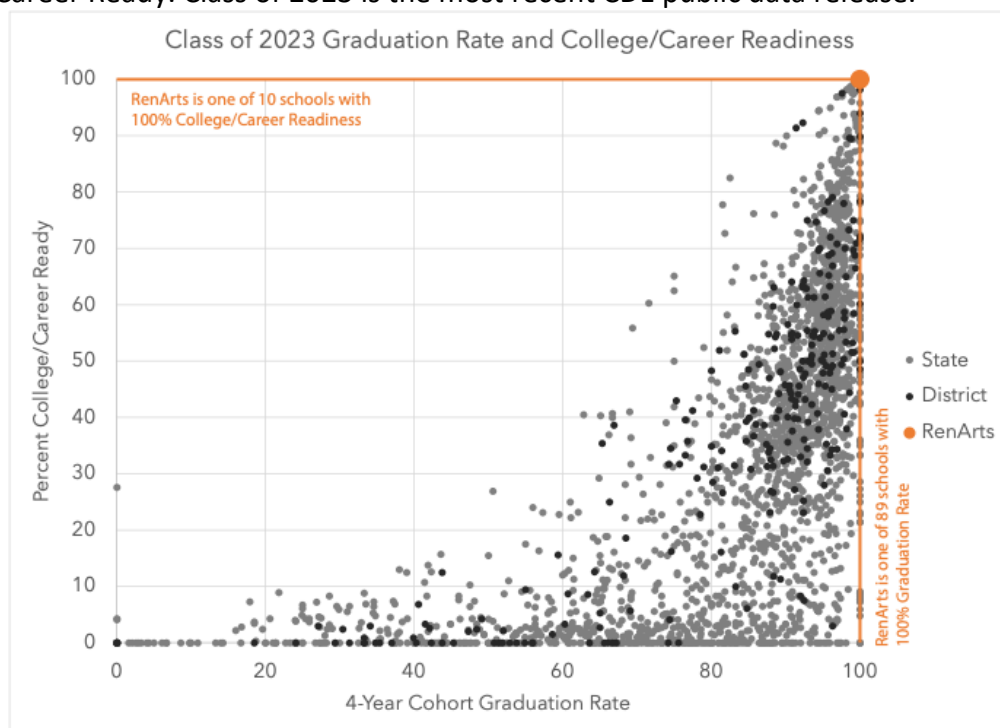


Per CDE Guidance in the November 2020 SBE Agenda Item 14, RenArts uses multiple data sources “to ensure a broad understanding of postsecondary outcomes,” including:

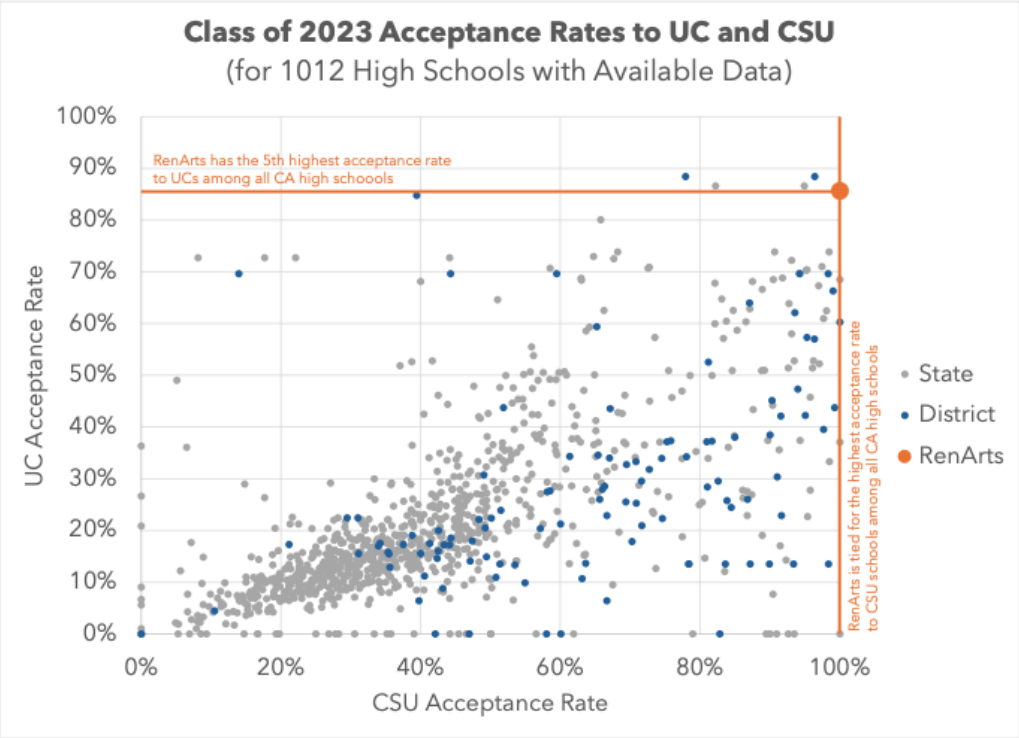
- **CDE DataQuest College Going Rate** to compare 2-year and 4-year college going rates to other schools within California,
- **California State University Enrollment Dashboard Student Origin** to capture and compare data for CSU campuses, and
- **University of California Admissions by School Source** to capture and compare data for UC campuses

The following charts demonstrate RenArts’ performance on the different components of the postsecondary indicators –acceptance to a college, going to a college, and persistence in college. Postsecondary college acceptance and attendance data includes at least 95% of eligible students.

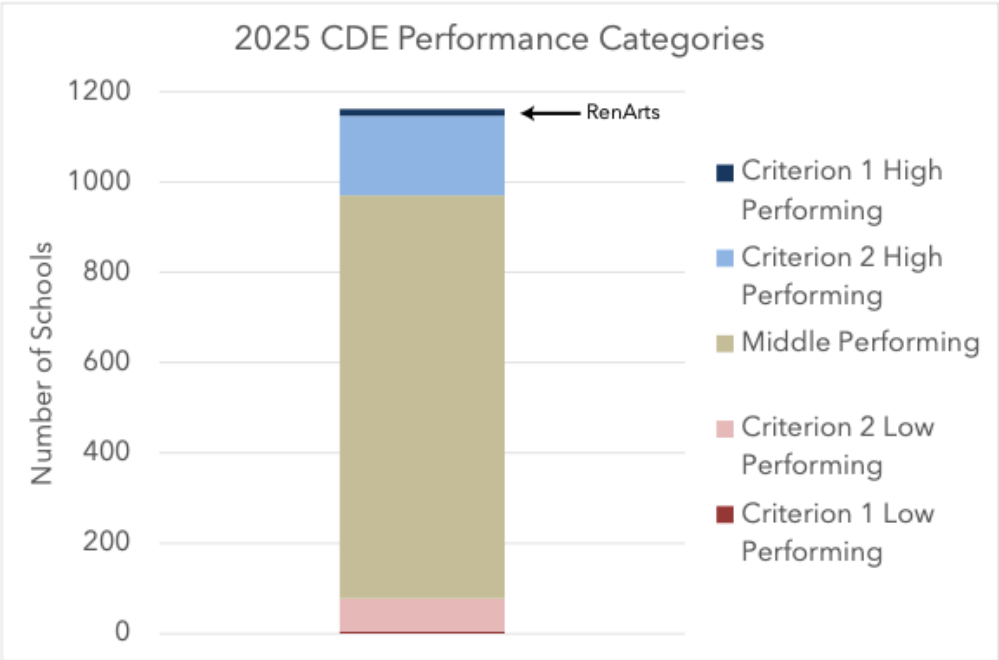
RenArts has 100% of students College and Career Ready. For all 2529 public California high schools with available data, RenArts is one of 10 schools in the state with every graduate College/Career Ready. Class of 2023 is the most recent CDE public data release.



RenArts is in the 99<sup>th</sup> percentile both Statewide and Districtwide for acceptance to a UC or CSU campus. Class of 2023 is the most recent public data release and is shown in the comparative chart below. The class of 2024 has a 100% acceptance rate to UC and a 100% acceptance rate to CSU. The class of 2025 had 94% acceptance to UC and 100% acceptance to CSU.



In all three years for which the CDE has released EC 47607(c) Performance Category data (2020, 2024, and 2025), RenArts has been identified as a Criterion 1 High Performing Charter school, a status shared with only three other schools in the state



## **ADDITIONAL MEASURES**

### **ARTS**

Consistent with organizational mission and goals, RenArts supports a robust arts program and measures its success through authentic outcomes: student participation, performances, parent attendance, organizational partnerships, community engagement, and external recognition (State Priorities 5, 6, 7). There are no auditions, teacher recommendations, or prior training needed to participate in the arts program at RenArts. The RenArts program was specifically developed to support the desire of students to explore the world through the lens of performing arts. Every student at RenArts is enrolled in a comprehensive performing arts program and receives 8½ hours per week of arts instruction. Full access to and use of musical instruments, studio classes, orchestras, dance companies is provided to all students. In addition, RenArts provides the opportunity for all students to attend many performances throughout the year, both at school and on field trips. A feature of the cohesive schoolwide culture is full participation in arts coursework for each student in every year of enrollment.

Measurable arts outcomes include:

PERFORMING ARTS STUDY: 100% of RenArts students participate in high-level training both during the school day and in the after school conservatory program.

PARTICIPATION IN PERFORMANCE: 100% of RenArts students participate in at least 1 annual performance.

PARENT/GUARDIAN ATTENDANCE: 90% of RenArts parent/guardians attend at least 1 performance each year.

ARTS PARTNERSHIPS: RenArts has sustained long term relationships with professional arts organizations, notably the Los Angeles Philharmonic through both its School Partners program and its Youth Orchestra Partners program. Additional partners include the Camerata Pacifica, Los Angeles Chamber Orchestra, Colburn School, the New England Conservatory Abreu Fellows program, USC Thornton, the UCLA World Arts and Cultures and dance programs, UCLA Herb Alpert School of Music, and the National Endowment for the Arts.

COMMUNITY ENGAGEMENT: RenArts has a history of active participation in the cultural and creative life of the city. Recent highlights include:

- RenArts musicians performed at Royce Hall with UCLA Symphony, 2017
- Chapman University invited RenArts musicians to perform at Salmon Hall, 2017
- RenArts students participated in CSULB Bob Cole Conservatory of Music Honors Concert, 2017
- Midori invited RenArts musicians to perform at the annual USC Chamber Music Festival, 2016
- RenArts presents annual standing-room-only Winter and Year-End Performances that showcase the school's multiple orchestras, choirs, dance companies and assorted percussion, strings, and vocal ensembles. In the past few years we have expanded to six nights of performances to accommodate ticket demand. Over 4500 audience members attend each year.

### **COLLEGE AND CAREER READINESS**

The most authentic measures of school accountability are graduation rates and post-graduation options for college and career success, particularly for under-served populations. RenArts has a strong history of success for all students, maintaining a 100% graduation rate,

100% completion of A-G requirements, 100% completion of UC-approved Career-Technical (CTE) pathway, and 97% acceptance at four-year universities.

RenArts graduates have been 72% economically disadvantaged; 75% under-represented minorities; 49% first-generation college; and 21% Special Education. 15% of graduates have majored in the arts (music, dance, film, design, multi-media, visual art), with the remaining 85% studying a wide range of subjects including engineering, mathematics, physics, biology, pre-med, computer science, philosophy, psychology, sociology, critical theory, English, history, comparative literature, business. Students have also completed career certifications including nursing, EMT, cosmetology, phlebotomy, xray tech, culinary, criminology, fire fighting, early childhood ed.

