RENAISSANCE ARTS ACADEMY
Charter Renewal Petition
Second Renewal
2013 to 2018

NOVEMBER 1, 2012

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AFFIRMATIONS/ASSURANCES

Renaissance Arts Academy (also referred to herein as “RenArts” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

• The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

• The Charter School shall be deemed the exclusive public school employer of the employees of RenArts for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]

• The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

• The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

• The Charter School shall admit all students who wish to attend the School. EC 47605(d)(2)(A)

• Determine admission by a public random drawing, if the number of pupils who wish to attend the Charter School exceeds the Charter School's capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. [Ref. Education Code Section 47605(d)(2)(A)-(B)]

• Charter School shall not discriminate against any student 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

• The 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 in Education Improvement Act of 2004.

• The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

• The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]

• The Charter School shall at all times maintain all necessary and appropriate insurance coverage as specified in Element 6.

• The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

• In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the 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.

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School’s education programs. [Ref. California Education Code Section 47605(c)]

- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]

- The Charter School shall not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

- The Charter School shall not require any child to attend the Charter School nor any employee to work at the Charter School.

- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.

- The Charter School shall comply with the Public Records Act.

- The Charter School shall comply with the Family Educational Rights and Privacy Act.

- The Charter School shall comply with the Ralph M. Brown Act.

- The Charter School shall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]

________________________________________  ________________________
Date
RENAISSANCE ARTS ACADEMY
CHARTER PETITION

INTRODUCTION

RENAISSANCE ARTS ACADEMY is applying for a five-year renewal of its Charter, for a term from July 1, 2013 through June 30, 2018 in order to continue the development, refinement and ongoing operation of its educational program specifically designed to address and fulfill legislative purposes of the Charter Schools Act as defined in California Education Code (EC 47601) and reiterated in the Charter Schools Policy of the Los Angeles Unified School District: 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, 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 school. RenArts is incorporated as a non-profit 501(c)(3) Public Benefit Corporation. The RenArts Board of Trustees has conscientiously maintained effectual legal fiduciary oversight and responsibility, delegating school operation to a highly effective and stable administrative team. All RenArts’ 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 RenArts’ Mission and Goals and cohesively focused on academic success for all students.

RENAISSANCE ARTS ACADEMY Co-Founders, Executive Director PK Candaux and Academic Director Sidnie Myrick, will continue on-site supervision of all school programs and operations during the next charter term. The school’s demonstrated record of academic achievement, financial solvency, responsible governance and the formation and maintenance of solid community partnerships during its first nine years of operation provide the strongest indicators of RenArts’ administrative and pedagogical capacity to continue the successful implementation and refinement of the program. RenArts has a record of clean annual audits, consistent legal compliance, and has met the terms of California Education Code (EC 47607) which holds charter schools directly accountable for meeting measurable pupil outcomes in order to qualify for renewal (the list below serves as documentation that RenArts has met the renewal criteria, as per 5 CCR 11966.4):

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.
   ✓ RenArts’ 2012 API IS 906 – GROWTH TARGET IS ‘A’
(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
   ✓ RenArts’ CURRENT STATEWIDE RANK IS ‘9’
(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
   ✓ RenArts’ CURRENT SIMILAR SCHOOLS RANK IS ‘9’
Affirmation of Specified Conditions per EC 47607(b)
While required to meet only one of the above criteria for renewal, RenArts has consistently met all three criteria in each year of operation. Because of its centrality to the continued existence of charter schools, RenArts places a premium on achieving and maintaining student success aligned to the performance-based accountability measures instituted by the legislature and defined by the CDE. RenArts' success in exceeding these accountability measures substantiates the benefit of its pedagogical design 'consistent with sound educational practice' on both the level of an individual school-site whose continuance should be supported and as a model for innovations that can be of broader utility to other educators seeking to expand options for similar urban public school populations.

RENAISSANCE ARTS ACADEMY will adopt the direct funding model as provided for in AB544. All state and federal public revenue will be deposited in RenArts' account in the Los Angeles County Treasury. Any funds still flowing through LAUSD will be sent by the district in a timely manner. RENAISSANCE ARTS ACADEMY will 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 instructional program. RENAISSANCE ARTS ACADEMY is an Independent Charter School developed as an individual start-up school in 2003 with no binding affiliations with any other charter schools or charter school organizations.

Affirmation of Alignment with Legislative Purposes per EC 47601
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 in congruence with its Mission and Goals, Renaissance Arts Academy is explicitly fulfilling California State Legislative purposes as follows:

EC 47601 (a) Improve pupil learning.

• STAR scores provide verification that RenArts students are steadily increasing in their mastery of California State Standards.
• As recognized by the LA City Council, RenArts' scores place it at the forefront of all LAUSD secondary schools.
• API ranks provide evidence that RenArts student achievement consistently exceeds both California schools with comparable demographics and all California schools of similar type.
• AYP results provide evidence that CST scores for targeted sub-groups are improving at a rate that is closing the achievement gap.
• 10th Grade CAHSEE pass rate is 100%
• Graduation Rate is 100%
• 97% of RenArts graduates attend college
• RenArts has significantly improved upon key measures of pupil learning as determined by both district and statewide comparisons, and has significantly outperformed the student achievement reported by the home schools that RenArts’ students would be attending

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 not succeed in traditional school settings.
• RenArts' robust integration of applied arts study reaches beyond 'exposure' and approaches 'immersion', profoundly impacting students' individual and group identities as related to artistic experience.
• 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 attending local elementary schools with the highest need.
• RenArts' small learning community provides personalized support for struggling students.
• 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 have full access to 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 History coursework every year.
100% of students have professionally-guided classical arts training every year.

- RenArts' 906 API Score substantiates its academic program as significantly increasing learning opportunities for all students and disaggregated API scores verify that targeted subgroups are making the most 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 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, and rigorous independent analysis.
- RenArts continues to 1) refine its innovative pedagogical approach based on evaluation of student outcomes and 2) support innovative strategies with cohesive schoolwide professional development.
- RenArts' program design, including accelerated curriculum and instructional strategies for all students, is rooted in current research. The 'different and innovative teaching methods' being implemented at RenArts are being studied by some of those same researchers: Patrick J. Finn, *Literacy with an Attitude: Educating Working Class Children in Their Own Self-Interest*; Sandra Kaplan et al, *The Parallel Curriculum*; Eric Booth *The Teaching Artists' Bible*; Karen Zorn, President, Longy School of Music of Bard College; Ric Campbell, Founding Director MAT Program, Bard College.
- The RenArts program has been observed and studied by educators and artists from over 20 states and 10 different countries.

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.
- 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 NCLB highly qualified faculty and professional 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, Colburn Conservatory, the New England Conservatory's Abreu Fellowship program, El Sistema USA, Bard College, USC Thornton, 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 Los Angeles public school system by providing a secondary school alternative for a non-geographic community of students from all backgrounds who share a desire 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 takes seriously the charter school mandate to create an educational program that offers an alternative to the current secondary school choices available to students and parents.
• RenArts provides a unique opportunity for public school students to access a high-level classics-based academic program commonly available to private school students.
• RenArts provides the opportunity for all students to receive the high-level music and dance training commonly 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 the entire 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.
  o The only way to provide public school choice is to allow programmatic difference.
  o The only way to sustain public school choice is to recognize that legitimate learning occurs despite -- or even because of -- program 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' 2012 API is 906. RenArts met 2012 AYP (17 out of 17).
• RenArts has a 9 year history of performance-based accountability progress as summarized by an aggregate schoolwide API increase of 158 points.
• RenArts' API growth in numerically significant subgroups targeted to close the achievement gap is 104% larger than in the white subgroup.
• 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. While required to meet only one of the above criteria for renewal, RenArts has consistently met all three criteria in each year of operation.
• Because of its centrality to the continued existence of charter schools, RenArts places a premium on achieving and maintaining student success aligned to the performance-based accountability measures instituted by the legislature and defined by the CDE.
• RenArts' success in exceeding these accountability measures with a demographically diverse lottery-based student population validates its educational program as a model for innovations that can be of broader utility to other educators seeking to expand options for similar urban public school populations.

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

• Secondary public schools are the major focus of current reform efforts throughout California, and are the specific target for improvement in Los Angeles. High school drop-out rates, appropriate preparation for college and career, availability of A-G curriculum to all students, and middle school engagement in high-level subject matter explorations that will prepare students for high school success are a few of the areas of particular concern.
• RenArts provides a sought-after alternative educational option for Los Angeles families as evidenced by annual application numbers and 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 within LAUSD, RenArts provides a model for an alternative secondary 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:
  o Academic and artistic integration
Affirmation of Specified Conditions per EC 41365 and 47611

RENAISSANCE ARTS ACADEMY accepts and understands the obligation to comply with EC 41365 regarding the Charter School Revolving Loan Fund. RENAISSANCE ARTS ACADEMY accepts and understands the obligation to comply with EC 417611 regarding STRS, PERS, Social Security retirement options, as further delineated in Element 11.

RENAISSANCE ARTS ACADEMY may apply, if needed, for funding from the Charter School Revolving Loan Fund, in accordance with applicable law. It is understood that loans may be made from money in the Charter School Revolving Loan Fund to a charter school that qualifies to receive funding pursuant to EC Chapter 6 (commencing with 47630) upon application of a charter school and approval by the Superintendent of Public Instruction. Money loaned to a charter school pursuant to this section will be used only to meet the purposes of the charter granted pursuant to EC 47605. Commencing with the first fiscal year following the fiscal year in which RenArts initially enrolls students, the Controller will deduct from apportionments made to the charter school, as appropriate, an amount equal to the annual repayment due for the charter school loan. Repayment of the full loan amount will be deducted by the Controller in equal annual amounts over a number of years agreed upon between the loan recipient and the State Department of Education, not to exceed a period of five years for any loan.

Material revisions to this Charter shall be made by the board of RENAISSANCE ARTS ACADEMY with approval by the authority that granted the charter per Ed Code 47607. Material revisions shall be made pursuant to the standards, criteria, and timelines set forth in EC 47605. The Charter renewal will be for a term of five years and may be renewed again for whatever period is allowed by law.

REFLECTION RUBRIC

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 10 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, 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. RenArts particularly acknowledges patterns of inquiry posed by the Eisner Foundation, by course notes for Peter Thiel's Stanford University class on innovation (Computer Science 183), and by wide reading that has informed faculty and board focus groups, including Daniel Kahneman's *Thinking Fast and Slow* and Nassim Taleb's *The Black Swan*. RenArts' self-generated rubric reflects the following lines of questioning:

- **Expectations and Equitable 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?
<table>
<thead>
<tr>
<th>PROGRAM AREA</th>
<th>EXPECTATIONS &amp; EQUITABLE ACCESS</th>
<th>INNOVATIONS &amp; ADAPTABILITY</th>
<th>EFFICIENCY &amp; FLEXIBILITY</th>
<th>EFFECTIVENESS &amp; SUSTAINABILITY</th>
<th>EVALUATION &amp; ACCOUNTABILITY</th>
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<tbody>
<tr>
<td>CURRICULUM</td>
<td>All students will successfully complete A-G and high-level arts training designed to offer challenge, redemption, revision, and excellence</td>
<td>School-wide shared curricula specifically developed and curated by interdisciplinary faculty teams to align with school mission, goals, and instructional strategies</td>
<td>Modular curricular structure for grades 6-12 offers deep subject immersion over 7-year learning arc; credits are transferable</td>
<td>Cohesive ELA, math, science, history, Latin and arts provided to all students every year; early alignment to Common Core Standards</td>
<td>A-G course approval, 100% A-G completion; WASC accreditation, LAUSD oversight reviews, CST scores, lottery waitlist</td>
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<tr>
<td>INSTRUCTION</td>
<td>All students will work with subject experts in small groups to construct knowledge and connect concepts within and across disciplines</td>
<td>Multi-age groups, interdisciplinary school-wide strategies, ongoing professional peer observation, transparent practice, immediate feedback loop</td>
<td>Shared school-wide learning strategies and flexible multi-age student groups create coherent framework for interdisciplinary work</td>
<td>Embedded depth and complexity makes instruction fully accessible to all learners including SPED, ELD, gifted; small group instruction for all with faculty team of content experts</td>
<td>Calv Distinguished School, Blue Ribbon nominee, 100% graduation, 97% college attendance, STAR, API, AYP, CAHSEE, EAP, SAT</td>
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<tr>
<td>FACULTY</td>
<td>All students will have full access to high-level instructional team of intellectual, professional, academic and artistic mentors with deep subject understanding</td>
<td>Faculty structure modeled on self-contained classroom with learning centers creates a school-wide instructional team that shares knowledge of all students</td>
<td>Embedded professional development with faculty content experts provides ongoing subject knowledge enhancement for all learners</td>
<td>Faculty team combines high-level subject mastery (80% graduate degrees) with pedagogical expertise to provide highly-effective instruction to all students in all subject areas</td>
<td>Title 1 Academic Achievement Awards, AYP, disaggregated API data, early implementation of CCS; team work modeled by co-director admin structure</td>
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<tr>
<td>FACILITY</td>
<td>All academic and arts functions will be accommodated through creative shared use of flexible open space</td>
<td>Open classroom with sprung dance floor, theatrical lighting overhead, and mobile bleachers instantly transforms entire school into theater</td>
<td>Flexible design and mobile stations allow varied learning configurations and instant adaptation of space to assembly, rehearsal or performance usage</td>
<td>Modular curriculum maximizes full occupancy of facility 11-hr per day; afterschool program supports 4 orchestras, 10 dance companies, 2 choirs in same space</td>
<td>E-1 Certificate of Occupancy; renovations paid from RenArts general fund; 20 yr lease; multi-purpose collaborative use of space fully aligned with mission</td>
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<tr>
<td>CULTURE</td>
<td>All students will contribute within ensemble setting, respect other learners, create shared knowledge, and graduate with viable post-secondary options</td>
<td>Community of shared interest with mandatory school-wide curriculum, faculty teaching, open classroom, and centrality of performing arts program</td>
<td>School-wide humanities texts, shared STEM inquiry, and student ensemble performances sustain multi-age intellectual and creative identity</td>
<td>Students working collaboratively toward shared goals across grade levels develop early college goals, high expectations, and intellectual ambition, curiosity and generosity</td>
<td>Observably coherent school-wide culture and behavior standards; no bullying; 97% college attendance; diverse demographics; performances</td>
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<td>GOVERNANCE</td>
<td>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</td>
<td>Philosophically cohesive board intellectually engaged with achieving mission, delegating school operations to stable and effective school leadership team</td>
<td>Coherent, sustained board focus and support for mission-driven innovative practices, from start-up to year 10, despite shifting context for charter schools</td>
<td>Fiscal sustainability, organizational stability, program innovations, and academic accountability consistently maintained and expanded over 10 years of 501(c)(3) school operation</td>
<td>Audit reports, financial statements, budget projections, API, LAUSD reviews, full enrollment, stable and effective school leadership</td>
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<td>COMMUNITY</td>
<td>All students and faculty will be active learners whose knowledge and skills are developed with and for the benefit of the community</td>
<td>Flexible scheduling for artists keeps in-school and after-school inclusion cohesive; alumni apprentice program extends arts and academic continuum</td>
<td>Facility used for rehearsals by professional faculty artists at night and on weekends; in turn, extended arts community brings performances into school day</td>
<td>Public alternative to traditional secondary school structure and culture; creates extended intellectual community of students, alumni, faculty, parents, partners</td>
<td>Parent symposia, surveys, attendance at performances; partnerships w/ LA Phil, Colburn, NEC Fellows; guest artists; U.S. and international observers</td>
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<tr>
<td>ARTS</td>
<td>All students will have equitable access to and ongoing support in the type of intensive arts education shown to increase long-term student success</td>
<td>Time and budget allocations prioritize arts; ADA-financed academic and arts programs include professional in-school arts training and tuition-free after-school conservatory</td>
<td>RenArts has become model for arts access and excellence in public education, achieving academic success while fully funding and supporting high-level arts program</td>
<td>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 ed innovations widely recognized</td>
<td>BRAVO Awards; NEA grants; El Sistema USA interns; Public performances including Hollywood Bowl, Disney Hall, Thorne Hall, etc; graduates at top college arts programs</td>
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Element 1: DESCRIPTION OF EDUCATIONAL PROGRAM
A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals indentified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. EC47605(b)(5)(A)(i)

If the proposed 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. EC 47605(b)(5)(A)(ii).

MISSION
Renaissance Arts Academy is a small Charter Public School that cultivates autonomous scholarship in an ensemble setting by providing an integrated classical curriculum focused on music and performing arts disciplines. RenArts welcomes students from all backgrounds, developing 21st Century Renaissance citizens through rigorous academic inquiry, collaborative small-group instruction, and professionally-guided arts training.

VISION
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 in the creation of a rational, inclusive and hopeful future for all.

GOAL
To create a successful and sustainable demonstration school 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 a process of ongoing intellectual 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 rigorous independent analysis.
• Establishing a cohesive K-12 program that includes a middle-thru-high school course of study supporting small-group pacing and long-term student success across a 7-year trajectory.
• Bringing together a cross-section of L.A.’s diverse ethnic, economic and cultural populations in an ensemble-based arts setting that cultivates mutual respect, collaboration, personal commitment, and academic accountability.
• Helping students develop the individual and ensemble performance skills that will build self-discipline, motivation and personal responsibility in all areas of their lives.
• Allowing students to discover through service that dedication to the performing arts is more than a means of individual expression – it is a call to generosity of spirit and a commitment to community involvement.
• Nurturing whole-family participation in the learning/teaching continuum by inviting parents into the schoolwide community of arts and inquiry to become effective mentors and coaches to their children.
• Celebrating Southern California’s rich cultural heritage by promoting mutually beneficial relationships with schools, neighborhood associations, arts organizations, business coalitions, and institutions of higher education.
• Developing a 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.

It is the objective of the Charter School to enable students to become self-motivated, competent, lifelong learners.

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 the characteristics listed in Education Code Section 220 (actual or perceived race or ethnicity, nationality, religion, gender, gender identity, gender expression, sexual orientation, disability, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics.
## Demographic Information for School Site

| Lausd High Schools | # of Students | Multi Track School? | Progress Improvement? | Met Schoolwide Growth Target? | Met All Subgroup Growth Target? | API Score | API State Ranking | Similar School & Rank | % Students Eligible Free/Reduced Lunch | % of Special Ed. Students | % of ELL Students | % Major Ethnicity #1 | % Major Ethnicity #2 | % Major Ethnicity #3 | % Major Ethnicity #4 | Entrance Requirements |
|-------------------|---------------|---------------------|-----------------------|-------------------------------|---------------------------------|-----------|----------------|----------------|-------------------------------|--------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Franklin High School | 1542          | No                  | No                    | No                            | No                              | 602       | 2              | 2              | 86                           | 12                       | 17            | Hispanic/Latino 94 | Asian 3            | Filipino 3       | No             |
| Belmont High School | 739           | No                  | No                    | No                            | No                              | 601       | 2              | 2              | 86                           | 32                       | 38            | Hispanic/Latino 88 | Asian 5            | Filipino 4       | No             |
| Marshall High School | 1037          | No                  | Yes                   | Yes                           | Yes                             | 617       | 3              | 3              | 82                           | 17                       | 17            | Hispanic/Latino 81 | Filipino 12       | White 13         | Yes – HS 10th Mag | No             |

| Lausd Middle Schools | # of Students | Multi Track School? | Progress Improvement? | Met Schoolwide Growth Target? | Met All Subgroup Growth Target? | API Score | API State Ranking | Similar School & Rank | % Students Eligible Free/Reduced Lunch | % of Special Ed. Students | % of ELL Students | % Major Ethnicity #1 | % Major Ethnicity #2 | % Major Ethnicity #3 | % Major Ethnicity #4 | Entrance Requirements |
|---------------------|---------------|---------------------|-----------------------|-------------------------------|---------------------------------|-----------|----------------|----------------|-------------------------------|--------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Burbank Middle School | 729           | No                  | Yes                   | Yes                           | Yes                             | 704       | 2              | 2              | 86                           | 12                       | 17            | Hispanic/Latino 94 | Filipino 4            | Black or African Am 2 | No             |
| King Middle School  | 1414          | No                  | Yes                   | Yes                           | Yes                             | 805       | 5              | 5              | 94                           | 18                       | 20            | Hispanic/Latino 88 | White 14            | Filipino 9        | Yes – 10th 11th Mag | No             |
| Irving Middle School | 611           | No                  | No                    | No                            | No                              | 604       | 2              | 2              | 84                           | 21                       | 21            | Hispanic/Latino 88 | Filipina 9            | Asian 4           | No             |

| Lausd Elementary | # of Students | Multi Track School? | Progress Improvement? | Met Schoolwide Growth Target? | Met All Subgroup Growth Target? | API Score | API State Ranking | Similar School & Rank | % Students Eligible Free/Reduced Lunch | % of Special Ed. Students | % of ELL Students | % Major Ethnicity #1 | % Major Ethnicity #2 | % Major Ethnicity #3 | % Major Ethnicity #4 | Entrance Requirements |
|-----------------|---------------|---------------------|-----------------------|-------------------------------|---------------------------------|-----------|----------------|----------------|-------------------------------|--------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Eagle Rock      | 621           | No                  | Yes                   | Yes                           | Yes                             | 805       | 7              | 4              | 57                           | 14                       | 15            | Hispanic/Latino 59 | White 29            | Filipino 15       | Yes – HS 10th 11th Mag | No             |
| Mt Washington    | 507           | No                  | Yes                   | Yes                           | Yes                             | 862       | 9              | 9              | 76                           | 11                       | 4             | Hispanic/Latino 84 | White 29            | Asian 9          | Yes – 10th 11th Mag | No             |
| Annandale       | 135           | No                  | No                    | No                            | No                              | 814       | 1              | 1              | 99                           | 24                       | 24            | Hispanic/Latino 84 | White 13            | No             | No             | No             |

| Lausd Span Schools | # of Students | Multi Track School? | Progress Improvement? | Met Schoolwide Growth Target? | Met All Subgroup Growth Target? | API Score | API State Ranking | Similar School & Rank | % Students Eligible Free/Reduced Lunch | % of Special Ed. Students | % of ELL Students | % Major Ethnicity #1 | % Major Ethnicity #2 | % Major Ethnicity #3 | % Major Ethnicity #4 | Entrance Requirements |
|-------------------|---------------|---------------------|-----------------------|-------------------------------|---------------------------------|-----------|----------------|----------------|-------------------------------|--------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Lacks (6-12)      | 1721          | No                  | Yes                   | No                            | No                              | 907       | 10             | 2              | 47                           | 4                        | 1             | White 29            | Asian 21            | Hispanic/Latino 29 | Yes – 10th Mag | No             |
| Eagle Rock Jr/Sr Hs (7-12) | 1817 | No                  | Yes                   | Yes                           | Yes                             | 777       | 5              | 5              | 97                           | 18                       | 8             | Hispanic/Latino 89 | Filipino 25            | White 25          | Yes – HS 11th Mag | No             |

| Charter Schools | # of Students | Multi Track School? | Progress Improvement? | Met Schoolwide Growth Target? | Met All Subgroup Growth Target? | API Score | API State Ranking | Similar School & Rank | % Students Eligible Free/Reduced Lunch | % of Special Ed. Students | % of ELL Students | % Major Ethnicity #1 | % Major Ethnicity #2 | % Major Ethnicity #3 | % Major Ethnicity #4 | Entrance Requirements |
|-----------------|---------------|---------------------|-----------------------|-------------------------------|---------------------------------|-----------|----------------|----------------|-------------------------------|--------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Academia Avance | 555           | No                  | No                    | No                            | No                              | 755       | 5              | 5              | 95                           | 7                        | 21            | Hispanic/Latino 100 | Hispanic/Latino 100 | Hispanic/Latino 21 | No             |
| Santa Rosa Middle School | 291 | No                  | Yes                   | Yes                           | Yes                             | 791       | 6              | 6              | 85                           | 7                        | 6             | Hispanic/Latino 92 | Hispanic/Latino 92 | Hispanic/Latino 27 | No             |

| Performing Arts Schools | # of Students | Multi Track School? | Progress Improvement? | Met Schoolwide Growth Target? | Met All Subgroup Growth Target? | API Score | API State Ranking | Similar School & Rank | % Students Eligible Free/Reduced Lunch | % of Special Ed. Students | % of ELL Students | % Major Ethnicity #1 | % Major Ethnicity #2 | % Major Ethnicity #3 | % Major Ethnicity #4 | Entrance Requirements |
|-------------------------|---------------|---------------------|-----------------------|-------------------------------|---------------------------------|-----------|----------------|----------------|-------------------------------|--------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| La County High School For the Arts | 472 | No                  | No                    | No                            | No                              | 832       | 5              | 5              | 10                           | 3                        | 1             | White 53          | Hispanic/Latino 53 | Hispanic/Latino 25 | Yes – Arted | No             |
| Ramon C. Cortines High School For VAPA | 1112 | No                  | Yes                   | Yes                           | Yes                             | 733       | 4              | 2              | 76                           | 7                        | 12            | Hispanic/Latino 89 | Black or African Am 19 | White 8          | Yes – Arted | No             |
| Renaissance Arts Academy | 204 | No                  | Yes                   | Yes                           | Yes                             | 504       | 0              | 0              | 06                           | 6                        | 3             | Hispanic/Latino 54 | Black or African Am 9 | Black or African Am 9 | No             |
RenArts’ overall 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, 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.