The following is a list of colleges and universities where RenArts graduates have been accepted, with schools attended by RenArts grads followed by an asterisk (\*):

**RENARTS COLLEGE ACCEPTANCES thru 2025**  
Universities and Colleges attended by RenArts graduates marked with (\*)

University of California:	Goucher College, MD*	Stanford University, CA*
UC Berkeley*	Grinnell College, IA	SUNY Purchase, NY
UCLA*	Hampshire College, MA	Syracuse University, NY
UC Davis*	Harvard University, MA	Texas Christian University, TX
UC Merced*	Harvey Mudd College, CA	The New School, Eugene Lang College, NYC*
UC Irvine*	Howard University, DC	The Ohio State University, OH
UC Riverside*	Indiana University, Bloomington IN*	Trinity College, Dublin Ireland
UC San Diego*	Ithaca College, NY	Tulane University, New Orleans
UC Santa Barbara*	John Cabot University, Rome Italy	Tuskegee University, AL
UC Santa Cruz*	Johns Hopkins University, MD*	University of Arizona, Phoenix AZ*
California State University:	Juilliard, NY	University of the Arts, PA
Cal Poly Pomona*	Knox College, IL	University of British Columbia, Canada*
Cal Poly San Luis Obispo*	Laguna College of Art and Design, CA	University College London, UK
Bakersfield, Channel Islands*	Laurel Forest College, IL	University of Dayton, OH
Chico, Dominguez Hills*	Langston University, OK	University of Denver, CO
East Bay, Humboldt*	Lawrence University, WI	University of Findlay, OH
Fresno, Fullerton*	Lewis & Clark College, OR*	University of Glasgow, Scotland
Long Beach*, Los Angeles*	Long Island University, NY	University of Hartford, CT
Monterey Bay*, Northridge*	Loyola Marymount University, CA	University of Illinois, Chicago
Sacramento, San Bernardino	Marlboro College, VT	University of LaVerne, CA*
San Jose*, San Diego*	Maryland Institute College of Art, MD*	University of London, UK
San Francisco*	Marymount College, CA	University of Massachusetts, Amherst
Sonoma Stanislaus	Massachusetts Institute of Technology (MIT)*	University of Miami, FL
American University, Rome*	Menlo College, CA*	University of Michigan, Ann Arbor*
American University, Paris	Michigan State University	University of Nevada, Las Vegas
American University, DC*	Mills College, CA*	University of New England, ME
Amherst College, MA*	Molloy College, NY	University of New Mexico, Albuquerque
Arizona State University, AZ	Mount St. Mary's, CA*	University of North Carolina, Las Vegas
Art Center College of Design, CA*	Muhlenberg College, PA	University of North Carolina, Chapel Hill*
Azusa Pacific University, CA*	New Mexico Institute of Mining*	University of North Carolina School of the Arts*
Barnard College, NY	New York School of Visual Arts, NY	University of North Texas, TX
Bard College, NY*	New York University (NYU), NYC*	University of Oregon, Eugene OR
Beloit College, WI	Northern Arizona University, Flagstaff*	University of the Pacific, CA
Bennett College, NC	Notre Dame de Namur, CA	University of the Philippines, Manila
Bernington College, VT*	Oberlin College, OH*	University of Pittsburgh Honors College, PA*
Berklee College of Music, MA*	Oberlin Conservatory of Music, OH	University of Portland, OR*
Biola University, CA*	Occidental College, CA*	University of Puget Sound, WA
Boston University, MA	Otis College of Art and Design, CA	University of Redlands, CA
Brandeis University, MA*	Parsons School of Design, NYC*	University of Rochester, NY
Brown University, RI*	Pepperdine University, CA	University of San Francisco*
Bryn Mawr College, PA	Pomona College, CA*	University of Southern California (USC)*
California College of the Arts, San Francisco*	Portland State Univ, OR	University of Southern Maine
California Institute of Technology (Caltech)	Pratt Institute, NY	University of Southern Oregon*
California Institute of the Arts (CalArts)*	Queen's University Charlotte, NC*	University of Texas, Austin*
California Lutheran College*	Reed College, OR*	University of Toronto, Canada
California Maritime Academy	Regis University, CO	University of Utah
Carnegie Mellon University, PA*	Rhode Island School of Design*	University of Washington, Seattle
Case Western Reserve University, OH	Rhodes College, TN	University of Wisconsin, Madison*
Chapman University, CA*	Rice University, TX	Utah Valley University, UT*
Clark University, MA	San Francisco Art Institute, CA	Vancouver Film School, Canada
Cleveland Institute of Music (CIM), OH*	San Francisco Conservatory of Music*	Vassar College, NY*
Colby College, ME	Sarah Lawrence College, NY*	Washington University in St. Louis, MO
College of the Holy Cross, MA	Savannah College of Art and Design, GA	Wells College, NY
Colorado College, CO*	School of the Art Institute of Chicago, IL	Westmont College, CA
Colorado School of Mines, CO	School of Visual Arts, NYC	West Point, US Military Academy, NY*
Columbia College of the Arts, Chicago	Scripps College, CA	Whitman College, WA
Columbia University, NY*	Seattle University, WA*	Whittier College, CA*
Connecticut College, CT	Skidmore College, NY	Whitworth University, WA
Cornell University, NY*	Smith College, MA	Willamette University, OR
Drexel University, PA	Soka University, CA*	Williams College, MA*
Emerson College, Boston	Southern Calif Institute of Architecture (SCI-Arc)*	Worcester Polytechnic Institute, MA
Evergreen State University, WA*	Southern Oregon University, OR*	Woodbury College, CA
Fashion Institute of Design (FIDM), CA*	Southern Methodist University, TX	Yale University, CT*
Fordham University, NY	St. Michael's College, VT	US Congressional Recommendations to:
Furman University, SC*	St. John's College, Annapolis MD*	Air Force Academy / West Point
George Washington University, DC	St. John's University, NY	
Georgetown University, DC	St. Joseph's College, NY	

## PROGRESS MONITORING

Progress toward mastery of grade-level expectations is closely monitored to ensure faculty systematically provide experiences that efficiently move students toward their instructional goals. Assessment results measuring the development of foundational skills--reading comprehension, written analysis, computation and problem solving are formally analyzed by the academic director and faculty team after every assessment cycle. The results of all standardized test data, (ELPAC, CASSPP, EAP, PSAT, SAT, ACT), are analyzed annually by the Executive Director and Academic Director in consultation with the faculty team. The results of analyses are discussed regularly at professional development meetings. RenArts collects regular student achievement data through on-going faculty generated assessments. Student academic and artistic achievement is also monitored through student journals, collaborative projects and performances. RenArts' faculty team regularly calibrates the link between professional development and student achievement through close analysis of internal measures, both informal and formal, and external measures including standardized test data, graduation rates, and post-secondary options and choices.

The multiple objective, subjective, and performance-based assessment measures used to evaluate student progress toward stated outcome objectives, including but not limit to:

- Standardized testing per CAASPP and ESSA criteria;
- Curriculum-based, criterion-referenced, teacher-designed assessments;
- Performance-based assessment aligned to state standards and state priorities; in line with current cognitive science research on learning and assessment at all age levels, effective performance-based assessments take place across the school year within in multiple contexts and require the integration of component tasks.
- Diagnostic assessments to establish verifiable learning priorities include, but are not limited to, UCSF Multitudes reading screening, Informal Reading Inventory, California Reading Results Assessment, Primary Numeracy Assessment System.
- Diagnostic and ongoing faculty assessments gauge the effectiveness of current content, materials, resources, learning activities, grouping formats and pedagogical approaches in meeting the supports and enhancement needs of all students
- Regular follow-up assessments implement the cycle of assessment, analysis and planning cited by Robert Calfee and Jean Chall as necessary to achieving critical literacy in any endeavor and ensuring that students' academic needs are addressed specifically and effectively.

## COHESIVE ASSESSMENT PRACTICE CONSISTENT WITH PROGRAM

Student progress toward content standards at Renaissance Arts Academy is guided by faculty team analysis of multiple assessment data. Assessment practice is coordinated and ongoing, integrated into instruction and closely monitors student progress. Assessment practice includes diagnostic, formative, and summative measures that provide data concerning student strengths and weaknesses, student progress over time, and the effectiveness of learning experiences and interventions. The form, format, and analysis of all assessment data is integrated so as to mirror and support subject matter integration. In this way assessments can capture both specific content understanding and transfer of intellectual habits and heuristics from one area to another.

In addition to standardized measures including CAASPP, EAP, ELPAC, CAST, etc. RenArts' multiple measures for demonstration of subject competencies and ESLR outcomes include:

**ENGLISH LANGUAGE ARTS:** Student reading comprehension and writing progress is monitored through regular writing task prompts addressing the rhetorical concepts assessed on the California Writing Task Assessment, and the California State University Expository Reading and Writing Curriculum. Students write both in-class short response essays and in-depth analytical papers that go through multiple revisions. The data collected from these formative assessments inform adjustments needed in learning experiences, group composition, texts and materials.

**MATHEMATICS:** Student progress toward mathematics standards is monitored through regular formative assessments developed and administered by the faculty team. Individual progress is tracked through performance assessments calibrated to account for prior student experience with

target material and ensure student acquisition of advanced mathematical concepts. Student work,

including subject specific writing, and assessments are analyzed to identify students needing additional support, students ready for more advanced study, and adjustments to student groupings to benefit learning.

**SOCIAL STUDIES:** Student progress toward Social Studies standards is monitored through regular examination of student work, including student essays, margin notes, in-class written assessments, discussions and recorded research tools (e.g. timelines, graphic organizers, journal notes). Students write both in-class short response essays and in-depth analytical papers that go

through multiple revisions. The data collected from these formative assessments inform adjustments needed in learning experiences, group composition, texts and materials.

**SCIENCE:** Student progress toward science standards is monitored through formative assessments administered regularly. Individual progress is tracked through performance assessments calibrated to account for prior student experience with target material and ensure student acquisition of advanced scientific concepts. Evaluation includes formal assessments, journal entries, participation in class discussions, experiments and investigations. Student work, including subject specific writing, and assessments are analyzed to identify students needing additional support, students ready for more advanced study, and adjustments to student groupings to benefit learning.

**LATIN:** Student progress in Latin is monitored through formative assessments and ongoing translation projects. Assessments are analyzed to identify students needing additional support, students ready for more advanced study, and to determine whether adjustments to student grouping is necessary.

**PERFORMING ARTS:** Student progress in performing arts is assessed regularly through formative assessments in several domains; technique, knowledge of repertoire, interpretation, artistry, and ensemble skills. Assessments are analyzed to identify students needing additional support, students ready for more advanced study, and to determine whether adjustments to student grouping is necessary.

## STANDARDS-BASED PROGRESS ASSESSMENT

Renaissance Arts Academy assessment and evaluation practice reflects current research on student learning, motivation, and effective assessment. RenArts' assessment and evaluation process seeks to inform students and families, engage students in self-reflection and autonomous

learning, and provide critical information to the instructional team. It is a dynamic process requiring reflection and dialogue as proposed in the National Commission on Testing and Public Policy found in *From Gatekeeper to Gateway: Transforming Testing in America*. Students' individual progress toward target Standards is assessed using authentic assessment practices.

Assessments are formative, situational, and content valid. Assessments require active production and performance, and engage students in self-reflection and self-assessment. Standards-based Progress Assessments take many forms. Group discussions (questions, listening habits, preparation, etc.), advisor observation, student products (oral, written, performance), formal and informal self-reflection/assessment pieces are all used in helping the instructional team monitor student progress toward standards. Student academic and artistic work is regularly analyzed by the faculty team, discussed and annotated in group, sent home and/or collected for review in student-led conference folder.

In addition to Standards-based Progress Assessments we use multiple assessment measures to evaluate and report student progress toward academic objectives, including:

- Standardized testing per State and Federal criteria (CAASPP, EAP, ELPAC, CAST, etc.);
- Diagnostic assessments to establish verifiable standards-based instruction priorities (Multitudes Reading Difficulties Screener, Informal Reading Inventory, Numeracy and Calculation Inventories);
- On-going informal evaluation of student classwork and work habits;
- Follow-up assessments to implement the cycle of assessment, analysis and planning cited by Robert Calfee and Jean Chall as necessary to achieve critical literacy and ensure that students' academic needs are addressed specifically and effectively.

## PERFORMANCE-BASED PROGRESS EVALUATION

Performance-based progress evaluation: the faculty team at Renaissance Arts Academy evaluates

student progress toward individual performance goals in all areas at each semester's end against the performance-based progress descriptors below. The evaluation process allows the faculty team, students, and families to review and analyze directly observable products collected and curated over the semester and engages students in self-reflection that helps them to recognize, describe, and evaluate their intellectual and artistic development.

Progress evaluations are part of student-led conference process of examining, reflecting on and evaluating student work which help students and their families discuss student work, and plan academic and arts priorities together for the upcoming semester. At the time of a high school

student's transfer to another school or when applying to post-secondary institutions, performance-based progress descriptors align to a 4-point scale that is fully transferable. Elementary and Middle School student reports reflect courses completed.

#### PERFORMANCE-BASED PROGRESS DESCRIPTORS

**Prepared to Advance (PTA):** In addition to demonstrating independent content acquisition and completing

required assignments on time, a student who is *Prepared to Advance*:

- Consistently engages in deep, purposeful study of the material as required for advancement.
- Consistently contributes to the learning community—sharing inquiry, knowledge and skills.
- Consistently reflects on his/her intellectual development and its impact on the learning community.

**Progressing Toward Expectations (PTE):** In addition to demonstrating adequate progress toward content

acquisition and completing required assignments, a student who is *Progressing Toward Expectations*:

- Engages in purposeful study of the material as required for making adequate progress.
- Participates in the learning community.
- Reflects on his/her intellectual development.

**Credit (CR):** In addition to demonstrating some progress toward content acquisition and completing required

assignments, a student who receives *Credit*:

- Is developing those skills necessary to engage in purposeful study of the material as required for adequate progress.
- Is developing those skills necessary to participate in the learning community.
- Is developing those skills necessary to reflect upon his/her intellectual progress.

**Incomplete: (INC):** A student who receives an incomplete has made some progress toward content acquisition and is in the process of completing necessary assignments. A student who receives an *Incomplete* must:

- Complete work in subsequent semesters to demonstrate content acquisition, or,
- Validate content acquisition, at the discretion of the instructional team, through the completion of more advanced course work (i.e. successful completion of Algebra II can validate completion of work at the Algebra I level).

#### COLLEGE AND CAREER READINESS

Assessment in all subject areas is undertaken with the goal of ensuring student progress toward graduation from high school and maximizing post-secondary options. Renaissance Arts Academy provides all students with all the A-G coursework necessary to meet or exceed the requirements of the University of California and California State University systems. The RenArts program embeds A-G completion for every student with the expectation that all graduates will be prepared for postsecondary success at UC, CSU, another four- or two-year college of choice or in a high-skilled work environment with options for advancement.

According to Education Trust: "Research uniformly shows that preparing young people for work and for college in today's high-level economy demands exactly the same preparation. The same

skills, the same courses, taught with the same rigor.” (*21st Century Education for All Students*, 2007). RenArts’ mandatory A-G program for all students makes many of the college counseling services provided at traditional high schools (course programming, academic advisement, etc.) unnecessary. The coursework, structure, design, and philosophy of RenArts all place artistic scholarship at the center of the program. Assessment of student readiness for post-secondary success is monitored through ongoing College counseling activities at RenArts focused on helping students prepare for standardized college entrance exams, negotiating college application

processes, and individual planning for college for 11th and 12th grade students. RenArts’ college

advisory activities for high school students include:

- Mandatory college-focused lunch meetings;
- Discussions in parent conferences regarding viable college options;
- Grade-level parent/student college information evenings;
- FAFSA completion symposiums for families;
- Spring Break and Summer college essay writing sessions;
- 12th grade college application and financial aid guidance.

#### PERFORMING ARTS PROGRESS

All arts coursework requires focused intellectual and creative effort. Students share their artistic progress through a series of individual and group assessments and performances that may include studio classes, recitals, Winter and Spring shows, arts juries, outside performances as opportunities occur, community outreach performances at schools, senior centers, social service centers, etc.

**PRACTICE:** Students are expected to spend at least one hour daily (including weekends and holidays) in serious, focused practice of their arts focus outside of school. Students have daily practice assignments that are separate from but complimentary to the work they do in school. Students are expected to demonstrate progress in studio classes where they perform for classmates and advisors.

**ASSESSMENT:** Throughout the semester, students perform selected excerpts during orchestra and dance company rehearsals. Performances are evaluated by the instructional team according to class requirements and serve to demonstrate student readiness for participation in Winter and Spring shows.

**REHEARSALS:** Students participate in after-school rehearsals for performing groups (e.g. orchestra, chorus, etc.). These groups generally meet twice a week after school but may have additional rehearsals scheduled prior to performances. In addition to these activities, students may be asked to participate in outside performances.

**PERFORMANCES:** All students are expected to prepare themselves and their arts assignments with the goal of participating in the RenArts Winter and Spring shows. In addition, as students refine given pieces they may be asked to make a formal presentation of the work for fellow students, parents, and community members.

## STUDENT ACHIEVEMENT DATA

Student achievement data, including CAASP, CAST, EAP, and ELPAC test results, is disaggregated and analyzed at group and individual levels. Disaggregated data is utilized by RenArts' leadership and staff on both micro and macro levels to inform student learning experiences and organizational decisions. The examination of student achievement data is a constant and ongoing process that encompasses evaluation of all formal and informal assessment measures available, from classroom observation to formative assessments to State-mandated testing results. All assessment results are reported for school-level analysis, evaluation, and decision-making. Analysis of information gathered before, during and after specific learning experiences help the faculty team to understand individual student progress and inform planning for future study. Such analyses are discussed in professional development sessions and applied to ongoing internal evaluations of 1) effectiveness of academic and arts programs, 2) effectiveness of faculty team.

The Executive Director ensures that assessment results are: 1) recorded in a format that allows disaggregated analysis; 2) reported to the state in the required form and timeframe; 3) made available to individual students and their parent/guardian; and 4) addressed during ongoing staff analysis and evaluation as a measure of organization and curriculum effectiveness. School-wide progress toward Content Standards and improvement goals is reported annually to parents in the School Accountability Report Card.

RENAISSANCE ARTS ACADEMY conducts an annual parent survey regarding the instructional program and collects narrative evaluations of instructional program from students. Staff utilizes assessment results to inform pedagogical decisions including enrichment and interventions. The assessment cycle provides teachers with the information needed to select texts and methods of introduction, identify concepts that need to be recycled into new lessons (re-examining), and concepts that can be further developed for students ready for more challenge.

With each assessment cycle, the faculty team evaluates student groupings and classroom structures. Student assessment is critical to determining how resources are most effectively distributed. Assessment results help determine which materials best serve student needs, and which professional development resources and activities best prepare faculty to meet student needs.

**PROMOTION:** Within the context of RenArts' multi-age open classroom model, students are expected to progress through each grade level within one year. To accomplish this, instruction will accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic needs. Students progress through the grade levels by demonstrating growth in learning and meeting grade level standards of expected student achievement focused primarily on literacy and mathematical reasoning as demonstrated on multiple measures.

**RETENTION:** Students between grades 1 and 3 considered for retention shall be identified primarily on the

basis of their level of proficiency in reading. Retention consideration for students between grades 4 and 5, between grades 6 and 7, and between grades 8 and 9 will be based on proficiency in reading, English language arts, and mathematics progress. Any consideration of retention shall be made in consultation with parent/guardian. Any decision to retain a student requires parental agreement. Special consideration will be given to students with limited English proficiency and those with an IEP or 504 when considering retention.

## Element 4 - Governance

### STATUTORY LANGUAGE

*“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(5)(D).)*

### LAUSD REQUIRED LANGUAGE

#### GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

#### LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

#### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

### **RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

### **NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

### **STUDENT RECORDS**

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

### **PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

#### **FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

RENAISSANCE ARTS ACADEMY Board of Trustees has legal and fiscal responsibility for both the sustainability and the trustworthiness of the organization. The RenArts Board 1) adopts policies that are aligned with the school's purpose and support student achievement, 2) delegates implementation of those policies to professional staff, and 3) regularly monitors director performance in relationship to the school's Charter. The Board's high degree of success is evidenced by the corporation's continued fiscal solvency, organizational integrity, legal and operational compliance at district, county, state and federal levels, and verifiable student achievement. RenArts' Board has successfully shepherded an independent start-up charter school from inception through the first nine years of operation, confronting and overcoming the following challenges:

- Financial, logistical and personnel challenges facing any start-up business;
- Operational challenges unique to successfully operating a public charter school;
- Efficient budgetary management to remain viable and effective despite funding cut-backs;
- Facilities challenges unique to securing and renovating two successive sites and obtaining E-1 Certificates of Occupancy through the City of Los Angeles Department of Building and Safety;
- Oversight challenges unique to supporting the successful implementation of a highly innovative pedagogical program offering a distinct educational alternative for the community the school serves.

#### **CORPORATE STRUCTURE**

RENAISSANCE ARTS ACADEMY is an independent charter school incorporated as a California Nonprofit Public Benefit Corporation with tax-exempt status as a 501(c)(3) organization from the IRS. The school is advised by its Board of Trustees, understanding that the corporation has a legal fiduciary responsibility for the well-being of the school. There is no duality of purpose between Renaissance Arts Academy and its governing authority. The sole objective of the RenArts Board is to support the school purpose and mission through responsible monitoring and effective oversight. The most meaningful measure of how the school purpose and mission are supported by the governing authority is the continued viability of the RenArts program as

evidenced by financial solvency, organizational integrity and student achievement accountability.

The RenArts' Board of Trustees exercises oversight of budget planning and allocation; personnel and fiscal policies; receipt of operating funds in accordance with charter school laws; solicitation and receipt of grants/donations consistent with the mission of the school; review of mandated student assessment outcomes; monitoring of accountability process; review of audit and operations reports; oversight of dispute resolution; monitoring adherence to California laws applicable to Charter Schools; and confirmation that all responsibilities provided for in the Articles of Incorporation, Bylaws, and charter document are carried out.

The RENAISSANCE ARTS ACADEMY corporate structure favors organizational stability, coherent governing purpose, and equity of access for all parents. The Board of Trustees retains corporate responsibility and delegates operations to the school Director(s) who is responsible for financial management and administrative organization of the Charter School. The Board of Trustees conducts an annual evaluation of the school Director(s) who is responsible for employment, termination, evaluation and supervision of all other personnel. The Board and the school Director(s) execute responsible resource planning for the future. RenArts contracts with ExEd for back-office support with payroll, budgeting, and financial reports compliance. Renaissance Arts Academy is financially solvent, exceeds the recommended 5% budget reserve, and all annual, independent financial audits have been completed without exceptions or deficiencies.