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<th>RECOGNITION</th>
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<td>DISTINGUISHED SCHOOLS EXEMPLARY ARTS PROGRAM (eligible and pending)</td>
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<td>2012</td>
<td>BRAVO AWARD – Outstanding Arts Educator, Dance</td>
<td>LA County Music Center</td>
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<td>CITY COUNCIL COMMENDATION – Outstanding Service to the Community through Academic Excellence and Exemplary Work to Improve Los Angeles Schools</td>
<td>LA City Council</td>
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<td>NATIONAL ENDOWMENT FOR THE ARTS – Arts in the Schools Award</td>
<td>NEA</td>
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<td>TITLE 1 ACADEMIC ACHIEVEMENT AWARD</td>
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<td>NATIONAL ENDOWMENT FOR THE ARTS – Arts in the Schools Award</td>
<td>NEA</td>
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<tr>
<td>2010</td>
<td>CHARTER SCHOOL OF THE YEAR – Hart-Vision Award</td>
<td>CCSA</td>
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<td>IRVINE LEADERSHIP AWARD FINALIST – RenArts Co-Directors</td>
<td>James Irvine Foundation</td>
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<td>BRAVO AWARD – Outstanding Arts Program</td>
<td>LA County Music Center</td>
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<td>GRAMMY SIGNATURE SCHOOL – Nationwide Finalist</td>
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<tr>
<td>2009</td>
<td>CALIFORNIA DISTINGUISHED SCHOOL AWARD</td>
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**TARGET STUDENT POPULATION**

RENASSANCE ARTS ACADEMY currently provides site-based instruction for 350 students in grades 6 thru 12. All students interested in receiving classical academic and performing arts training in a small, structured environment are invited to apply. Students from over 30 zip codes 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 storefront on Colorado Boulevard, with a bus stop at the door providing easy access by public transport. Community outreach targets the corridor from Highland Park to Downtown. Student demographics: 58% Hispanic/Latino, 27% Caucasian, 11% African American, 6% Asian/Pacific Islander, 3% Filipino, 1% Native American, 20% English Learners (EL/RFEP), 10% Special Education services (IEP/504), 67% economically disadvantaged. The school is consistently over-subscribed and admission is by lottery. In-seat attendance is 96%. ‘Demographic Info for School Site’ chart above includes LAUSD elementary, middle and high schools of residence for current students, plus charter schools, secondary span schools and performing arts schools to provide a full range of comparable programs.

Co-Directors PK Candaux and Sidnie Gallegos Myrick 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 too many students cannot afford access to expression. Even as public school arts programs fall victim to budget cuts, traditional youth orchestras and specialized high schools raise entry requirements. The Los
Angeles County High School for the Arts can accommodate fewer than half its applicants, with space often going to those with years of expensive private lessons. For the students whose voices are never heard, 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. By offering a small, rigorous secondary 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 over ten years.

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. Success is reflected in awards, recognitions, and exemplary achievement of statewide accountability measures in both the current year and across time:

### STUDENT ACHIEVEMENT SNAPSHOT

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<thead>
<tr>
<th>Year</th>
<th>API</th>
<th>AYP</th>
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<tbody>
<tr>
<td>2012</td>
<td>906</td>
<td>17 of 17 met</td>
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<tr>
<td>2012 STATEWIDE SCHOOL RANK</td>
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<tr>
<td>2012 SIMILAR SCHOOLS RANK</td>
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<td>2012 10th Grade CAHSEE PASS RATE</td>
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<tr>
<td>2012 GRADUATES COMPLETING A-G</td>
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<tr>
<td>GRADUATION RATE</td>
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</tr>
<tr>
<td>GRADUATES ATTENDING COLLEGE</td>
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</tr>
<tr>
<td>COLLEGES GRADUATES ATTEND</td>
<td>UCLA, UC Berkeley, UC Davis, UC Santa Cruz, UC Riverside, Cornell University, Reed College, Occidental College, Mills College, Sarah Lawrence, Bennington, Brandeis University, St. John's College, Colorado College, Seattle University, Mount St. Mary's, Cal Lutheran, Cal Poly Pomona, San Francisco State, San Diego State, CSU Long Beach, CSU Northridge, CSU San Diego, CSU Dominguez Hills, CSU Los Angeles, University of British Columbia, University of Wisconsin (Madison), Utah Valley University, Evergreen State University, Chapman University, California Institute of the Arts, San Francisco Conservatory of Music, Indiana University (Bloomington) Jacobs School of Music, USC Thornton School of Music, Congressional Recommendation to the U.S. Air Force Academy</td>
<td></td>
</tr>
</tbody>
</table>

K-12 PROGRAM EXPANSION: RenArts' ten-year history of student academic and arts success has attracted the attention of multiple groups – including parents, school leaders, arts organizations, education reformers and researchers, from both within the district and outside – who have inquired about our future plans, urging the expansion or replication of the program to serve more students. The RenArts co-directors and Board of Trustees, after careful consideration, have focused on expanding first within the current school to create a cohesive K-12 demonstration program of innovative academic and arts integration with equitable access for all students. RenArts will add 250 students in grades K - 5 as part of the research and development work surrounding high-level performing arts-centered learning experiences contiguously embedded within a rigorous academic program. As described in section below titled 'K-5 Program Expansion', RenArts' successful secondary program is the implementation of a research-based, highly-effective, primary pedagogical approach. The structure and pedagogy was originally designed to facilitate the learning of small children. The structure, demographics, and pedagogy of the K-5 program will mirror that of the secondary program. RenArts is currently searching for an appropriate nearby facility to accommodate the expanded program. Roll out of additional grade levels may be flexible and is fully dependent upon securing adequate building space. Allowing reasonable time for purchase/lease negotiation, renovation, and obtaining E-I Certificate of Occupancy, we anticipate implementation of K-12 configuration in the 2015-16 school year. Current plans project an initial enrollment of 100 elementary students within K-5 grade levels in September 2015, with enrollment increasing to 250 across K-5 grade levels in the following school year, for a total anticipated K-12 enrollment of 600 in September 2016. Budget and cash flow projections reflect financial assumptions for K-12.
# Renaissance Arts Academy

## AYP

### English Language Arts

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade</th>
<th>All Students</th>
<th>African American</th>
<th>Hispanic or Latino</th>
<th>White (not Hispanic)</th>
<th>Socio-Econ Disadvantage</th>
<th>English Learners</th>
<th>Students with Disabilities</th>
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<tbody>
<tr>
<td>2003-04</td>
<td>90 students</td>
<td>52.2%</td>
<td>61.7%</td>
<td>57.5%</td>
<td>70.9%</td>
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<td>78.1%</td>
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<tr>
<td>2004-05</td>
<td>160 students</td>
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<td>43.5%</td>
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<td>68.8%</td>
<td>83.3%</td>
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<tr>
<td>2005-06</td>
<td>260 students</td>
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<td>38.5%</td>
<td>57.9%</td>
<td>64.0%</td>
<td>67.3%</td>
<td>67.8%</td>
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<tr>
<td>2006-07</td>
<td>260 students</td>
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<td>83.7%</td>
<td>88.2%</td>
<td>91.9%</td>
<td>95.9%</td>
<td>94.5%</td>
<td>94.1%</td>
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<tr>
<td>2007-08</td>
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<td>37.8%</td>
<td>47.7%</td>
<td>49.5%</td>
<td>59.6%</td>
<td>64.4%</td>
<td>69.5%</td>
<td>70.7%</td>
</tr>
<tr>
<td>2008-09</td>
<td>260 students</td>
<td>13.3%</td>
<td>32.6%</td>
<td>28.2%</td>
<td>57.1%</td>
<td>60.8%</td>
<td>60.5%</td>
<td>61.3%</td>
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## Mathematics

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<th>Year</th>
<th>Grade</th>
<th>All Students</th>
<th>African American</th>
<th>Hispanic or Latino</th>
<th>White (not Hispanic)</th>
<th>Socio-Econ Disadvantage</th>
<th>English Learners</th>
<th>Students with Disabilities</th>
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<tr>
<td>2003-04</td>
<td>90 students</td>
<td>23.3%</td>
<td>31.9%</td>
<td>35.2%</td>
<td>46.6%</td>
<td>57.1%</td>
<td>64.2%</td>
<td>66.2%</td>
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<tr>
<td>2004-05</td>
<td>160 students</td>
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<td>13.3%</td>
<td>26.1%</td>
<td>38.9%</td>
<td>62.5%</td>
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<td>22.1%</td>
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<td>55.8%</td>
<td>57%</td>
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<td>66.1%</td>
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## API

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### Annual Statewide (ST) and Similar Schools (SIM) Rankings

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<td>All ST/13</td>
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### Numerically Significant Groups for AYP

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<th>Percentage Proficient or Above</th>
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<td>42.8%</td>
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<td>84.2%</td>
<td>+12.5</td>
</tr>
<tr>
<td>2007-08</td>
<td>37.8%</td>
<td>+42.6</td>
</tr>
<tr>
<td>2008-09</td>
<td>13.3%</td>
<td>+53.1</td>
</tr>
<tr>
<td>2009-10</td>
<td>N/A</td>
<td>+56.2</td>
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</table>

### Numerically Significant Groups for API

<table>
<thead>
<tr>
<th>All Students</th>
<th>API</th>
<th>API Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-04</td>
<td>+34</td>
<td>+158</td>
</tr>
<tr>
<td>2004-05</td>
<td>-14</td>
<td>+161</td>
</tr>
<tr>
<td>2005-06</td>
<td>+64</td>
<td>+157</td>
</tr>
<tr>
<td>2006-07</td>
<td>+21</td>
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<td>+27</td>
<td>+161</td>
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<td>2008-09</td>
<td>+6</td>
<td>+181</td>
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<tr>
<td>2009-10</td>
<td>-9</td>
<td>+157</td>
</tr>
<tr>
<td>2010-11</td>
<td>+29</td>
<td>+181</td>
</tr>
<tr>
<td>2011-12</td>
<td>N/A</td>
<td>+157</td>
</tr>
</tbody>
</table>
EDUCATED PERSON IN THE 21ST CENTURY

To effectively contribute to political and cultural discourse in the 21st 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, aesthetically layered, and irretrievably global. 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 art, culture, imagination and community. All 21st Century students need enriched learning opportunities to be truly educated: 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.

HOW LEARNING BEST OCCURS

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 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 carefully monitors the assessments and documents 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
study of classical texts. 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 examination of seminal sources of the Western intellectual and artistic traditions, 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 that undergird the academic, political and artistic discourse in the contemporary world that we all share. A close reading of the classics offers students the opportunity to discover self while affirming membership in a community defined by shared intellectual experiences over time. St. John’s College asserts that its classical curriculum “seeks to free students from the tyrannies of unexamined opinions and inherited prejudices. It endeavors to enable them to make intelligent, free choices concerning the ends and means of both public and private life.” (http://www.stjohnscollege.edu) RENAISSANCE ARTS ACADEMY shares that commitment to the value of classical studies for all students.