RENAISSANCE ARTS ACADEMY board meetings are open and public and governed by the Ralph M. Brown Act. Meetings are held at the RenArts school facility or other reasonably convenient place within Los Angeles County as the Board may designate with appropriate published notice. Meetings are held regularly throughout the year with special meetings called as needed.

- A. An Annual Meeting is held at the start of each school year for the purpose of electing Trustees, making and receiving reports on corporate affairs, setting calendar of meetings for upcoming year, and transacting other business as comes before the meeting.
- B. Regular Meetings are held throughout the year as the Board determines, typically the 3<sup>rd</sup> Tuesday of the month.
- C. Special Meetings shall be held at any time called by Board Chair or by a majority of Trustees.
- D. Emergency Meetings may be held as defined by the Brown Act.
- E. Closed Session Meetings may be held as necessary within the restrictions set forth in the Brown Act.

Notice of meetings shall be published in accordance with the Ralph M. Brown Act. The agenda for a regular meeting is posted not less than 72 hours prior to the meeting; the agenda for a special meeting is posted not less than 24 hours prior to the meeting. Copies of the agenda with supporting material are mailed to Trustees and any other interested parties who request it, not later than the time the agenda is required to be posted. The agenda is publicly posted on the school premises, published on the school website, and provided at the meeting. Only matters set forth on a posted and published agenda may be acted upon at a meeting.

A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Public comment is allowed at all meetings and is limited to three minutes per item. At the discretion of the chair, the time limit may be increased or reduced, but not to less than two minutes. Members of the Board may participate in a meeting through use of a conference telephone or similar communications equipment provided all members participating can hear one another and all locations are open to the public and accessible and appropriate notice has been published per Brown Act requirements. Meetings may be held at another reasonably convenient place within Los Angeles as the Board may designate with appropriate published notice. Accurate minutes of meetings are maintained by secretary or other as designated by Board. Meeting records are maintained in the school office at 2558 N San Fernando Rd, Los Angeles, CA 90065.

#### **CHARTER BOARD ORGANIZATION**

During the 2½ years of full-time preparation preceding the school's opening, RenArts' founding Board researched the historical success of varying forms of charter school governance through both written reports and in-depth interviews with charter school leaders. The Board learned that a primary cause for Charter Schools' failure-to-thrive has been the ineffective functioning of governing Boards. Factionalization within boards (often despite the best intentions of all parties) was identified as a leading cause of 'management meltdown', resulting in instability of administrative leadership, the loss of key personnel, disruption to the instructional program, financial uncertainty, and the dilution of the school's founding mission. Attracting and maintaining a unified Board of Trustees with a clear focus on supporting and protecting the school's mission was shown to be critical to the success of a start-up charter school.

RenArts serves an extended geographic community with a student population from widely varied socioeconomic, ethnic, cultural and educational backgrounds. The unifying characteristic of the student population is the choice made to enroll in a small charter school where the pursuit of classical artistic and academic disciplines provides an alternative gateway to powerful literacy in all subjects. The unifying characteristic of the community the school serves is the manifest need for parental and student choice in public education and increased opportunities for public school students to access the high-level arts training and academic alternatives available to those who can afford private schools. The RenArts Board of Trustees is dedicated to the development and maintenance of a successful alternative educational option – a commitment requiring time, patience, and a cohesive governing vision.

Prospective Trustees are identified, vetted and elected by the Renaissance Arts Academy Board of Trustees. The Board elects those persons who, in its discretion, it believes will best serve the legal, fiduciary and organizational interests of the corporation faithfully and effectively, maintaining the Board's primary focus on student achievement through the successful implementation and realization of the school's mission and goals. *Per RenArts' Bylaws:* The Board may vote to remove a Trustee or Trustees in accordance with California Nonprofit Public

Benefit Corporation law and the corporate bylaws. In such case, the remaining Board members may elect a successor to fill such vacancy for the remaining unexpired term of the Trustee so removed. Each term is one year or until elections at beginning of fiscal year.

The Board regularly seeks new members who can best serve the needs of the RenArts learning community and further the organizational Mission and Goals. Board members are selected for their ability to support RenArts' Mission and Goals in alignment with Education Code 47601 which guides Charter School purposes within the California Public School System. Trustees demonstrate their willingness to serve through their regular and generous dedication of personal time, inter-personal skills, professional expertise, and necessary resources to the timely and responsible completion their oversight duties on behalf of stakeholders for the benefit of RenArts' students. The identification and development of effective Trustees is a complex task that is taken seriously by the RenArts Board. The implementation and continued growth of an innovative education program requires a unity of purpose that is best served by a strong Board focus on Mission. If innovations are not protected at every stage of development, there will be no authentic educational choice available to the public school population and the community served by RenArts. The RenArts Board reflects both the community the school serves and the community that serves the school. In addition to donating time, energy, knowledge and resources to responsible corporate oversight, Board members provide a direct connection between RenArts' students and some of the leading arts organizations in the community.

The Board of Trustees has conscientiously maintained effectual legal fiduciary oversight and responsibility, delegating school operation to a highly effective and stable administrative team. RenArts' resources are fully dedicated to teaching and learning with an emphasis on maximizing parent and community participation in individual student progress. All operations nurture a professional learning environment in which ongoing assessment and improvement of instructional, administrative, and governance practices are fully congruent with RenArts' Mission and Goals and cohesively focused on academic success for all students. Responsibilities for Board and Co-Directors as follows:

- *The RenArts Board* reviews and approves budgets, financial reports, and audits, adopts policies that are aligned with the school's purpose and support student achievement, delegates implementation of those policies to professional staff, and regularly monitors director performance in relationship to the school's Charter.
- *Executive Director* has primary oversight of finance, safety compliance, school facility, human resources, employee benefits, long-range financial planning and budget development, facility planning, budget control, auditing, payroll, and procurement of equipment, supplies and services.
- *Academic Director* has primary oversight of academic programs, student educational progress, professional development, credentials, guidance, assessment, curriculum development, special education compliance, procurement of instructional materials, equipment, and supplies, university pre-service partnerships, and student discipline.

RenArts' governance process involves the entire school community in active and ongoing support of the mission and goals that are the underlying purpose of the organization. The

RenArts community is organized around cohesive strategic principles focused on student learning and includes the maximum number of individual stakeholders in a model of fair, effective and responsible participation. Toward that end, RenArts provides multiple communal and individual opportunities for parent, student and community involvement:

- Board of Trustees represents a cross-section of community leaders, education experts, and arts professionals, consisting of between five (5) and nine (9) voting members, per corporation Bylaws. Sub-committees may be created as needed, at discretion of Board. LAUSD may designate a representative to the Charter Board.
- Title 1/LCAP Consolidated School Site Advisory Committee (CSSAC) represents a cross-section of parents, students, faculty, staff, community and administration with a shared focus on closing the achievement gap. Parents participate in allocation of funding for site-specific programs designed to maximize academic and arts achievement in the RenArts setting. The council serves in an advisory capacity to the Board of Trustees, providing input relevant to the parents, teachers, students, and overall school operations.
- Parent Volunteer Teams consist of parents, guardians, extended family members, and community members wishing to work together to actively support the RenArts mission and goals. The Committee is fully voluntary, and works collaboratively with staff to coordinate work days, fund-raising activities, library organization, performance support, etc.
- Student Volunteer Teams consist of students (with parent and/or staff oversight as necessary) who work together to actively support the RenArts mission and goals with a focus on organizing, implementing and archiving performances that help connect the school to the needs of the community. Community service hours are recognized on transcripts.
- Arts Advisory Committee is an ad hoc group involving members of the larger arts, education, and business communities as well as members of the public sector in achieving RenArts' mission and goals through program development, outreach, and public service activities.
- To maximize stewardship for the school's educational vision, the Executive Director and Academic Director work collaboratively with the Board and the community to implement all aspects of Academy's Mission and Goals. Executive Director oversees operations, administration, and community interface. Academic Director leads curriculum planning team and supervises all instruction. Office Staff coordinates materials and communications.

## **STAKEHOLDER INVOLVEMENT**

### **PARENT INVOLVEMENT STRATEGIES**

The RenArts Board is deeply dedicated to promoting and supporting parents' involvement in their own children's education. As such, it places foremost value on the voice of the individual parent and actively encourages each parent to be heard. One of the primary benefits of limiting student population is that it ensures that every student and parent/guardian is individually known by the school directors and faculty. There are no anonymous children at RenArts and no parents without a direct voice in their own child's education. RenArts promotes frequent, open and unmediated communication between parents and administration. Each family participates in regularly scheduled conferences, has equal direct access to administrators and faculty team,

and is welcome to address the Board through public comment at meetings. The concerns of parents are taken into consideration in the ongoing implementation of programs that best serve the entire school population and further RenArts' mission and goals. RenArts' educational strategies, including flexible grouping, parallel curricula, and enriched learning opportunities, make it possible to work closely with parents to maximize student achievement on a family by family basis.

While most parents are concerned about their children's academic success, many need encouragement to commit to involvement at school, particularly during middle and high school years. In order to maximize effective parent participation, time-consuming activities that may be impractical for many RenArts' parents are minimized. RenArts does not require parent volunteer hours, commitment to groups or committees, or participation in any other activity that is not directly connected to the success of the individual student. RenArts' focuses on directly helping parent/guardians effectively support their children's academic and arts success. RenArts has multiple mechanisms for actively involving parents, both individually and communally, in their children's artistic and academic development including:

- Individual parent/student conferences scheduled as needed
- Annual Parent/Student Compact Meetings
- Semi-annual Student-led conferences
- Parent symposia on curricula-related topics
- Grade-level appropriate college meetings for parents and students
- Frequent parent-chaperoned performance field trips
- Frequent professional performances at school and throughout the community
- Frequent student performances including multiple individual and group recitals at school, performances at community activities, plus annual Winter and Year-End Shows.

The most important contribution parents can make is to actively engage in their child's intellectual and artistic growth. Disciplined study of performing arts requires significant family support. Students engaged in serious study of dance or cello, violin, viola, and bass must commit to daily practice during the week, on weekends, and during vacations. As students become more proficient the need for family support increases; students participate in after school ensembles and performances. Preparation for performances requires flexibility in family schedules so that students can successfully meet their rehearsal requirements. To support the commitment parents make to their child's pursuit of performing arts, Renaissance Arts Academy focuses parent involvement activities around students' growth as artists and scholars:

- The primary mechanism for parent support is one on one planning with individual families when needs arise. RenArts takes full advantage of its small size to individually monitor the progress of each child in each area and to communicate and plan with parents as soon as concerns develop. The directors and faculty team hold on average 50 parent student conferences per month. At each conference a record of the topics of discussion/concern are made and together the school and family form a plan for improvement.
- Information on student group placement and program requirements are shared with parents in annual Parent/Student Compact Meetings. Student expectations in regards to work habits, at home arts practice, preparation for classes, and behavior are discussed at

length with families. In two follow-up student-led conferences students present their current level of achievement to parents.