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, including the new Common Core1. 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, composition, movement, creative writing and percussion. 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 performing arts helps each student develop her/his creative resources, individual sense of responsibility, and collaborative skills. If the faculty team, student learning experiences, and organizational culture are successful, the intellectual, emotional, and creative insights gained through education will be recognized as gifts of profound value. And as students mature, the power of these insights regarding themselves, others, and the world will encourage their development first 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 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.

1 The Charter School recognizes that full implementation of the Common Core State Standards must be accomplished by the 2014-15 school year. The Charter School will adhere to the Common Core State Standards and the required implementation timeline. All references in the charter to adherence with the California State Content Standards will become adherence to the Common Core State Standards, in alignment with directives from the California Department of Education regarding implementation.
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 pursue 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.
  - 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.

RENAISSANCE ARTS ACADEMY targets 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 the classics 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 no ‘optional’ courses or free periods. Student schedules are individually programmed to ensure successful matriculation through grade levels, completion of A-G coursework, fulfillment of graduation requirements, enriched intellectual challenge and artistic growth.

In order to provide parents and students with a true alternative to currently available school cultures as well, RenArts purposely does not attempt to duplicate the extra-curricular activities and social rituals prevalent in traditional schools, including academic and athletic competitions, cheerleaders, pep rallies, proms, homecoming queens, and grad-night parties. RenArts provides no auxiliary social functions. This is not an oversight; it is a component of the program design. Just as the RenArts open-classroom is not simply a lack of walls, the development of a school culture based on shared intellectual inquiry and artistic discipline has been aided by the purposeful exclusion of conventional measures of achievement and popularity. By enrolling at RenArts, families are choosing an alternative educational experience. Although there is no audition process or prior training required for admission, the performing arts portion of the RenArts program is not optional. Every student chooses a music or dance arts focus and works toward specific program goals, both individually and in ensembles. Extra-curricular activities are organized around the arts focus disciplines.

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 K-12th. The regular 6th -12th grade school day runs from 8:30 to 3:30. The regular K-5th school day will be 8:00 - 2:30. Current Bell Schedule, 2012-13 Academic Calendar and Sample Student Schedule are below.
### RENAISSANCE ARTS ACADEMY 2012-13

<table>
<thead>
<tr>
<th>Regular Hours</th>
<th>8:30 AM TO 3:30 PM</th>
<th>Students must arrive by 8:25 to be on time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservatory Hours</td>
<td>3:30 PM TO 5:45 PM</td>
<td>REHEARSAL LENGTHS VARY—confirm dismissal time w/ advisor</td>
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<table>
<thead>
<tr>
<th>School Start</th>
<th>Tuesday, September 4, 2012</th>
<th>First day of classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Finish</td>
<td>Thursday, June 20, 2013</td>
<td>Final day of classes</td>
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</tbody>
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<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Break</td>
<td>March 25, 2013 – April 5, 2013</td>
<td>Classes resume April 8, 2013</td>
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<table>
<thead>
<tr>
<th>Holidays</th>
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</thead>
<tbody>
<tr>
<td>November 12, 2012</td>
<td>Veterans’ Day</td>
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<tr>
<td>November 22-23, 2012</td>
<td>Thanksgiving</td>
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<tr>
<td>January 21, 2013</td>
<td>Martin Luther King’s Birthday</td>
</tr>
<tr>
<td>February 18, 2013</td>
<td>Presidents’ Day</td>
</tr>
<tr>
<td>May 27, 2013</td>
<td>Memorial Day</td>
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<table>
<thead>
<tr>
<th>Minimum Days (11:40 Dismissal)</th>
<th>June 20, 2013</th>
<th>Staff Development</th>
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<th>Pupil-Free Days (No School-All Students)</th>
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<td>September 7, 2012</td>
<td>Staff Development</td>
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<td>September 21, 2012</td>
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<td>October 12, 2012</td>
<td>Staff Development</td>
</tr>
<tr>
<td>December 21, 2012</td>
<td>Staff Development</td>
</tr>
<tr>
<td>March 22, 2013</td>
<td>Staff Development</td>
</tr>
<tr>
<td>June 14, 2012</td>
<td>Staff Development</td>
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<table>
<thead>
<tr>
<th>Compact Meetings</th>
<th>October 3 &amp; 4, 2012 @ 6pm</th>
<th>Parent/Student</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student-Led Conferences</th>
<th>February 13 &amp; 14, 2013 @ 6pm</th>
<th>Parent/Student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>June 18, 2013 @ 5:30 pm</td>
<td>Parent/Student</td>
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<table>
<thead>
<tr>
<th>Student Performances</th>
<th>January 30 &amp; 31, February 1, 2013</th>
<th>Winter Show Year-End Show Thorne Hall</th>
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<td>June 12 &amp; 13, 2013</td>
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<th>STAR Tests</th>
<th>May 13 – 24, 2013</th>
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<td>March 5, 2013</td>
<td>7th Grade Writing Test</td>
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<td>March 12 &amp; 13, 2013</td>
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<th>Pre-Lottery Info Meetings</th>
<th>February 6, 2013 @ 6pm</th>
<th>Prospective Families 2013-14</th>
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<tr>
<td></td>
<td>March 6, 2013 @ 6pm</td>
<td>Prospective Families 2013-14</td>
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<td></td>
<td>March 20, 2013 @ 6pm</td>
<td>Prospective Families 2013-14</td>
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<td></td>
<td>April 17, 2013 @ 6pm</td>
<td>Apps due by April 12, 2013</td>
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<thead>
<tr>
<th>Lottery</th>
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<table>
<thead>
<tr>
<th>Graduation</th>
<th>Wed, June 19, 2013 @ 10:30am</th>
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### PLEASE NOTE: This calendar is for 2012-13 school year. Calendar for 2013-14 is still being developed, but will follow the template of this calendar, with traditional September to June school schedule, holidays, breaks, and similar pupil-free and minimum days.
### Bell Schedules

#### 6-12

<table>
<thead>
<tr>
<th>Rotation</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Rotation 1</td>
<td>8:30-9:15</td>
<td>8:30-9:15</td>
<td>8:30-9:15</td>
<td>8:30-9:15</td>
<td>8:30-9:15</td>
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<tr>
<td>Rotation 2</td>
<td>9:15-10:00</td>
<td>9:15-10:00</td>
<td>9:15-10:00</td>
<td>9:15-10:00</td>
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<tr>
<td>Break</td>
<td>10:00-10:10</td>
<td>10:00-10:10</td>
<td>10:00-10:10</td>
<td>10:00-10:10</td>
<td>10:00-10:10</td>
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<tr>
<td>Rotation 5</td>
<td>12:15-1:00</td>
<td>12:15-1:00</td>
<td>12:15-1:00</td>
<td>12:15-1:00</td>
<td>12:15-1:00</td>
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<tr>
<td>Rotation 6</td>
<td>1:00-1:45</td>
<td>1:00-1:45</td>
<td>1:00-1:45</td>
<td>1:00-1:45</td>
<td>1:00-1:45</td>
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<tr>
<td>Listening</td>
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<td>1:45-1:53</td>
<td>1:45-1:53</td>
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#### K-5

<table>
<thead>
<tr>
<th>Rotation</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Rotation 1</td>
<td>8:00-8:45</td>
<td>8:00-8:45</td>
<td>8:00-8:45</td>
<td>8:00-8:45</td>
<td>8:00-8:45</td>
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<tr>
<td>Rotation 2</td>
<td>8:45-9:30</td>
<td>8:45-9:30</td>
<td>8:45-9:30</td>
<td>8:45-9:30</td>
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<td>Break</td>
<td>9:30-9:45</td>
<td>9:30-9:45</td>
<td>9:30-9:45</td>
<td>9:30-9:45</td>
<td>9:30-9:45</td>
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<tr>
<td>Rotation 3</td>
<td>9:45-10:30</td>
<td>9:45-10:30</td>
<td>9:45-10:30</td>
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<tr>
<td>Rotation 4</td>
<td>10:30-11:15</td>
<td>10:30-11:15</td>
<td>10:30-11:15</td>
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<tr>
<td>Break</td>
<td>1:20-1:30</td>
<td>1:20-1:30</td>
<td>1:20-1:30</td>
<td>1:20-1:30</td>
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<tr>
<td>School Meeting</td>
<td>1:30-2:00</td>
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<td>1:30-2:00</td>
<td>1:30-2:00</td>
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### INSTRUCTIONAL MINUTES

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>RenArts 2012-13 Instructional Minutes</th>
<th>State Requirement</th>
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<tr>
<td>K-5</td>
<td>54,000</td>
<td>(K)34,971 (1-3)48,960 (4-6)52,457</td>
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<tr>
<td>6-8</td>
<td>65,230</td>
<td>52,457</td>
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<tr>
<td>9-12</td>
<td>65,230</td>
<td>62,949</td>
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### SAMPLE STUDENT SCHEDULES

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<tr>
<th>student id.</th>
<th></th>
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<th>last name</th>
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<th>grade</th>
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<tbody>
<tr>
<td>12</td>
<td></td>
<td>Sample</td>
<td></td>
<td>Student</td>
<td></td>
<td>11</td>
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<table>
<thead>
<tr>
<th>Group ID</th>
<th>Group Name</th>
<th>Rotation</th>
<th>Schedule</th>
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<tr>
<td>6</td>
<td>Humanities</td>
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<td>English 11</td>
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<td></td>
<td>U.S. History</td>
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<td>30</td>
<td>STEM</td>
<td>6</td>
<td>M-F</td>
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<tr>
<td></td>
<td>Integrated Mathematics II</td>
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<tr>
<td>176</td>
<td>Movement Lab</td>
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<td>M/W</td>
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<td>50</td>
<td>STEM</td>
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<td>M-F</td>
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<td>66</td>
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<td>M-F</td>
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<td>Latin III</td>
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<td>87</td>
<td>Arts Focus</td>
<td>1-2</td>
<td>T/Th</td>
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<tr>
<td></td>
<td>Theater: Dance II</td>
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<td></td>
</tr>
<tr>
<td>95</td>
<td>Music Theory and Analysis I</td>
<td>1-2</td>
<td>M-F</td>
</tr>
</tbody>
</table>
PEDAGOGICAL APPROACH

RENAISSANCE ARTS ACADEMY core curricula address California State Content and Performance Standards, including the new Common Core. Student learning experiences are accessed through a research-based pedagogical approach explicitly directed toward the development of autonomous scholarship. Program design emphasizes development of powerful literacy in all subject areas through in-depth study of classical 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. Renaissance Arts Academy’s 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. O. and N. Torrance (Eds.), Handbook of Education and Human Development: New Models of Learning, Teaching and Schooling”. 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: **Parallel Curriculum** model to create qualitatively differentiated learning experiences that serve 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.

EQUITABLE ACCESS: 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 Shoebach, Cynthia Greenleaf, Christine Cziko, and Lori Hurwitz in Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms (San Francisco: Josey-Bass, 1999). Students acquire powerful learning strategies through explicit demonstration, multiple opportunities to practice, and eventual independent use of the strategies. 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 a musical instrument, 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 are embedded in Reciprocal Teaching practices to 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). This approach gives students mastery over their own development as readers and thinkers. As students learn how to summarize, clarify, question and predict while reading, they begin to perceive the correlation between reading more and reading better -- across 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. Scope and sequence and description of instructional materials are included in Appendix and explained below (K-12 Instructional Materials).

**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 storefront with high ceilings, plenty of natural light through large windows and skylights, and a spare loft-like ambience. The only walls enclose music rooms and dance studios (for sound containment) but all rooms are visible through large windows into the central open classroom. Every learning station within the RenArts facility is visually open to all members of the educational community. Even the few studio spaces that are enclosed for sound purposes (music and dance) open directly onto the rest of the learning space through large picture windows and glass doors. 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.
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 – has found its way into several instructional models and strategies, many of which are now practiced in more traditional school settings. 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 rotation 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.

CURRENT 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 13-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. Because it is consistently over-subscribed, RenArts has admitted new students primarily into the 6th and 7th grades. In a geographical area with a 25% mobility rate, the lack of parity between numbers of students in RenArts’ lower and upper grades is primarily a function of natural attrition. And, as RenArts is a school of choice with a highly specific course of study, some families attend for middle school then choose a more traditional high school experience. Longitudinal data indicates that even RenArts students who move to another school build on the skills learned and continue on a trajectory toward high school graduation.