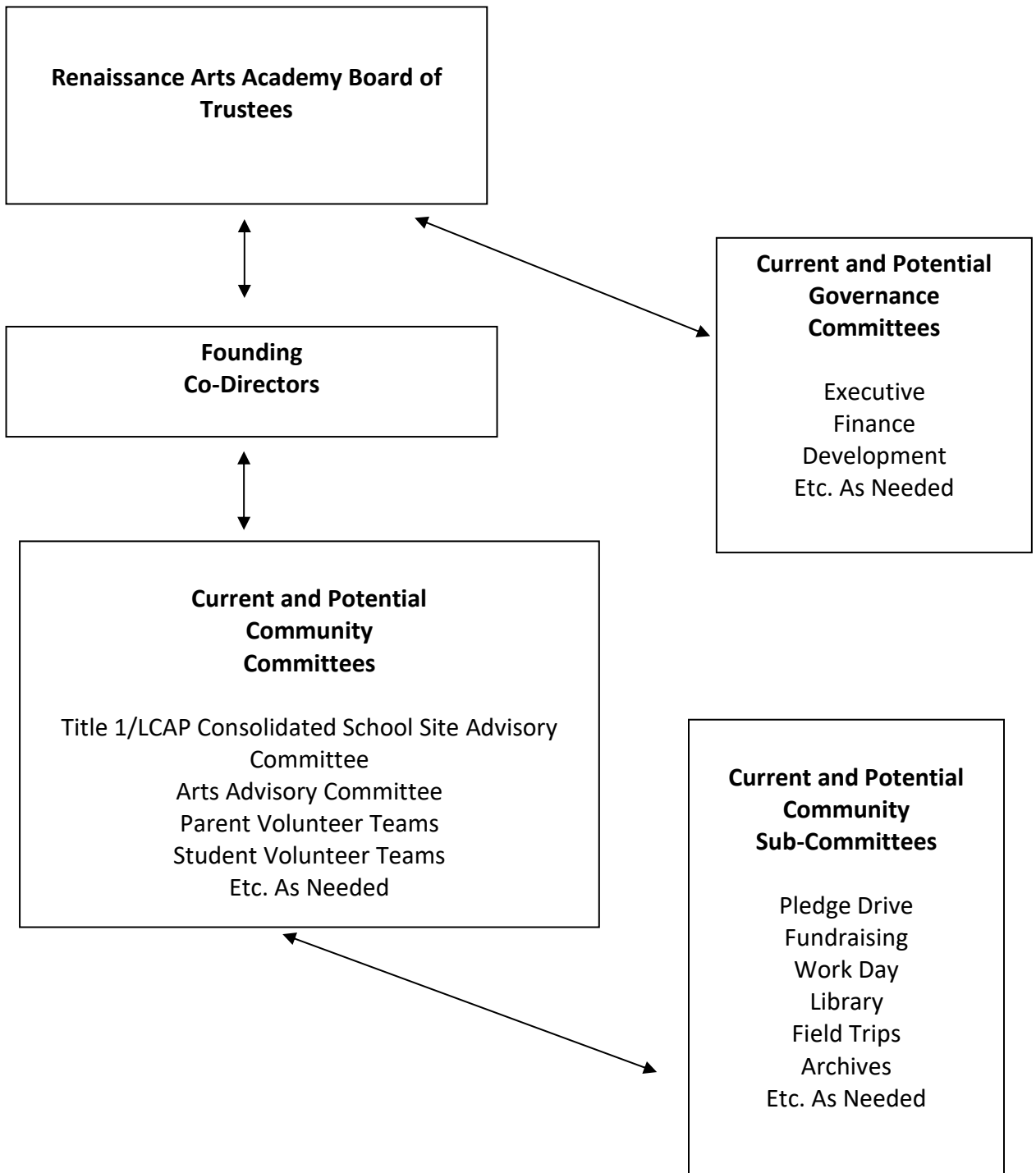
- RenArts organizes multiple opportunities for parents to share directly in their child's academic and artistic development. In annual parent symposia, parents, faculty and students discuss readings on topics ranging from the open classroom to arts in the community. In parent-chaperoned, performance field trips parents with groups of 4-6 students share some of Los Angeles' most exciting performances. RenArts students with parent chaperones have attended performances and exhibitions at numerous Los Angeles cultural venues including: UCLA's Royce Hall and Freud Playhouse, the Music Center's Ahmanson Theater and Mark Taper Forum, Thorne Hall at Occidental College, the County Museum of Art, and the Walt Disney Concert Hall. The shared experiences have promoted what current community arts research terms "the development of social capital..." and an "...expression of community meaning." (2005 Rand Report, *Gifts of the Muse: Reframing the Debate About the Benefits of the Arts*).
- Parent/guardian attendance at student performances involves them in the educational and artistic community their children have established. At every performance families celebrate the achievement of students and set new goals for their child's development.
- The door to RenArts is always open, to both parents and community. The school welcomes interested visitors at any time. Parents are welcome to participate in lessons, activities, discussions, and performances. When visiting we ask that they 1) sign in with the office as soon as they arrive so we have a record of who is in the building, and 2) join the student group as a participant in the discussion or project currently underway.
- Information about parent/guardian involvement and parent/guardian reflections about student progress is collected annually through RenArts' Parent Survey.
- Important announcements are posted on the [www.renarts.org](http://www.renarts.org) website, sent out through an email listserve, communicated by phone through Blackboard, and/or sent home with students in hard copy.
- The *Parent and Student Handbook* containing RenArts' mission, philosophy, curricular goals, behavioral guidelines, and emergency procedures is read, annotated, and discussed in student groups and distributed to all families annually. The Handbook is printed in English and Spanish and will be made available in other languages as required.

#### COMMUNITY INVOLVEMENT STRATEGIES

Student success at RenArts is inextricably tied to the correlation between academic and artistic discipline. The administration, faculty, students, parents and board of Renaissance Arts Academy are firmly dedicated to the idea that all students deserve full access to both high-level academic coursework and meaningful, ongoing, and complex engagement with the arts. In addition to building academic accomplishments, RenArts offers an after-school conservatory where students work together to refine individual skills and build ensemble capabilities. The conservatory includes multiple orchestras, choirs, dance companies, chamber music groups, percussion ensembles, spoken word and writing groups. RenArts has built relationships with businesses, foundations, and agencies including the Los Angeles Philharmonic, the Colburn School, USC Thornton, UCLA Writing Project, the Music Center, Occidental College, the L.A. Department of Cultural Affairs, El Sistema USA, and the National Endowment for the Arts.



**RENAISSANCE ARTS ACADEMY GOVERNANCE**  
**ORGANIZATIONAL CHART**



## Element 5 – Employee Qualifications

### STATUTORY LANGUAGE

*“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)*

### LAUSD REQUIRED LANGUAGE

#### **EQUAL EMPLOYMENT OPPORTUNITY**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

#### **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

RENAISSANCE ARTS ACADEMY will not discriminate against any employee on the basis of affiliations, political or religious acts or opinions, race, color, gender, marital status, national origin, ancestry, physical disability, actual or perceived sexual orientation, age, or any other category enumerated in Education Code section 220, or in retaliation for the exercise of any protected activity. General employee qualifications will be sufficient to ensure the health and safety of the school’s faculty, staff and pupils, and will adhere to all applicable laws, including fingerprinting and criminal record check and Mantoux TB tests. As a condition of employment, successful applicants will submit fingerprints through a certified California Department of Justice LiveScan fingerprint provider which will transmit fingerprints to the Department of Justice for the purpose of obtaining criminal record summary and subsequent arrest notification. RenArts will not employ a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies, and will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. Verification of DOJ clearances and ESSA compliance is maintained in the office. Completion of employee packet includes signed submission of the following:

- Application / Resume
- Employee Information Form
- Employee Emergency Information

- Employee Notification of Personal Physician
- Beneficiary Designation
- Employee Personal Vehicle Use Form
- At-Will Statement
- Disaster Service Workers / Oath of Allegiance
- Child Abuse Reporting Requirements
- Drug-Free Workplace
- Smoke-free Environment
- Sexual Harassment Policy
- Whistleblower Protection
- Staff/Student Interaction Policy
- Separation Policy
- Worker's Compensation Benefits
- Direct Deposit Form (optional)
- Form I-9
- Livescan Form for Department of Justice Background Screening
- Livescan Form for CCTC Certificate of Clearance
- Evidence of submission of results to CCTC
- TB Risk Assessment Form
- W-4

Hiring procedures include preliminary assessment of resumes, letters of interest, and other application materials; interviews of qualified applicants by Co-directors and meetings with other faculty as appropriate; school orientation including open classroom observation, facility tour, and discussion with faculty team members from different disciplines; reference checks, review of relevant professional materials, and group discussions with students as appropriate. The hiring process takes place over multiple visits to the school and may include compensated pre-employment training. All employees are at-will. Assessment of staff effectiveness is constant and ongoing in the open classroom where Co-director and other faculty team support is calibrated to maximize student learning. Regularly scheduled professional development meetings provide opportunity for faculty team members to assess shared challenges and effective strategies. Formal performance evaluations are conducted according to length of service, past performance, changes in program needs, and shared goals for student progress.

Renaissance Arts Academy's ongoing commitment to recruiting and retaining an excellent faculty and staff places student achievement in the arts and academics at the center of all employment decisions. Starting salaries and compensation packages for full- and part-time employees are competitive with surrounding districts. Salary increases are determined annually in accord with projected revenues and based on COLA calculations. Additional salary stipends are offered commensurate with supplemental responsibilities including testing coordinator, IT manager, CTE support etc. Flexible employee schedules encourage RenArts faculty to remain active in their professional fields as artists, intellectuals and creative thinkers, thereby expanding student access to outside resources and bringing authentic engagement with the broader community into the classroom. This flexibility has allowed RenArts to build an

unusually diverse faculty team that offers all students a wide range of approaches to and supports for high level learning experiences.

RenArts faculty members combine demonstrated content knowledge, teaching experience, creative engagement and pedagogical expertise. Faculty holds advanced degrees in subjects ranging from mathematics, astrophysics, classics, philosophy and education to music performance, composition and dance/choreography. Degrees include PhD, MS, MA, MM, and MFA from Caltech, UC Berkeley, UCLA, USC, Indiana University, etc. In addition to advanced degrees, RenArts faculty has professional and applied experience in a range of fields including astrophysics, engineering, computer programming, nanotechnology, marine biology research, business, corporate management, finance, post-secondary education, writing, media production, music, dance and performance art. Core instruction is provided by credentialed ESSA compliant faculty members and is enriched by accelerated learning opportunities for all students in all content areas. The ongoing opportunity to collaborate with highly accomplished peers energizes the faculty learning culture and provides the continuous occasion for authentic embedded professional development. Consistent with RenArts mission and goals, we believe that providing both students and teachers with ongoing and sustainable access to high level content expertise is an equity issue that cannot be left to volunteers, partnerships, or intermittent program supports. This model of staffing is a program priority that provides all RenArts students with the type of academic and arts enrichment typically made available only to the small percentage of students with access to highly-selective specialized programs or exclusive private schools.

The purpose of all RenArts' employee qualifications, benefits, and relations is to serve the mission and goals of the school. The faculty teaming approach is part of RenArts' overall education program as developed and implemented over a 20+ year period with the express purpose of improving student learning and faculty effectiveness. The success of this approach is evidenced by RenArts' strong history of student achievement, particularly with underserved populations least likely to receive consistent access to highly-effective instruction and enrichment opportunities. A priority of RenArts' professional development design is active support for non-core faculty team members who wish to pursue certification through University Intern programs. RenArts provides both tuition reimbursement and an ongoing relationship with an on-site master teacher at RenArts. Employees have completed certification through CalStateTEACH, CSUN's Tech to Teach Program, USC Rossier, Cal State L.A., National University. The pursuit of multiple credentials, additional subject authorizations and advanced degrees is highly encouraged and supported by RenArts. As a high-performing Title 1 school with a 100% graduation rate and a long record of shrinking the achievement gap, RenArts offers a carefully considered model for instructional teaming that fulfills the purpose of ESSA teacher quality improvement provisions, exceeds the Title II requirements for teacher equity distribution, and succeeds for students and families.