K-12 PROGRAM EXPANSION

Over the next few years, as an appropriate facility is located, secured, renovated and certified with E-1 Certificate of Occupancy, Renaissance Arts Academy will expand to a K-12 configuration, including 250 students in grades K – 5. This is a natural extension of RenArts’ ongoing research and development work to improve student achievement through the integration of high-level performing arts-centered learning experiences within a rigorous academic program. The K-12 inclusion of elementary grades will serve as an organic augmentation to RenArts’ team-taught, self-contained classroom structure based on Dewey’s open classroom model. In fact, the original design for RenArts’ 6th -12th grade program was based on the award-winning work by Academic Director Sidnie Myrick in creating an innovative schoolwide multi-age program at the elementary level specifically designed to meet the needs of English Learners. While operating under that model, Edison Elementary School in Glendale was named a California Distinguished School, received Title 1 Academic Achievement Awards, and Ms. Myrick was recognized as a finalist for 1995 California Teacher of the Year. Combining her earlier elementary success with the refinements developed through ten-years of RenArts’ successful operation, Ms. Myrick will lead the pedagogical implementation of RenArts’ cohesive K-12 model. The structure of RenArts’ K-5 expansion will mirror that of the successful secondary program, including:

- 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

Reading and Mathematics will be a central focus for the K-5 students and the faculty team in the elementary program. 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 K-5 program will 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 will rotate through centers, each guided by the faculty team, in the large open classroom including:
• Puzzle center - developing spatial relationship skills
• Reading center - developing independent reading skills
• Art center - developing fine motor, communication, and visual representation skills
• Games center - developing problem solving, analysis, and communication skills
• Science center - developing problem solving, inquiry, and communication skills
• Math center - developing problem solving, modeling, and communication skills

K-12 Instructional Materials
As demonstrated by USC's Metropolitan Teacher Project and RenArts' own work, instructional materials designed, authored, or curated by highly effective educators in response to student needs and addressing standards are superior to pre-packaged products. Thus 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 (published articles, books, handouts, etc.)
• Online texts
• Art
• Artifacts
• Instruments
• Other equipment or material as appropriate

K-5 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 the Academy's high-level expectations for all students.

Special Education Students with special needs are placed within groups that match their instructional needs allowing them to fully participate in the curriculum while receiving instruction directly addressing their Individual
Education Plan goals. RenArts staffing allows for those students with more significant needs to receive their instruction from a Reading Specialist. All students with special needs receive services through the Resource Specialist within regular education groups and pull out sessions. Students with special needs receive additional support through two, full-time study advisors whose responsibility it is to monitor special education students’ development of independent learning strategies.

**English Learners** English Language Learners receive specialized instruction in vocabulary development and reading comprehension working with the reading specialist daily. 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 adoption and development of your EL 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. Gifted students may read supplemental pieces, respond to alternate prompts, or complete additional research.

**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 middle and high school 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 tutoring sessions available in all subjects.

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K-5 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.

The K-5 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, students aged 5-11, their parents, and faculty share the study of a common curriculum. 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.

**Organizing for Literacy Learning**

Ensuring that all students have independent access to texts of all kinds is the underlying goal of an effective K-5 program. The K-5 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.

The K-5 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 a three-year
cycle defined by a unifying historical framework addressing social study concepts, (i.e. 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
Units. Through collaborative examination of literary classic, 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.

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,
enures 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 K-5 literacy program monitors students’ development
of several English Language Arts reading and writing skills and strategies 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 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 have also afforded the students independent access to texts that are at grade level and above:

• Write Around (UCLA Writing Project)
• Directed Reading Sequence (Ron Klemp)
• Concept Categorizing (Sidnie Myrick)
• 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 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 literary citation; and Say-Mean-Matter helps students prepare differing texts and materials for written analysis.

### K-5 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 K-5 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 K-5 mathematics program. Facility with numbers, abstraction, and reasoning is key to developing subsequent confidence and skill with mathematically more complex systems. The K-5 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 K-5 mathematics program is built around the eight mathematical practices described in California’s Common Core 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, K-5, 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

#### Organizing for Mathematics Learning

Mathematics experiences begin with helping students to identify, reproduce, and analyze patterns. Daily experiences throughout Kindergarten, 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, etc.). Learning experiences proceed throughout the course of a six-year integrated approach emphasizing connections within mathematics and to other disciplines, and which develops 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

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 have also afforded the students independent access to texts and concepts that are both at grade level and above:
- Individual and Group Investigation (Joyce)
- Directed Reading Sequence (Ron Klemp)
- Concept Categorizing (Sidnie Myrick)
- Directed Reading Thinking Activity (Kirby and Nist)
- Say-Mean-Matter (UCLA Writing Project)

Renaissance Arts Academy mathematics teachers 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 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.

K-5 Science
Science Learning
Science Program at RenArts presents advanced and complex material based on state standards directly to students and allows them to create their own comprehension at their own level. K-5 students have the opportunity daily to explore their world and apply their developing literacy skills to the study of the scientific concepts. Through centers-based learning students create investigations, communicate about their learning, and gain familiarity with the fundamental concepts of Physics, Chemistry, and Biology.

The K-5 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 high school students. Science learning in the K-5 program provides opportunities for students to integrate literacy and mathematics skills in collaboration with other students and faculty in the study of science. Facilitating learning through this joint productive activity and dialog among teachers and learners according to Barbara Rogoff in *Social interaction as apprenticeship in thinking: Guidance and participation in spatial planning*, develops the highest level of academic achievement for At-Risk learners. Through the discourse about shared intellectual work students of different backgrounds create a common context for connecting scientific ideas with everyday concepts.

Organizing for Science Learning
The K-5 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 a
larger three-year, school-wide, cycle of science concepts presenting physical science concepts then chemical science concepts then biological and earth science concepts. Faculty and more experienced peers 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.

Assessment and Learning Experiences
The K-5 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 include:

Observation
Pattern recognition
Problem solving
Representation
Communication

Core Instructional Strategies
Instruction targets three main areas of text/information comprehension: summary, anticipation, and analysis. 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 have also afforded the students independent access to texts and concepts that are at grade level and above:

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

Renaissance Arts Academy science teachers 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.

K-5 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. K-5 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
K-5 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, 5th grade students can connect the establishment of American democracy with it's origins in Rome while 11th and 12th 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.

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 four focus strategies RenArts 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 Myrick)
- Directed Reading Thinking Activity (Kirby and Nist)
- Say-Mean-Matter (UCLA Writing Project)

RenArts 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 literary citation; and Say-Mean-Matter helps students prepare differing texts and materials for written analysis.
K-5 Physical Education

Physical Fitness Learning
Renaissance Arts Academy’s K-5 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. K-5 physical education content standards emphasize 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, the continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed. The K-5 Physical Education/Performance Movement program at Renaissance Arts Academy 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’ K-5 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’ K-5 Physical Education program is aligned with the California Physical Education Standards and provides those experiences 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 K-5 Physical Education program at RenArts teaches physical education through movement and dance. Students participate in 100 minutes of structured learning experiences each week. The content covers technique centered on the language and lineage of contemporary 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.

K-5 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. The school calendar will be the same for all grades K-12. The K-5 school day will be 8:00 - 2:30, with afterschool arts program from 2:45 - 3:45. K-5 scope and sequence is included in Appendix.

K-12 FOCUS ON SUCCESS FOR SPECIAL POPULATIONS

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 SPECIAL EDUCATION STUDENTS

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, high school graduation and college attendance for students with special needs. Over the past five years – 2007, 2008, 2009, 2010, 2011 – 100% of RenArts students with special needs graduated from high school. During this period:

- 19% of all RenArts graduates had active IEP or 504 plans at the time of graduation
- 26% of all RenArts graduates had received services under IEP or 504 plans while enrolled at RenArts
- 100% of RenArts graduates with special needs attended college
- 67% of RenArts graduates with special needs attended 4-year colleges; 33% attended 2-yr colleges

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. Current assessment information enables faculty to adjust instruction for any students not making adequate progress. Upon identifying individual learning issues, faculty team members explore changes in the modality of presentation, size of learning group, length and type of practice and modeling, and availability of extended learning time. The faculty team and special education coordinator
carefully evaluate the impact of various intervention strategies and ensure that students with learning disabilities are accurately identified and that the full range of academic supports are made available to them. The learning/assessment/intervention cycle at RenArts is short so that change can be detected, adjustments made and interventions implemented.

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 70-80% of the students, Tier I supports are sufficient to ensure successful progress. Tier II supports are put in place for the 20-25% of students for whom the interventions in Tier I are not sufficient. For 5-10% of the students, Tier I intensive interventions are required. Percentages of RenArts students served in each tier are listed in the table below.

**RTI - Intervention and Services:** Response to Intervention at RenArts is provided by a cohesive faculty team that makes learning specialist and special education specialist expertise available to all students. Having full-time faculty members who work with students in a general education capacity and have the expertise, certification, and time flexibility to work with special needs students situates services within the general education context while making RTI approach to learning supports feasible and sustainable. The RenArts policy of early intervention in response to assessment information enables students to successfully access the curriculum and minimizes the number of students requiring special education identification. Renaissance Arts Academy provides services in a full-inclusion model with any related service provision situated in daily classroom settings. Renaissance Arts Academy serves students with speech and language disorders, other health impairments including autism spectrum disorders, specific learning disabilities, reduced vision, and emotional disturbances. Renaissance Arts Academy’s faculty team includes a Resource Specialist and a Reading Specialist who participate in assessing, planning, and providing services to students daily. Students are served within the open classroom setting and as part of interventions made available before, after, and during breaks from school. RenArts’ RTI approach requires a significant commitment of resources including ongoing, in-depth professional development, broad availability of supports, and specialized services. 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.

**TUTORING:** Students not making adequate academic progress are assigned to tutoring sessions. Tutoring is available four days a week in humanities and STEM areas.

**SUMMER ACADEMIC INTENSIVES:** Students requiring support for building fundamental academic skills are offered the Summer Thinking Intensive, a four-week 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.
**RENAITS SPECIAL EDUCATION RESPONSE TO INTERVENTION**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier III</td>
<td>Intensive support IEPs</td>
<td>8%</td>
</tr>
<tr>
<td>Tier II</td>
<td>Intervention and focused support</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>includes 504s</td>
<td></td>
</tr>
<tr>
<td>Tier I</td>
<td>Search and serve monitoring and short-term support as needed</td>
<td>70%</td>
</tr>
</tbody>
</table>

100% of students on RTI search and serve continuum

30% receive Tier II and Tier III Special Education services

<table>
<thead>
<tr>
<th>Tier</th>
<th>Search-Serve-Support 70%</th>
<th>Tier II Intervention Support 22%</th>
<th>Tier III Intensive Support 8%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SERVICES INCLUDE:</td>
<td>SERVICES INCLUDE:</td>
<td>SERVICES INCLUDE:</td>
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<tr>
<td></td>
<td>short-term tutoring</td>
<td>support team meeting &amp; strategic plan</td>
<td>IEP meetings and implementation</td>
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<tr>
<td></td>
<td>content-specific supports</td>
<td>extended tutoring</td>
<td>speech &amp; language therapy</td>
</tr>
<tr>
<td></td>
<td>parent conferences as needed</td>
<td>multiple content area supports</td>
<td>vision therapy</td>
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<td></td>
<td></td>
<td>reading specialist support</td>
<td>additional instruction groups</td>
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<tr>
<td></td>
<td></td>
<td>other services specified in 504 plan</td>
<td>educational counseling</td>
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<td></td>
<td></td>
<td>parent conferences to monitor progress</td>
<td>individual assignment support</td>
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<td></td>
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<td>reading specialist support</td>
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<td>resource specialist support</td>
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<td></td>
<td>testing modifications</td>
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<td></td>
<td></td>
<td></td>
<td>other services specified in IEP</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>eligibility compliance &amp; monitoring</td>
</tr>
</tbody>
</table>
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. Assessment will begin with capacity measures that may include, but are not limited to: the Culture Fair Intelligence Test, the Slosson Intelligence Test, the Gates-McGinitie Reading Inventory to evaluate current level of reading progress; and the Criterion Test of Basic Math Skills to determine current mathematical progress. Additional assessments may include the Lindamood Auditory Discrimination Test, a current hearing evaluation, a current vision screening, and/or other diagnostic tests pertinent to suspected disability. 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.

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. RenArts' community outreach specifically targets families living in the corridor between Highland Park and Downtown, through orientation meetings, outreach visits and information posted at public elementary schools, churches and community centers. RenArts contacts teachers directly regarding the program, and conducts outreach through local nonprofit and social service organizations including those serving children in the foster-care system and other students who might not otherwise hear about charter programs. Because of RenArts' strong emphasis on performing arts, RenArts focuses additional recruitment efforts on those organizations with a diverse mix of students with an identified interest in music and dance, including:

- Community-based arts groups, camps and after-school projects;
- Youth choirs and orchestras;
- Outreach programs organized by local colleges and arts organizations;
- Music and drama classes and extra-curricular programs within the schools.

LAUSD LANGUAGE
Special Education Program

“A Memorandum of Understanding ("MOU") will be executed by and between the Los Angeles Unified School District and Renaissance Arts Academy regarding the provision and funding of special education services consistent with the requirements of the LAUSD SELPA Local Plan for Special Education.”

All charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree ("MCD") and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the Charter School's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, the Charter School will either execute a Memorandum of Understanding ("MOU") by and between LAUSD and the Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

SELPA Reorganization
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two 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
will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall 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 have previously executed an Option 3 Memorandum of Understanding ("MOU"), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

**Modified Consent Decree Requirements**

All charter schools chartered by LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree ("MCD") and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. 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.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- # The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

**SUCCESS FOR ENGLISH LANGUAGE DEVELOPMENT SERVING 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 the home language survey as necessary after student's enrollment into the Charter School.

**CELDT Testing**

All students who indicate that their home language is other than English will be California English Language
Development Test ("CELDT") tested within thirty days of initial enrollment\(^2\) and at least annually thereafter between July 1 and October 31\(^{st}\) until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

**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 CELDT.
- 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.

**English Learner Instruction**
The Charter School is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the Charter School’s academic core curriculum. Instructional plans for English Learners (EL) 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 (on or about October 1), the Charter School shall submit a certification to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan or implement the Charter School’s own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs’ needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

RenArts will adopt and implement its own English Learner Instructional Master Plan. The Charter School shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

The Charter School shall administer the CELDT annually. The Charter School shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

\(^2\) 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 CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.
Strategies for English Learner Instruction and Intervention

The research on language acquisition conducted over the past 25 years has established that acquiring the language and literacy skills necessary for academic success in a new language takes many years to develop (Krashen & Terrell, 1983). Research also shows that prematurely placing students in instructional situations that by nature feature cognitively demanding language without support (i.e. conventionally presented academic classes) will impede the acquisition of the target language. (Cummins, 1986). The California Department of Education recognizes that students who have been reclassified continue to require additional monitoring – reclassified students’ English Language Arts scores are tracked subsequent to reclassification until such a time that they achieve “proficient” or above for three consecutive years in English Language Arts and Mathematics. Reclassified Fluent English Proficient students’ STAR results are factored in the calculations of API.

At Renaissance Arts Academy, English Language Development support is provided using 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 (EL), and Reclassified Fluent English Proficient (RFEP) students. Calculating the percentage of English learners without respect to those factors impacting that percentage (number of students from whom the English Learner population is drawn and number of students recently reclassified) not only under-represents those students requiring English language learning support, but ignores the programs put in place to serve all English learners. 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.

ELD Supports, Procedures and Compliance: RenArts’ program employs cognitive, cultural, and linguistic modeling practices designed to ensure equitable access to curriculum and reflect high academic expectations for all students, including those with limited proficiency in English or standard English usage. Faculty team studies the cumulative record and additional school documents of each incoming student to identify individuals currently receiving specialized instruction for English Language Development. Students testing below the Fluent English Proficient (FLP) level are identified for supports that provide both access to grade level content material and the tools to develop powerful literacy in English.

RenArts has developed its own Master Plan for English Learners.
RENARTS TIERED ENGLISH LANGUAGE DEVELOPMENT SUPPORT

6%
Tier III intensive support
English Learners

22%
Tier II intervention and focused support
Reclassified Fluent English Proficient

72%
Tier I assessment and skill specific support
Initially Fluent English Proficient

100% of students with language other than English spoken in the home are on ELD search and serve continuum.

28% receive Tier II and Tier III Support

<table>
<thead>
<tr>
<th>Tier I</th>
<th>Skill Specific Support 72%</th>
<th>Tier II</th>
<th>Intervention Support 22%</th>
<th>Tier III</th>
<th>Intensive Support 6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services include:</td>
<td>specially designed academic instruction</td>
<td>specially designed academic instruction</td>
<td>specially designed academic instruction</td>
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<tr>
<td></td>
<td>skill-specific tutoring</td>
<td>language development specialist</td>
<td>additional instructional groups</td>
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<td></td>
<td>parent conferences as needed</td>
<td>multiple content area tutoring</td>
<td>extended tutoring</td>
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<td>reading specialist support</td>
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<td>parent conferences to monitor progress</td>
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<td>CEDU assessment</td>
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</table>

Recent language development population per data on CDE DataQuest for 2009 thru 2011:

<table>
<thead>
<tr>
<th>Year</th>
<th>English Learner Pool</th>
<th>Recently Reclassified</th>
<th>English Learner</th>
<th>% of Renarts students Receiving Tier II and III English Language Development Support</th>
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<tbody>
<tr>
<td>2011</td>
<td>145</td>
<td>34</td>
<td>11</td>
<td>78%</td>
</tr>
<tr>
<td>2010</td>
<td>144</td>
<td>40</td>
<td>10</td>
<td>24%</td>
</tr>
<tr>
<td>2009</td>
<td>151</td>
<td>38</td>
<td>8</td>
<td>30%</td>
</tr>
</tbody>
</table>
RENAISSANCE ARTS ACADEMY engages all students in a rigorous literacy program, and special care is taken to ensure that English Learners receive the support necessary to achieve powerful literacy. The faculty team employs Specially Designed Academic Instruction in English (SDAIE) methodologies in providing focused academic language development experiences for English learners. Additional support is provided through Reading Specialist services, academic tutoring and educational counseling. Learning experiences for EL students is designed to actively engage, intellectually challenge, and demonstrate respect for the home cultures of all students. Materials studied include alternate texts that address grade level concepts and standards but are written at a level commensurate with current individual reading levels in English. Such text sources incorporate the additional vocabulary and language load that EL students encounter, capitalizing on existing linguistic and cultural knowledge. Faculty team thoroughly contextualizes unfamiliar vocabulary, employs Advance Organizers to scaffold new information, and uses Language Acquisition Approach to help EL students build both speaking and writing vocabulary. Realia, visuals, and Total Physical Response are also employed to review and reinforce vocabulary and concepts.

Learners at all levels of English acquisition and standard English usage have additional avenues of access to both grade-level academic content and organic language development opportunities through RenArts’ rigorous performing arts program. Through the interpretation of global classics and the collaborative creation and performance of music and dance works, all RenArts’ students share the struggle to construct individual and collective means of communicating thought, emotion and experience through an idiom they are just learning. Questions regarding the nature of language, of communicative processes, of shared common human experience are central to serious arts study, and EL students have a crucial contribution to make to the ongoing discussion and discovery.

The CELDT, 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 Early Advanced Stage and listening and speaking is below Intermediate Stage. Students continue to receive such services until they achieve or exceed Early Advanced Stage in overall English language and Intermediate Stage in listening and speaking skills, 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 Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced Stages. 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 the following ELD outcomes. For example, for beginning level proficiency:

- **LITERARY RESPONSE**: Respond orally to literary texts aligned to the student’s reading level in English, stating main idea and the elements of narrative in one or two word responses, and respond to grade-level material presented orally or pictorially in the same manner.
- **WRITING STRATEGIES & APPLICATIONS**: Write brief narratives composed of simple sentences outlining settings, plots and characters. Write brief compositions that include a main idea and details.
- **WRITING CONVENTIONS**: Edit own work. Identify and revise basic errors in mechanics and spelling with teacher support.
- **READING FLUENCY & SYSTEMATIC VOCABULARY DEVELOPMENT**: Read aloud simple words and phrases. Demonstrate comprehension with one or two word responses. Create a dictionary of words used. Retell stories. Communicate basic needs.
- **READING WORD ANALYSIS**: Recognize and correctly produce English phonemes when speaking and reading aloud. Recognize most common morphemes in phrases and sentences.
- **LISTENING & SPEAKING**: Demonstrate understanding of oral presentations and instructions with non-verbal responses. Use basic social greetings and responses. Use simple phrases and sentences to communicate.
At every stage of English Language acquisition and development of standard English usage, 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. RenArts’ 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**

The evaluation for the program effectiveness for ELs in the Charter School will include:

- Adhere to Charter School-adopted academic benchmarks 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.

**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.
## RENARTS TIERED GIFTED/TALENTED RESPONSE TO INTERVENTION

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<tr>
<th>Tier</th>
<th>Description</th>
<th>Services Include</th>
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<tr>
<td>TIER III</td>
<td>inquiry project enhancements</td>
<td>100% of students on gifted/talented search and serve continuum</td>
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<td>23% receive Tier II and Tier III content enhancements</td>
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<td>TIER II</td>
<td>extended content enhancements</td>
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<td>TIER I</td>
<td>accelerated content with enrichment as needed</td>
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<th>Extended Content Enhancement 20%</th>
<th>Inquiry Project Enhancement 3%</th>
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<td>supplemental content as needed</td>
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<td>extended supplemental content materials</td>
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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 teachers 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 remediative, 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 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’ groups are limited to 10-14 students so that opportunities for in-depth discussion, clarification, and knowledge advancement are maximized. All groupings are flexible and students move from one group to another as observation, interest, motivation and 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’ 7-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 tutoring is 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, fulfillment of graduation requirements, robust intellectual challenge and artistic growth. RenArts’ 100% CAHSEE pass rate, 100% graduation rate, and 97% 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 10 year history of RenArts’ unique 7-year middle thru high school continuum. K-5 addition should reasonably expect the same successful outcomes.

SUCCESS FOR STUDENTS AT ECONOMIC DISADVANTAGE
RENAISSANCE ARTS ACADEMY 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 middle and high school 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 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 tutoring sessions available in all subjects. CAHSEE prep, PSAT administrations beginning in 9th grade, and SAT prep 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 and staff focus on ensuring that all RENAISSANCE ARTS’ 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. RenArts’ middle school students are explicitly prepared to meet the high expectations at the high school level. RenArts provides ongoing staff 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 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, CAHSEE pass rates, 100% graduation rate, 4-year college acceptance rate, and ongoing graduate support through RenArts' innovative alumni apprenticeship program. Over the past five years – 2007, 2008, 2009, 2010, 2011 – 72% of RenArts graduates qualified as socio-economically disadvantaged. 96% of these students attended college, with 70% going to 4-year colleges, 26% to 2-year colleges.

**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 Myrick, 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 work is scheduled during the two week period prior to the start of school and during regularly scheduled faculty meetings throughout the year. RENAISSANCE ARTS ACADEMY creates an environment where all staff members are committed to growing as intellectuals and artists. 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 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. Professional development sessions focus on assessing student needs, identifying appropriate learning experiences, materials, interventions, and addressing state content standards. Ongoing, embedded PD activities 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' professional development focuses on three areas that directly impact program effectiveness – content and practice inquiry, student progress analysis including assessment data analysis, and subject matter expertise – through the following:

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

Professional development sessions capitalize on the school's open classroom, collaborative learning model and the ability to adjust student grouping frequently to target learning needs. 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 STAR, CAHSEE, EAP, PSAT, SAT, ACT, AP, 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.

Faculty team members pursuing certification through University Intern programs are actively supported through both tuition reimbursement and an ongoing relationship with an on-site master teacher at RenArts. Faculty completing Preliminary Credentials are enrolled in BTSA (Beginning Teacher Support and Assessment) training supervised by Academic Director Sidnie Myrick. Ms. Myrick is a CFASST (California Formative Assessment and Support System for Teachers) certified support provider and has assisted LAUSD District 4 in facilitating preparation of other BTSA trainers.