Just as RenArts is not divided physically into classrooms or defined curricularly by grade-level designations, neither is the faculty delineated by conventional departmental structures. RenArts' unique learning environment allows a degree of faculty integration that reaches beyond traditional classroom teacher assignments. The notable student success achieved in

RenArts' open classroom and mixed-aged flexible groups has been actively fostered and promoted by a unique faculty teaming approach. The Academic Director leads a highly accomplished faculty team in the development and implementation of curricular frameworks designed to maximize the impact of both pedagogical and content expertise. The faculty team combines single subject, multiple subject, CTE, and specialist credentials with advanced academic degrees, professional experience, and ongoing individual research, performance, and practice. As with any innovative venture, staffing requirements at RenArts are not well-described by traditional titles and definitions – there is no specific work experience, professional training, or degree that either prepares one for or predicts success in an evolving innovative environment. RenArts faculty positions are not defined *a priori* and 'filled' by matching individuals to requirements. Rather, individuals with desirable personal, professional, and academic qualifications are peer-reviewed, receive necessary clearances, and are invited to join the team – whereupon the team adjusts to gain maximum benefit from each member's strengths, experiences, and interests. The faculty is therefore in a constant state of fruitful adjustment that energizes and elevates the ongoing intellectual and personal development of each staff member and creates an authentic faculty learning community shaped by curiosity, current subject scholarship, peer mentorship, and active knowledge-building.

To maximize curricular integration, the faculty team collaborates both within and across subject areas, incorporating both academic and arts disciplines. The flexibility of both student and faculty groupings reflects a program-wide commitment to equity of access for all students to the highest instructional resources – an approach supported at RenArts by the rigorously monitored system of faculty teaming that is a signature RenArts practice, observed and studied by arts and education experts from across the United States, Europe, Australia, Asia and South America. Consistent with the overall efficiency of school operations, Renaissance Arts Academy employees fulfill three functions in support of student learning: school directors, faculty, and office staff.

THE SCHOOL DIRECTORS are hired by the RenArts Board of Trustees which completes annual performance reviews to confirm school achievement in accordance with mission and goals. RenArts school directors provide direct oversight for all aspects of school operations. Since its inception, Renaissance Arts Academy has operated under a co-directorship. RenArts' founding Co-directors have a unique combination of qualifications that has made co-directorship an effective and successful administrative strategy for RenArts. The Co-directors share responsibility for all RenArts' operations, keeping the primary focus for all areas of school functionality on improving student learning. In the event that one or both of the current Co-directors is no longer able to serve for any reason, the Board of Trustees will determine and specify the appropriate qualifications for new Director(s) based on a thorough analysis of RenArts' needs at the time of the leadership change, keeping primary focus on the centrality of RenArts' Mission and Goals to the ongoing viability of the program. Director(s) will possess the following minimum qualifications or equivalent qualifications deemed by the board of trustees to be commensurate with the demands of the position:

- Proven track record in designing and implementing complex, long-term projects
- Demonstrated ability to innovate, motivate, sustain and lead

- Demonstrated ability to make sound decisions, and to organize and coordinate operations efficiently
- Strong interpersonal skills, curiosity, courage, and passion for the school mission
- Demonstrated ability to analyze, interpret accurately, and respond effectively to information and data of various types as communicated in multiple forms (i.e. assessment data, qualitative data, observation)
- Advanced degrees as applicable to extant needs of the position
- Personal integrity

#### DESCRIPTION OF DUTIES

RenArts' Founding Co-Director function as equal partners in leading and supporting the school, the organization, and the community.

EXECUTIVE DIRECTOR has primary oversight of finance, safety compliance, school facility, human resources, employee benefits, long-range financial planning and budget development, facility planning, budget control, auditing, payroll, and procurement of equipment, supplies and services.

ACADEMIC DIRECTOR has primary oversight of academic programs, student educational progress, professional development, monitoring of teacher credentials, guidance, assessment, curriculum development, special education compliance, procurement of instructional materials, equipment, and supplies, university pre-service partnerships, and student discipline.

THE FACULTY is hired by the school directors who monitor instructional effectiveness through multiple measures of student progress including ongoing internal assessments and external accountability measures (CAASPP, CAST, ELPAC, etc). Faculty team will possess the appropriate credentials including Multiple Subject, Single Subject, Special Education, CTE, advanced degrees, professional experience, intelligence, passion and curiosity to best improve student learning at all levels TK-12. Certificated instructors and professional practitioners work in faculty teams to provide all students with the broadest access to high-level intellectual, academic, artistic and creative challenge in every subject studied. Core subjects are English, Social Studies, Mathematics, and Science. Core subjects are taught by ESSA compliant specialists who provide pedagogical dynamism to a curriculum rich with subject-specific inquiry. Instructional teams provide metacognitive inquiry, heuristics, hypothesis testing, linguistic/symbolic analysis, and creative applications in all academic and arts subjects. All faculty shall possess the following:

- Appropriate certificates or other documents from the California Commission on Teacher Credentialing as required by ESSA in this setting
- Appropriate additional qualifications as determined by program needs, including advanced university or conservatory degrees, and applicable professional experience
- Deep subject matter expertise, curiosity, dedication and ongoing inquiry
- Demonstrated ability to communicate effectively with students, parents and faculty
- Active interest in ongoing scholarship and practice in pursuit of expanded subject knowledge
- Active interest in current research on cognitive development and knowledge acquisition
- Clear desire to work collaboratively and effectively with all members of the learning community

- Demonstrated ability to observe, assess, monitor and report on student progress
- Well-developed instructional skills both within subject area and in the context of integrated subject areas
- Effective faculty team membership in multi-age, open classroom setting
- Active engagement in robust inquiry and discussion with students, faculty and outside professional community
- Ability to operate and maintain current instructional technology including computers, computer networks and databases, presentation and duplicating technology
- Ability to establish and maintain good working habits and discipline in discussion groups and throughout the school
- Strong interpersonal skills, flexibility, enthusiasm, sense of humor and personal integrity

DESCRIPTION OF DUTIES: Certificated instructors implement a diversely-accessible curriculum designed to provide a performing arts-based, integrated course of study that fulfills A-G requirements and prepares students at every grade level to succeed. They work collaboratively to assess, monitor, and plan for student progress toward academic outcomes. They participate in compact meetings and student-led conferences, and coordinate learning experiences offered through academic and arts specialization groups.

Faculty team collaborates in planning academic and arts-based inter-disciplinary learning experiences and monitoring student progress as demonstrated through individual and ensemble study and performance.

The faculty team helps curate those materials and learning experiences that best align with California State Standards and RenArts' mission and goals. Academic Director oversees all instruction and monitors faculty performance through observation, conferences, and peer consultation. All staff members undertake other duties from time to time as directed, prioritizing student safety, ensuring the environment is conducive to student learning, and performing duties in emergency situations.

SUPPORT STAFF may be hired as needed by the Charter School Co-Directors who monitor and review employee performance in accord with mission, goals and efficient organizational operation. Support staff may be full or part-time and will be hired in response to organizational needs. Support staff will have all necessary clearances, including DOJ and TB clearance, and will possess qualifications necessary to support Charter School operations as implemented by Co-Directors, Faculty Coordinators, and Faculty. Specific qualifications will be aligned to skills required for assignment, including at minimum:

- Understanding of RenArts' policies, procedures, and school culture
- Demonstrated ability to change and adapt to procedures in accord with the needs of the Charter School
- Organizational experience and demonstrated ability to operate efficiently and collaboratively, maintaining cooperative working relationships
- Ability to operate in technologically sophisticated environment, with specific skill sets as required
- Education aligned to assignment including minimum requirement of high school diploma or equivalency; 2-year college as required for ESSA compliance; completed

college degree as needed for specialized duties

**DESCRIPTION OF DUTIES:** As assigned by Co-Directors to support Charter School operations and functions in support of RenArts mission and goals. Assignments will shift in response to organizational need.

**BACK OFFICE:** RenArts contracts with ExEd for back office services to ensure efficiency and accuracy in fiscal operations and compliance.

## Element 6 – Health and Safety Procedures

### STATUTORY LANGUAGE

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

*(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*

*(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

### LAUSD REQUIRED LANGUAGE

#### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

#### **Comprehensive School Safety Plan**

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures

- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

### **CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING**

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

### **MEDICATION IN SCHOOL**

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

### **ATHLETIC PROGRAMS**

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

#### **TRANSPORTATION SERVICES**

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

#### **WORKPLACE VIOLENCE PREVENTION PLAN**

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

#### **HOMICIDE THREATS**

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

#### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for

vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

#### **MENTAL HEALTH EDUCATION**

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

#### **MENTAL HEALTH INFORMATION**

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

#### **SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

#### **GUN SAFETY NOTICE**

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

#### **SUICIDE PREVENTION POLICY**

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

#### **HUMAN TRAFFICKING PREVENTION RESOURCES**

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

#### **FEMININE HYGIENE PRODUCTS**

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine

hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

#### **ALL GENDER RESTROOMS**

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

#### **NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL**

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

#### **RECESS**

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

#### **CALIFORNIA HEALTHY YOUTH ACT**

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

#### **BULLYING PREVENTION**

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

#### **LGBTQ RESOURCES TRAINING**

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

#### **TRANSPORTATION SAFETY PLAN**

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus,

youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

#### HEALTH AND SAFETY

In order to provide safety for all students and staff, the Charter School has adopted and implemented full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. A comprehensive set of health and safety policies is on file at the school site.

The following is a summary of the health and safety policies of the Charter School:

RENAISSANCE ARTS ACADEMY facility at 2558 N San Fernando Rd, Los Angeles, CA 90065 complies with all required building codes, Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements. The school facility has an E-I Certificate of Occupancy from the Los Angeles Department of Building and Safety. Certificate of Occupancy is available at the school office and on file with the District CSD. The Charter School shall conduct fire drills as required under Education Code Section 32001.

RENAISSANCE ARTS ACADEMY complies with federally mandated Title IV provisions of the *Safe and Drug Free Schools and Communities Act*, including the adoption and implementation of policies, intervention plans, and education focused on the prevention or curtailment of the use of drugs, alcohol, and tobacco by students. These provisions are implemented in manner consistent with organizational mission and goals.

#### PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential will submit two sets of Live Scan fingerprints to the California Department of Justice for the purpose of providing a criminal record summary. The Executive Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Trustees as needed. The Co-Directors are both registered as the Custodians of Record for the school.

#### TB ASSESSMENT

Faculty and staff will be assessed by a health professional for TB risk and tested for tuberculosis as indicated prior to commencing employment and working with students as required by Education Code Section 49406.

#### SAFETY CHECKS OF VOLUNTEERS

Renaissance Arts Academy supports and values the involvement of parents and community. Parent/guardians and interested community members are welcome to visit the school, participate in discussions and projects, and volunteer to share their expertise. Fingerprinting and background check will not be required for drop-in visits, observations or other activities under direct supervision of RenArts staff. A copy of Drivers' License and proof of auto insurance must be on file for any volunteer transporting students for school-based activities during school hours. Fingerprinting and Department of Justice background checks are required for all volunteers who will be in the classroom on a long term basis, and any volunteer who will be in contact with students in a situation unsupervised by RenArts staff. All background material and information is confidential. As we all share a common commitment to the safety of all our students, we trust that any inconvenience incurred by this policy will be outweighed by the added security it provides to all our families.

#### MANDATED REPORTING

School employees are state mandated to report known or suspected cases of child abuse. Any RenArts teacher, administrator, instructional aide, or classified employee who knows or responsibly suspects that a child has been the victim of a child abuse incident must, by law: 1) Report the incident to a child protective agency (i.e. police or sheriff's department, or county child welfare department) immediately by telephone; 2) Send a written report of the incident to the same agency within 36 hours. All RenArts employees are mandated child-abuse reporters, are informed about the law, receive mandated reporter training, and are required as a condition of employment to agree to comply with its provisions.

#### PUPIL IMMUNIZATION

RenArts will require immunization of students as a condition of school attendance to the same extent as would apply if the students attended a non-charter public school.

#### MEDICATION IN SCHOOL

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

#### PUPIL SCREENING

RenArts shall provide vision, hearing and scoliosis screening, and the Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School. RenArts contracts school nurse services on a fee-for-services basis through LAUSD, or other agency as available.

#### DIABETES

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.

4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

#### BLOOD BORNE PATHOGENS

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. RenArts faculty receives annual Red Cross First Aid and CPR certification that includes training in blood-borne pathogens. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

#### SAFETY PLAN

Renaissance Arts Academy safety policies have been developed in consultation with insurance providers, health professionals, and public safety agencies, and comply with federal and state laws and guidelines.

- RenArts' faculty and staff have Red Cross certification in CPR and First Aid.
- Staff annually reviews the Emergency Procedures Plan and receives the necessary training to follow outlined Emergency and Safety procedures.
- Evacuation routes are posted in every room and at every teaching station, and schoolwide emergency drills are held each semester.
- Emergency kits, including universal blood-borne pathogens barriers, are available throughout the school and restocked as necessary.
- Fire extinguishers are regularly serviced and prominently displayed with locations clearly indicated.
- Annual Fire-Life-Safety monitoring is conducted and documented by the Los Angeles Fire Marshall.
- Facilities and furnishings are regularly maintained in a secure and hygienic manner through bi-weekly janitorial service and daily staff supervision.
- Custodial products and other hazardous materials are properly separated and stored in locked cabinets supervised by office staff.
- Food is safely prepared and stored in accordance with federal guidelines.
- A copy of Drivers' License and proof of auto insurance must be on file for any staff member or adult volunteer transporting students for school-based activities during school hours.
- Emergency procedures are communicated to parent/guardians through the *Parent and Student Handbook* distributed annually to every RenArts family.

## Element 7 – Means to Achieve Student Population Balance

### STATUTORY LANGUAGE

*“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)*

### LAUSD REQUIRED LANGUAGE

#### COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

RENAISSANCE ARTS ACADEMY is committed to maintaining a student population that reflects the general population residing within the District’s boundaries, and maintains an accurate accounting of the make-up the student population. Average demographics over past five years: 53% Hispanic/Latino, 25% Caucasian, 9% African American, 10% Asian/Pacific Islander, 2% Filipino, 1% Native American, 18% English Learners (EL/RFEP), 18% Special Education services (IEP/504), 65% economically disadvantaged.

Through conscientious outreach and targeted program offerings, RenArts has maintained a historically stable balance within the 70:30 / 60:40 ratio, representative of metropolitan Los Angeles. Since the school is always over-subscribed and admission is by lottery, RenArts has increased outreach into less-privileged communities in order to keep the balance stable and ensure that the school is able to admit the students it was designed to serve. RenArts has a lottery preference for economic disadvantage, students eligible for FRPM, to ensure that RenArts can serve more of the students who most benefit from the program.

## OUTREACH

RenArts implements a student recruitment strategy that includes, but is not necessarily limited to, the following strategies to ensure a racial and ethnic balance among students:

- An enrollment timeline (spanning approximately two months between February and end of spring break) that allows for a broad-based recruiting and application process;
- Informational materials and presentations, including those posted to the Charter School's website;
- Informational materials and presentations in languages other than English (currently Spanish);
- Informational materials and presentations in areas of the district and to the target student population, as addressed above, a non-geographic community of students desiring performing arts program with emphasis on corridor between Glassell Park and downtown;
- Informational materials and presentations through community groups and agencies.

## RECRUITMENT OF UNDERSERVED STUDENTS

Renaissance Arts Academy is committed to serving all students, particularly those who are unsuccessful in traditional school environments. RenArts' outreach efforts intentionally target parent/guardians who may not already be aware of alternative educational options, thereby attracting students who might otherwise be more likely to 'slip through the cracks'. RenArts provides a challenging, curricularly-embedded performing arts program that can significantly alter certain students' perceptions about the school environment, allowing them to forge the personal connections with their learning community that make improved academic achievement possible. RenArts actively welcomes all students who wish to participate in and benefit from RenArts' creative and academic programs. All recruitment efforts, informational and orientation meetings make this goal clear to prospective students and their parent/guardians.

## Element 8 - Admission Requirements

### STATUTORY LANGUAGE

*“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)*

### DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

### HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

### NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student’s records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these

requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

#### **PREGNANT AND PARENTING STUDENT ACCOMMODATIONS**

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

#### **SEXUAL HARASSMENT POLICY NOTICE**

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

The Charter School shall admit all pupils who wish to attend the Charter School. Admission to RENAISSANCE ARTS ACADEMY is open to any resident of the state of California within applicable age limitations, and will not be determined according to student or parent's place of residence within the state, except as under Education Code Section 47605(d). No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School.

Parents and students admitted to the school attend an orientation session to review RenArts' program and policies. Staff works to assure that all families understand the program and are aware of ways to be involved in the learning community. Parent and Student Handbook will be made available in English and any single primary language meeting the requirements of Sections 45400 through 45403 of the California Education Code.

Applications will be accepted during a publicly advertised open application period, typically between the end of winter break and the end of spring break (January thru April), each year for

enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. The following preferences will be given in the event of a lottery:

1. Children who have siblings already enrolled in the Charter School
2. The Children of RenArts employees and Board Members (not exceed 10% of the School's total enrollment)
3. Children who are enrolled in and/or who reside in the attendance area of the local elementary school (the "local elementary school" is defined as the school that appears when the physical address of RenArts is entered into the LAUSD resident school finder)
4. Residents of the District who are eligible to receive Free and Reduced Lunch
5. Residents of the District
6. Students who reside outside of the District who are eligible to receive Free and Reduced Lunch
7. All other applicants

#### LOTTERY PROCEDURES

As per EC 47605(d)(2), if the number of applicants exceeds enrollment capacity at the time of the application deadline, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing held to determine which students will be accepted for the upcoming academic year. Students whose applications are received by the posted deadline will be included in the admissions lottery for the upcoming year. New students will be admitted in the order in which their names are drawn. The RenArts Admissions and Enrollment Policy, including Lottery Procedures, is posted on the school website and copies are available in the school office or by request, which are ways in which the Charter School will communicate to all interested parties the rules to be followed during the lottery process.

- 1) Lottery will be a public random drawing of numbers from a hat, or similar process.
- 2) During the two months prior to the lottery, there will be an open enrollment period which is advertised within the RenArts community so that all interested students may have an equal opportunity to apply for admission. A deadline for accepting applications will be clearly stated and published on website and application. Prior to enrolling students for the upcoming academic year, Co-Directors will:
  - Determine school configuration for the coming year.
  - Actively recruit students throughout the community and disseminate informational materials.
  - Schedule and advertise Informational Meetings.
  - Host Informational Meetings that inform applicant families about RenArts' mission, goals, curriculum, and enrollment procedures.
  - Ascertain the number of returning students at each grade level, to degree possible.
  - Determine the number of new students to be accepted by grade level, to degree possible.
- 3) Lottery will be open to the public and held at the Charter School's facility at a time to maximize access for all interested parties to observe the lottery. Lottery will be held within a

reasonable amount of time following close of open enrollment period (typically within two weeks).

4) Time and date of lottery will be posted on the website and announced at informational meetings as soon as it is available. (Typically after spring break, mid-week, in the evening.)

5) Students will be accepted first into grades levels in which there is space available without the necessity of a lottery. Siblings listed on the applications of accepted students will be admitted into their respective grade(s) or placed at the top of the waiting list, on a space available basis. Remaining attendance slots will be determined by a random lottery drawn from applicants on a per-grade-level basis.

6) Notification of initial acceptance or waitlist placement will be sent by U.S. Mail to families within five (5) days of lottery. Letters sent to accepted families will include a deadline by which to accept offer of enrollment. Families will be given two weeks to accept the offer. Letters sent to non-accepted families will include a placement number on the wait list indicating the order in which the application was drawn in the lottery. If families will not be at the address listed on the application during the notification period, they may notify the school office as to how to best contact them in case of acceptance.

7) As additional openings become available, families will be notified by telephone of acceptance off wait list, and given one week to accept the offer. Applications received after the published deadline will be added to the bottom of the wait list in the order received.

8) Applications and lottery lists will be kept at the school office as documentation of the fair execution of lottery procedures.

## Element 9 – Annual Financial Audits

### STATUTORY LANGUAGE

*“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)*

### LAUSD Required Language

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
  - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
  - j. Other reports as requested by the District

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

RenArts will select an independent auditor through a request for proposal format, and the decision to contact rests with the Board. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal

law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the back office services provider, will review any audit exceptions or deficiencies and report to the Charter School Board of Trustees with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. The report will be submitted within a reasonable timeframe that is acceptable to the District. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

## Element 10 – Suspension and Expulsion Procedures

### STATUTORY LANGUAGE

*“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*

*(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(5)(J).)*

### LAUSD REQUIRED LANGUAGE

#### GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

#### **HOMEWORK TO SUSPENDED STUDENTS**

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

#### **STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

#### **NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

#### **OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

#### **REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion

when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

### **READMISSION**

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

### **REINSTATEMENT**

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

### **GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

## **DISCIPLINARY PHILOSOPHY**

### **SCHOOL CLIMATE**

RenArts' discipline procedures are not punitive, but rather are designed to support positive behaviors in order to maximize access to the RenArts program and learning environment for all students who choose to participate. RenArts has a history of 0% student Suspensions and/or Expulsions, and 0% Dropout rate. Student retention rate is 95%. 100% of students participate in multi-year Conservatory programs and schoolwide performances. 100% of students learn in multiage groups and collaborate across grade levels. 100% of students attend professional performances, master classes, and field trips. Over 90% of parents report attending two or more student performances each year. Over 75% of parents report attending parent conferences, including student-led conferences and individual family conferences with the faculty team. RenArts students significantly outscore district and statewide peers by EAP College Readiness measures, A-G completion, high school graduation, and college acceptance and attendance.

### **SCHOOL CULTURE**

The RenArts school culture is rooted in respect for intellectual work, artistic collaboration, academic accountability and ethical behavior, as set forth in our Mission and Goals. Commitment to achieving educational objectives and focus on student learning drive RenArts' high expectations for student behavior. Behavior guidelines support central RenArts values and are focused on the following student interactions:

- Respect for Individuals

- Respect for Property
- Respect for Community

**RESPECT FOR INDIVIDUALS:** Students will demonstrate respect for all persons, both physically and intellectually. Derogatory statements in any form, direct or implied—made through any means or media—regarding any ethnic, religious, political, disability or any other group will not be tolerated. Likewise, derogatory statements in any form, explicit or implied, regarding any individual belief, preference, disability, characteristic or difference will not be tolerated. All students must be able to participate fully in the RenArts community of learners and pursue individual learning goals without interference. ‘Respect for Individuals’ does not privilege individual rights above obligations.