PERFORMING ARTS PROGRAM

Now in its 10th 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 4 orchestras, 2 choirs, 10 dance companies and 3 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. Currently, student choreography workshops are collaborating with music composition groups to create joint performances, and our STEM specialists, building on students’ interest in computer programming, are collaborating with the dance faculty to help develop student-created work combining dance and robotic choreography. 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. Current conservatory offerings:
**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 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. Current program offerings:

**RENArts in-school Arts Enrichment and Application for All Students**

*Music Performance: String Instrument Focus OR Theater Arts: Dance Focus*

- Instrumental Studio Class OR Dance Studio Workshop 90 minutes 2 groups per week
- Choral Voice Workshop 45 minutes 2 groups per week
- Music Theory/Aural Skills 45 minutes 2 groups per week
- Stage Movement 45 minutes 2 groups per week
- Rhythm/Percussion 45 minutes 1 group per week

**External Recognition:** Concurrently with providing all students with fully-funded arts training, RenArts has quickly become one of the highest performing secondary schools in California — it is one of only eight schools in LAUSD to achieve eligibility for the 2013 California Distinguished School Award. Prior recognitions include 2010 and 2011 Title 1 Achievement Awards, 2009 California Distinguished School Award, 2010 L.A. County Bravo Award for Outstanding Arts Program and 2012 Bravo Award for Outstanding Arts Teacher, 2010 California Charter School of the Year Award, and 2011 National Blue Ribbon School nominee. RenArts’ artistic achievements have been recognized by the National Endowment for the Arts with four years of consecutive NEA grants. Our ongoing
partnership with the Los Angeles Philharmonic has created 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 institutions – orchestras, chamber music groups, museums, dance companies, universities and conservatories, including a partnership with The Colburn School to explore alternative approaches to conservatory level pedagogy courses and community engagement. 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, and joint performances with the LA Philharmonic, Simon Bolivar Orchestra, LA Master Chorale, and the Colburn Conservatory Orchestra.

RenArts’ 100% graduation rate, with 95% of graduates attending 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. Recitals, outreach concerts, and annual winter and spring 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 at the middle and high school level. In addition to the NEA, RenArts programs have received support from Mr. Holland’s Opus, Ahmanson Foundation, Eisner Foundation, and the Irvine Foundation (2010 Leadership Award finalist).

**TRANSFERABILITY OF CREDITS**

**RENAISSANCE ARTS ACADEMY** is fully accredited by the Western Association of Schools and Colleges (WASC) and provides a full range of courses approved by UC/CSU to fulfill A-G college admissions criteria. RenArts A-G credits are accepted by colleges/universities and transferable to other high schools. Information regarding WASC accreditation and A-G coursework is published in the **Parent and Student Handbook**, on the school website, and in RenArts’ College Preparation Handbook given to all high school students. 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. UCOP A-G list and graduation requirements in Appendix.

**LAUSD LANGUAGE**

The address of the Charter School is **1800 COLORADO BLVD, LOS ANGELES, CA 90041**
The phone number of the Charter School is **323-259-5700**
The contact person for the Charter School is **PK CANDAUX**
The term of this charter shall be from **JULY 1, 2013** to **JUNE 30, 2018**.
The grade configuration is **6TH THRU 12TH** moving to **K – 12th** (Date dependent upon facility acquisition)
The number of students in the first year of this renewal term will be **360**
The grade level(s) of the students the first year of the renewal term will be **6th thru 12th**
The scheduled opening date of the Charter School for this renewal term is **September 3rd 2013**
The admission requirements include: Residency in California, and Maximum age requirements as per California Law requiring that the school not enroll new students over the age of 19 (though students may continue if continuously enrolled and making satisfactory progress; admits all pupils who wish to attend the school (Education Code Section 47605 (d)(2)(A)). If the number of students applying for enrollment exceeds the openings available, entrance is determined by a single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements. Enrollment is on a first come, first served basis. Charter school affirms that the school is nonsectarian in all aspects of its programs and operations, including admissions and employment; Charter School does not charge tuition; does not discriminate against any student on the basis of disability, gender expression, gender identity, 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. (See Element 8: Admissions).
The enrollment capacity is **360 moving to 600 with addition of K-5th** (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student's residency).

The instructional calendar will be: **TRADITIONAL**

The bell schedule for the Charter School will be: **8:30 TO 3:30 6th thru 12th, 8:00 to 2:30 K thru 5th**

If space is available, traveling students will have the option to attend.

### Element 2: MEASURABLE STUDENT OUTCOMES

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. EC47605(b)(5)(b)

### SKILLS, KNOWLEDGE AND ATTITUDES

**RENAISSANCE ARTS ACADEMY** NCLB aligned 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, including new common core 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.

**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 pursue 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.
  - 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.
STATE ACCOUNTABILITY MEASURES

RenArts is fully compliant with all administration, monitoring and reporting requirements for state- and federally-mandated tests including STAR, CAHSEE, Writing Tasks, NEAP, etc. – and will continue to comply as the tests change in the coming months and years to accommodate the new Common Core. 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 STAR assessments. As the California accountability system shifts to new Common Core-based assessments, RenArts endeavors to anticipate how best to align the current successful program with the changing accountability measures, while continuing to develop program-driven instructional improvements.

API: Since the formulation for API is currently under revision, any forecast is necessarily approximate. At this time, RenArts has no CDE-assigned Growth Target. RenArts’ 2012 API score of 906 has an assigned growth target of ‘A’, with the school expected to keep its API score above 800. We expect no negative impact from the addition of elementary grades that traditionally test significantly higher. Because RenArts is a small school, an incoming class that may represent 20% of the student population can have an enormous statistical impact on schoolwide outcomes. RenArts has experienced adjustment years in the past in which API scores decreased slightly while remaining well above the CDE-expected 800 mark. And while aggregate gains over several years more than made up for the losses in those single years, RenArts is aware that progress in any individual year may not accurately reflect the overall growth of students over time. Linear growth is unsustainable in a universe with a ceiling. Therefore, while aiming to exceed its expectations, RenArts reasonably anticipates an aggregate increase of .5%, schoolwide and for numerically significant student subgroups in all grade levels, over a four year period.

AYP: RenArts’ AYP target for the charter renewal period: to continue to make Adequate Yearly Progress as defined by NCLB or its successor, with any significant subgroups targeted to decrease the achievement gap by continuing to exhibit growth exceeding other groups. Numerically significant targeted subgroups (Hispanic/Latino, Economically Disadvantaged) will increase more than other school subgroups by 1%.

STAR / CST: Whatever form the state standardized tests may take over the coming years, 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 proscribed 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: All students K-12 will improve overall fitness by 1%.

CAHSEE: RenArts currently has a 10th Grade CASHEE pass rate of 100% and a total CASHEE pass rate of 100%. RenArts total CAHSEE pass rate target for charter renewal period: 100%, schoolwide and for numerically significant student subgroups.

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 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.
GRADES 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 – 2007, 2008, 2009, 2010, 2011:

- 100% of RenArts students with special needs graduated from high school. During this period:
  - 19% of all RenArts graduates had active IEP or 504 plans at the time of graduation
  - 26% of all RenArts graduates had received services under IEP or 504 plans while enrolled at RenArts
  - 100% of RenArts graduates with special needs attended college
  - 67% of RenArts graduates with special needs attended 4-year colleges; 33% 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, CAHSEE pass rates, 100% graduation rate, 4-year college acceptance rate, and ongoing graduate support through RenArts’ innovative alumni apprenticeship program. Over the past five years – 2007, 2008, 2009, 2010, 2011:

- 100% of RenArts’ economically disadvantaged students graduated from high school. During this period:
  - 72% of RenArts graduates qualified as socio-economically disadvantaged.
  - 96% of economically disadvantaged students attended college
  - 70% attended 4-year colleges, 26% 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 – 2007, 2008, 2009, 2010, 2011:

- 100% of RenArts’ Hispanic/Latino students graduated from high school. During this period:
  - 67% of RenArts graduates were Hispanic/Latino.
  - 96% of Hispanic/Latino students attended college
  - 78% attended 4-year college, 18% attended 2-year colleges.

ADDITIONAL MEASURES

In addition to state accountability requirements, RenArts closely monitors multiple indicators of student progress toward college and career readiness. RenArts’ additional measures, consistent with organizational mission and goals, include the CSU-designed EAP Early Assessment of readiness for college level study administered in 11th grade, multiple PSAT administrations beginning in 9th grade, SAT participation and performance levels, STEM participation and performance as measured by end-of-course CSTs, and active arts participation through RenArts’ unique training, partnerships, and performance opportunities.

PSAT: 90% of RenArts’ 9th, 10th, and 11th grade students participate in the PSAT as practice and preparation for college entrance examinations. Early administration of this examination provides faculty with a valuable preview of individual student needs as they evolve throughout high school, and provides families with an external measure of where student focus needs to be directed to facilitate a successful college admissions process. RenArts prioritizes this data as an individual counseling tool rather than a program measure. College acceptance and attendance rates validate the efficacy of this approach.

SAT: Per CDE Dataquest most current information (2011-12) for 12th grade SAT, RenArts’ participation and proportional scores significantly exceed both district and statewide student averages. The critical distinction between the RenArts score averages and those of the district and state is the participation number: RenArts had higher average scores (56%>=1500) while still having 90% student participation in the test. Average scores of just the top 48% (LAUSD participation rate) or 38% (State participation rate) of RenArts students would be considerably higher.
RenArts’ high SAT participation rate is the direct result of explicitly high expectations, A-G completion, and accelerated academic and arts learning experiences for all students. Participation and scores per Dataquest:

<table>
<thead>
<tr>
<th>2010-11 SAT</th>
<th>PARTICIPATION RATE</th>
<th>SCORES GREATER THAN 1500</th>
</tr>
</thead>
<tbody>
<tr>
<td>RenArts</td>
<td>90%</td>
<td>56%</td>
</tr>
<tr>
<td>LAUSD</td>
<td>48%</td>
<td>24%</td>
</tr>
<tr>
<td>STATE</td>
<td>38%</td>
<td>48%</td>
</tr>
</tbody>
</table>

**STEM:** As a performing arts school, RenArts does not typically attract students who already excel in STEM subject areas. Since the completion of advanced math and science courses provides an important indicator of academic seriousness and college readiness, adequate STEM access for all students is an equity issue. Therefore, RenArts both requires and supports math study every year and 100% student participation in laboratory sciences, offering school-wide physics, chemistry and biology on a three-year rotation. RenArts’ student participation in physics and chemistry is significantly higher than district- and state-wide participation levels of students who self-select to take advanced science courses. Usually, higher participation rates are predictive of lower average performance rates. However, even with 100% of RenArts high school students testing, RenArts scores exceed both district and state averages as measured by CST end-of-course outcomes. RenArts’ integrated enrichment with faculty content experts offers students the unique mandate to approach scientific inquiry with the creative energy of performing artists. Note participation and performance rates from CDE STAR website for 2011 Physics and 2012 Chem EOC CSTs:

<table>
<thead>
<tr>
<th>2011 PHYSICS END-OF-COURSE CST</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RENARTS</strong></td>
</tr>
<tr>
<td>% of Enrollment</td>
</tr>
<tr>
<td>Mean Scale Score</td>
</tr>
<tr>
<td>% Advanced</td>
</tr>
<tr>
<td>% Proficient</td>
</tr>
<tr>
<td>% Basic</td>
</tr>
<tr>
<td>% Below Basic</td>
</tr>
<tr>
<td>% Far Below Basic</td>
</tr>
<tr>
<td><strong>LAUSD</strong></td>
</tr>
<tr>
<td>% of Enrollment</td>
</tr>
<tr>
<td>Mean Scale Score</td>
</tr>
<tr>
<td>% Advanced</td>
</tr>
<tr>
<td>% Proficient</td>
</tr>
<tr>
<td>% Basic</td>
</tr>
<tr>
<td>% Below Basic</td>
</tr>
<tr>
<td>% Far Below Basic</td>
</tr>
<tr>
<td><strong>STATE</strong></td>
</tr>
<tr>
<td>% of Enrollment</td>
</tr>
<tr>
<td>Mean Scale Score</td>
</tr>
<tr>
<td>% Advanced</td>
</tr>
<tr>
<td>% Proficient</td>
</tr>
<tr>
<td>% Basic</td>
</tr>
<tr>
<td>% Below Basic</td>
</tr>
<tr>
<td>% Far Below Basic</td>
</tr>
</tbody>
</table>
### 2012 CHEMISTRY END-OF-COURSE CST