**RESPECT FOR PROPERTY:** Students will take personal responsibility for the school facility (interior and exterior) including the building, fixtures, books, furnishings, instruments, equipment, supplies and learning materials. As a Charter School, RenArts is not provided with a building or furnishings. Our school facility is leased and all materials and furniture are purchased with RenArts general funds. It is the responsibility of every student to ensure that the school building and furnishings remain in good condition so as to facilitate student learning. Students are required to repair or replace any damage they cause to facility, furnishings, instruments, learning materials or other property.

**RESPECT FOR COMMUNITY:** Students will demonstrate respect and personal responsibility for the relationship that RenArts has with the community, including our immediate neighbors. Community responsibility is one of the explicit goals of the RenArts instructional program. Every student (like it or not) is an ambassador for the school. Student behavior is noticed and commented upon by neighbors and passers-by: large gatherings of students on sidewalks, excessive noise, shouting, chasing, loud music, inconsiderate or careless use of skateboards, bicycles, scooters, etc. all reflect negatively on the school. It is the responsibility of every student and family to make certain that RenArts remains a welcome and valued asset to the community.

#### STUDENT BEHAVIOR GUIDANCE

Student behavior that demonstrates a lack of respect for individuals, property, community, or serious academic and artistic engagement, by its nature interferes with the learning process. In keeping with the precepts set forth in the Mission and Goals stressing the importance of collaborative interdependence, personal accountability, and ethical conduct, it is a central value at RenArts that the behavior of one or more student(s) not be allowed to interfere with the learning community. Measures for actively supporting positive community participation include: student conferences, peer conferences, parent and student conferences, parent-supported supervision, and schedule adjustments as needed.

Discipline policies will be in keeping with the precepts set forth in RenArts’ Mission and Goals, stressing the importance of collaborative interdependence, personal accountability, and ethical behavior. All disciplinary action will be applied on a case-by-case basis, with students and parent/guardian participating fully in evaluation and discussion of actions involved. Students

will have full opportunity to defend, and/or take responsibility for, and/or make amendments for, and learn from their actions. The Academic Director will meet with student, faculty team, and parent/guardian as many times as necessary to design a fair and acceptable plan of corrective action that will prevent the need for serious disciplinary measures. If a different counseling configuration is requested by the student or parent/guardian, the RenArts administration will make a concerted effort to convene those people who can best accomplish a resolution acceptable to student, RenArts, and any other parties involved. In cases in which no acceptable solution can be reached, RenArts will adhere to the following disciplinary guidelines. All RenArts' discipline procedures are designed to provide adequate safety for students, staff, and visitors to the school and to serve the best interests of all RenArts' students and parents. Guidelines, including the lists of offences for which students may be suspended or expelled, are periodically reviewed by Administration and, as necessary, amended by the Board of Trustees.

Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the district's Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

#### **STUDENT SUSPENSION AND EXPULSION POLICY**

Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Discipline Policy and Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of discipline policies and procedures.

Suspended or expelled students shall be excluded (e.g. will not participate) from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A. GROUND FOR SUSPENSION AND EXPULSION OF STUDENTS

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the Charter School or at any other school or a Charter School sponsored event, occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. ENUMERATED OFFENSES:

1) Non-Discretionary Offenses [E.C. 48915(c)]: The Director(s) of the Charter School) shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- a) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- e) Possession of an explosive.

2) Discretionary Offenses [E.C. 48915(a)]: The Director(s) of the Charter School shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- a) Causing serious physical injury to another person, except in self-defense.
- b) Possession of any knife or other dangerous object of no reasonable use to the pupil.

- c) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
    - i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
    - ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
  - d) Robbery or extortion.
  - e) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
  - f) If the Director(s) makes a determination as described in paragraph (2) [Discretionary Offense], he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.
- 3) Limits of Offenses [E.C. 48900]: A pupil shall not be suspended from school or recommended for expulsion, unless the Director(s) of the Charter School determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:
- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.  
(2) Willfully used force or violence upon the person of another, except in self-defense.
  - b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
  - c) (1) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.  
(2) Pupils who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
  - d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property.
  - g) Stole or attempted to steal school property or private property.
  - h) (1) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.  
(2) Pupils who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- n) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- q) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
  - (1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
    - (a) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
    - (b) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health.
    - (c) Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.
    - (d) Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
  - (2) (A) “Electronic act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, video, or image.
    - ii. A post on a social network internet website, including, but not limited to:

- I. Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).
  - II. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - III. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. (I) An act of cyber sexual bullying.
    - (II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities
  - (B) Notwithstanding paragraph (1) and subparagraph (a), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.
  - (3) "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.
- r) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:
    - (1) While on school grounds.
    - (2) While going to or coming from school.
    - (3) During the lunch period whether on or off the campus.
    - (4) During, or while going to or coming from, a school-sponsored activity.

- s) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- t) As used in this section, “school property” includes, but is not limited to, electronic files and databases.
- u) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.
- v) (1) A suspension or expulsion shall not be imposed against a pupil based solely on the fact that they are truant, tardy, or otherwise absent from school activities.  
 (2) It is the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

#### 4) Exceptions

- a. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to E.C 48900, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- b. Students enrolled in kindergarten and grades 1 to 3 shall not be suspended or expelled due to sexual harassment (E.C. 48900.2), act of hate violence (E.C. 48900.3), or threats and intimidation against district personnel or pupils (E.C. 48900.4).

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four

ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### C. SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Academic Director or the Academic Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Academic Director or designee.

The conference may be omitted if the Academic Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days of when the student was suspended, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### 2. Notice to Parents/Guardians

At the time of the suspension, the Academic Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice may also state the date and time when the student may return to school. If the Charter School Academic Director or designee wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

#### 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Academic Director or Academic Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This

determination will be made by the Academic Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

The maximum number of schooldays per year that a student may be suspended is 20. The maximum number of schooldays per year that a student with an IEP may be suspended is 10. The student will have the opportunity, at the discretion of the Academic Director and/or the classroom teacher, to complete instructional activities missed due to his suspension and will be able to communicate with designated Charter School staff for any questions and for evaluation of work. A student or parent may appeal a decision to suspend to the Executive Director through written request.

D. AUTHORITY TO EXPEL

A student may be expelled either by the Board of Trustees following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. A decision to expel a pupil will be based on findings pursuant to E.C. 48915(b). The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. EXPULSION PROCEDURES

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing, if requested, shall be held within thirty (30) school days after the Academic Director or designee determines that the pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded by the Academic Director or designee to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

RenArts may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by RenArts or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The body conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The body conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a

person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. RECORD OF HEARING

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the administrative panel to expel must be supported by substantial evidence , produced during the hearing, that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors or administrative panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a

sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors who will make a final determination regarding the expulsion, pursuant to E.C. 48915(b). The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing, whether the Administrative Panel or the Board conducts the hearing. The Board shall make its decision during a public meeting. The decision of the Board of Directors is final.

If the Board adopts a recommendation to expel a student, the procedures outlined below will be followed. If the Board rejects a recommendation to expel a student, the student shall immediately be returned to his/her educational program. If the administrative panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

If the Board hears a case and it decides to expel a student, the procedures outlined below will be followed. If the Board decides not to expel a student, the student shall immediately be returned to his/her educational program.

I. WRITTEN NOTICE TO EXPEL

The Academic Director, within 10 school days following a decision of the Board of Directors to expel, shall send by mail written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with RenArts.
3. Reinstatement eligibility review date
4. A copy of the student's rehabilitation plan
5. The type of educational placement during the period of expulsion
6. Notice of appeal rights/procedures

The Academic Director or designee shall send by mail (or by means preferred by the District) a copy of the written notice of the decision to expel to the District. This notice shall include the following:

- a) The student's name
- b) The specific expellable offense(s) committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, RenArts shall notify the superintendent of the school district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

The Board of Directors' decision to expel shall be final, unless reversed through appeal.

Pursuant to E.C. Section 48919, any student expelled by the Board of Trustees may, within thirty (30) days following the decision to expel appeal the decision by mailing a written request by registered mail to RenArts. The appeals process shall follow the procedures set forth above with an Appeals Panel taking the place of the Administrative Panel. The Appeals panel shall be selected by the Board of Trustees in the same manner set forth above, but not containing any member who was part of the Administrative Panel.

Students who are expelled shall be given a rehabilitation plan upon expulsion as developed by the Director(s) at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission and options for access to meaningful education for the duration of the expulsion. Terms of expulsion shall consider the weight of the expelling offense taken into consideration when determining the length of expulsion.

Student or parent/guardian may petition for readmission, one calendar year from the date of the incident which resulted in the student's expulsion, to be reviewed by Administrative Panel. The student's readmission is also contingent upon RenArts' capacity at the time the student seeks readmission.

An expelled student may be reinstated at the conclusion of a year if he/she meets with the Administrative Panel and the findings prove that the student has successfully completed the rehabilitation plan. Once a student has completed all of the requirements of the plan a hearing will be scheduled before the Administrative Panel at which time evidence will be reviewed. The panel will notify the parent and school administrator of their decision.

## Element 11 – Employee Retirement Systems

### STATUTORY LANGUAGE

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)*

### LAUSD REQUIRED LANGUAGE

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

All employees of RENAISSANCE ARTS ACADEMY participate in the federal Social Security system. Employees also have access to 403b, 457, and/or other school-sponsored retirement plans as adopted and designated by the RenArts Board of Trustees for the benefit of RenArts’ staff. Executive Director ensures that appropriate payroll arrangements are made to ensure Social Security and other retirement system coverage. RenArts’ employees do not currently participate in STRS, PERS, PARS or any other public employee retirement systems. If at some time in the future RenArts chooses to participate in state retirement options, the school will coordinate such participation as appropriate with the social security system or other reciprocal systems. Employees will contribute the required percentage as designated by applicable retirement system, and RenArts’ will contribute the employer’s portion as required by same. In case of RenArts participation, employees will accumulate service credit years in the same manner as all other members of STRS. RenArts will provide written notification to its employees prior to any changes to retirement benefit programs/options, and will use a retirement reporting system compatible with LACOE or use LACOE for retirement reporting purposes as appropriate.

## Element 12 – Public School Attendance Alternatives

### STATUTORY LANGUAGE

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)*

### LAUSD REQUIRED LANGUAGE

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

RENAISSANCE ARTS ACADEMY is a school of choice. No student may be required to attend the charter school. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a non-charter LAUSD school or program as a consequence of enrollment in a charter school, except to the extent that such a right is extended by LAUSD.

## Element 13 – Rights of District Employees

### STATUTORY LANGUAGE

*“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.”* (Ed. Code § 47605(c)(5)(M).)

### LAUSD REQUIRED LANGUAGE

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

## Element 14 – Mandatory Dispute Resolution

### STATUTORY LANGUAGE

*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.”* (Ed. Code § 47605(c)(5)(N).)

### LAUSD REQUIRED LANGUAGE

#### GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

#### PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20th Floor  
Los Angeles, California 90017

Director  
Renaissance Arts Academy  
2558 N. San Fernando Rd  
Los Angeles, CA. 90065

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

#### **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon

electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20th Floor  
Los Angeles, California 90017

Director  
Renaissance Arts Academy  
2558 N. San Fernando Rd  
Los Angeles, CA 90065

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration

rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

## Element 15 – Charter School Closure Procedures

### STATUTORY LANGUAGE

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)*

### LAUSD REQUIRED LANGUAGE

#### **REVOCATION OF THE CHARTER**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

#### **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

### **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds

will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

#### **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

School Co-Directors shall serve as closure agents.

## Additional Provisions

### LAUSD REQUIRED LANGUAGE

#### **FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

#### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

### **Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers'

Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

#### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”*

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

### **FISCAL MATTERS**

#### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

#### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

#### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable

local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

### **Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

**Fiscal Policies and Procedures**

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

**Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)