<table>
<thead>
<tr>
<th></th>
<th>RENARTS</th>
<th>9TH GRADE</th>
<th>10TH GRADE</th>
<th>11TH GRADE</th>
<th>TOTAL EOC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>% of Enrollment</strong></td>
<td></td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td></td>
</tr>
<tr>
<td>Mean Scale Score</td>
<td>347.8</td>
<td>359.3</td>
<td>404.5</td>
<td>362.2</td>
<td></td>
</tr>
<tr>
<td>% Advanced</td>
<td>10%</td>
<td>14%</td>
<td>55%</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>% Proficient</td>
<td>33%</td>
<td>49%</td>
<td>32%</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>% Basic</td>
<td>35%</td>
<td>32%</td>
<td>9%</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>% Below Basic</td>
<td>9%</td>
<td>3%</td>
<td>5%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>% Far Below Basic</td>
<td>7%</td>
<td>3%</td>
<td>0%</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

|               | LAUSD | 3.20%     | 35.60%     | 39.90%     |           |
| **% of Enrollment** |         |           |            |            |           |
| Mean Scale Score | 295.7  | 308.9     | 311.3      | 309.3      |           |
| % Advanced      | 5%     | 5%        | 6%         | 6%         |           |
| % Proficient    | 11%    | 14%       | 13%        | 14%        |           |
| % Basic         | 19%    | 32%       | 33%        | 31%        |           |
| % Below Basic   | 18%    | 21%       | 23%        | 22%        |           |
| % Far Below Basic | 46%  | 28%       | 25%        | 27%        |           |

|               | STATE  | 1.10%     | 28.00%     | 28.40%     |           |
| **% of Enrollment** |         |           |            |            |           |
| Mean Scale Score | 348.9  | 351.5     | 332.5      | 342.2      |           |
| % Advanced      | 25%    | 21%       | 12%        | 17%        |           |
| % Proficient    | 27%    | 30%       | 22%        | 26%        |           |
| % Basic         | 22%    | 31%       | 35%        | 33%        |           |
| % Below Basic   | 9%     | 10%       | 16%        | 13%        |           |
| % Far Below Basic | 17%  | 8%        | 14%        | 11%        |           |

---

**EAP:** Per CDE Dataquest most current information (2011-12), RenArts student readiness for college-level work as measured by CSU’s EAP significantly exceeds both district and statewide student readiness averages:

<table>
<thead>
<tr>
<th>EAP</th>
<th>Participation Rate</th>
<th>READY</th>
<th>CONDITIONAL READINESS</th>
<th>NOT READY</th>
<th>TOTAL READY or ON TRACK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RenArts ELA</strong></td>
<td>100%</td>
<td>65%</td>
<td>18%</td>
<td>18%</td>
<td>83%</td>
</tr>
<tr>
<td><strong>RenArts MATH</strong></td>
<td>100%</td>
<td>55%</td>
<td>45%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>LAUSD ELA</strong></td>
<td>86%</td>
<td>14%</td>
<td>13%</td>
<td>73%</td>
<td>27%</td>
</tr>
<tr>
<td><strong>LAUSD MATH</strong></td>
<td>71%</td>
<td>7%</td>
<td>35%</td>
<td>58%</td>
<td>42%</td>
</tr>
<tr>
<td><strong>STATE ELA</strong></td>
<td>87%</td>
<td>23%</td>
<td>15%</td>
<td>62%</td>
<td>38%</td>
</tr>
<tr>
<td><strong>STATE MATH</strong></td>
<td>83%</td>
<td>15%</td>
<td>46%</td>
<td>40%</td>
<td>60%</td>
</tr>
</tbody>
</table>

---

**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. 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 Colburn School, the New England Conservatory Abreu Fellows program, Bard College/Longy School of Music, El Sistema USA, Youth Orchestra Los Angeles, the UCLA World Arts and Cultures dance program, 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:

- The U.S. State Department invited the RenArts chamber orchestra to perform for international diplomats at a State Dinner at The Getty Center Museum
- The Black-Eyed Peas invited RenArts’ violinists to perform with their on-stage band for the 2011 Kids’ Choice Awards broadcast on Nickelodeon
- For the 2012 Take A Stand International Symposium on emerging innovations in music education, the Los Angeles Philharmonic chartered a bus to bring 60 artists and educators from around the world to observe classes, rehearsals, and performance at RenArts.
- As recipient of the 2010 Bravo Award for Outstanding Arts Program, RenArts was invited to perform at Disney BP Hall for the 2011 Bravo Awards presentation.
- RenArts’ orchestra was featured on stage at Disney Concert Hall in the 2010 Youth Orchestra Festival, in the national Fidelity FutureStage broadcast with Jamie Foxx and in the Young Artists Competition Salute to Music in our Public Schools in 2011.
- RenArts’ orchestra and chorus were featured on stage at the Hollywood Bowl, Opening Night of the 2010 season.
- RenArts ensembles have performed throughout the community including at USC, Homeboys Industries, local elementary schools, retirement homes, and in joint concerts and outreach tours with Colburn Conservatory.
- RenArts participated in the Mahler Project, Symphony No. 8 (The Symphony of a Thousand) with the L.A. Philharmonic, the Simon Bolivar Orchestra and the LA Master Chorale, conducted by Gustavo Dudamel at the Shrine Auditorium.
- RenArts presents annual standing-room-only Winter and Year-End Performances that showcase the school’s four orchestras, two choirs, six dance companies and assorted percussion, strings, and vocal ensembles. Over the past few years we have expanded from one, to two, to three nights of performances to accommodate ticket demand.

In following pages find data overview and charts:
1. API scores over time chart and graphs
2. Disaggregated Math and ELA scores over time graphs
3. Achievement gap over time Math and ELA graphs
4. Science CST End-of-Course participation and performance comparison graphs
5. SAT participation and performance comparison graphs
6. CSU EAP participation and performance comparison graphs
7. College Acceptance and Attendance List
API Scores

RenArts has shown remarkable growth and achievement in its API scores over its history. The table below contains the growth API information from the 2003-04 school year to the 2011-2012 school year. Over that time period, there was an overall 20% growth with the school maintaining an 800+ score since 2006-07. The growth in the API is reflective of the growth of the entire student population.

<table>
<thead>
<tr>
<th>Numerically Significant Groups for API</th>
<th>RENAISSANCE ARTS ACADEMY API</th>
<th>Aggregate API Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-04</td>
<td>90 students</td>
<td>753</td>
</tr>
<tr>
<td>2004-05</td>
<td>160 students</td>
<td>787</td>
</tr>
<tr>
<td>2005-06</td>
<td>260 students</td>
<td>773</td>
</tr>
<tr>
<td>2006-07</td>
<td>260 students</td>
<td>837</td>
</tr>
<tr>
<td>2007-08</td>
<td>260 students</td>
<td>858</td>
</tr>
<tr>
<td>2008-09</td>
<td>260 students</td>
<td>881</td>
</tr>
<tr>
<td>2009-10</td>
<td>290 students</td>
<td>886</td>
</tr>
<tr>
<td>2010-11</td>
<td>290 students</td>
<td>877</td>
</tr>
<tr>
<td>2011-12</td>
<td>305 students</td>
<td>906</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ST</th>
<th>SIM</th>
<th>ST</th>
<th>SIM</th>
<th>ST</th>
<th>SIM</th>
<th>ST</th>
<th>SIM</th>
<th>ST</th>
<th>SIM</th>
<th>ST</th>
<th>SIM</th>
<th>ST</th>
<th>SIM</th>
<th>ST</th>
<th>SIM</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>9^*</td>
<td>8</td>
<td>10</td>
<td>ST</td>
<td>9</td>
<td>10</td>
<td>9</td>
<td>10</td>
<td>9</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>Avail 3/13</td>
<td></td>
</tr>
</tbody>
</table>

The results are unaffected by the loophole closed in SB 219, as RenArts has always had a 0% dropout rate, and a 100% graduation rate. It should be noted that this is only one of many ways to measure the success of a school. Boiling down the school to a single number based on state test scores is not reflective of the amount that students do while here, and what becomes of them after graduation.

There are a few items to consider when looking at the RenArts API scores. Due to the small student population (20% of which might be new 6th and 7th graders), the score is more susceptible to noise within the data and day-to-day fluctuations for any given student. This noise is also negatively biased for API scores towards the upper end of the API scale, as any variation is skewed downward. The discrete and noisy nature of the data also disallows for any asymptotic growth towards the maximum allowed. For these reasons, the high RenArts scores in recent years are more adequately seen in the light of sustained student achievement and the validation that such scores in any given year is not a fluke.
The diagram shows the API Score from 2003-04 to 2011-12. It highlights Consistent Growth and Sustained Achievement.
MATHEMATICS

Much of the data in mathematics shows a similar pattern to the API scores. It is also susceptible to the same kinds of variation (small population, noise skewed downward at the higher percentages, day-to-day fluctuations for any given student).

The table below contains data since the 2003-04 school year. During that time the percentage of students proficient or above climbed from 23.8% to 73%. During the 2010-11 school year, RenArts began the multi-year shift to Common Core alignment which temporarily impacted scores. By 2011-12 the schoolwide shift to Integrated Mathematics was fully implemented. All AYP goals for 2011-12 were met.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students at the School</td>
<td>23.8%</td>
<td>31.90%</td>
<td>35.20%</td>
<td>46.60%</td>
<td>57.10%</td>
<td>64.20%</td>
<td>66.20%</td>
<td>59.70%</td>
<td>73%</td>
</tr>
<tr>
<td>African American</td>
<td>N/A</td>
<td>13.30%</td>
<td>26.10%</td>
<td>38.90%</td>
<td>62.50%</td>
<td>72.20%</td>
<td>70.60%</td>
<td>56.50%</td>
<td>66.70%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>17.10%</td>
<td>22.70%</td>
<td>22.10%</td>
<td>32.60%</td>
<td>48.60%</td>
<td>55.80%</td>
<td>57.00%</td>
<td>50%</td>
<td>70%</td>
</tr>
<tr>
<td>White (not Hispanic)</td>
<td>47.30%</td>
<td>51.00%</td>
<td>53.60%</td>
<td>66.10%</td>
<td>67.20%</td>
<td>72.70%</td>
<td>76.50%</td>
<td>74.60%</td>
<td>78.70%</td>
</tr>
<tr>
<td>Socio-Econ Disadvantage</td>
<td>8.10%</td>
<td>21.50%</td>
<td>30.60%</td>
<td>37.20%</td>
<td>51.90%</td>
<td>59.50%</td>
<td>59.40%</td>
<td>56.80%</td>
<td>68.20%</td>
</tr>
<tr>
<td>English Learners</td>
<td>0.00%</td>
<td>12.90%</td>
<td>14.30%</td>
<td>21.40%</td>
<td>47.10%</td>
<td>57.90%</td>
<td>38.70%</td>
<td>46.20%</td>
<td>68%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>10.50%</td>
<td>20.00%</td>
<td>27.30%</td>
<td>N/A</td>
<td>35.70%</td>
<td>53.30%</td>
<td>50%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Note: 2007-08 student progress data for Students with Disabilities is not available on CDE website due to a recording error.
The appearance of linearity is misleading in that you expect a leveling off as you approach the higher percentages. Any regression analysis or extrapolation on the data is meaningless beyond a simple statement of growth. Thus there is no motivating reason to model the data in this way, much less any other way with more degrees of freedom (due to the scarcity of data points and lack of underlying motivation).
This growth is seen across all subpopulations at RenArts, including students with special needs and English learners. Thus, the growth cannot be ascribed to a changing demographic; rather, the growth is demonstrative of the upward mobility of all students.
Looking at the most significant target subpopulation (Hispanic/Latino), RenArts also shows a closing of the achievement gap as compared to White subpopulation. This is measured by the difference in the percentage of students scoring proficient or above.

![Achievement Gap (White - Hispanic)](image)

These same patterns can be seen with other subpopulations, though the number of students in most of the additional subpopulations are much smaller; therefore, less statistically significant. More importantly, this is occurring simultaneously with the growth of all subpopulations (i.e. this is not all groups heading toward the middle, but all groups heading toward the top).
ENGLISH LANGUAGE ARTS

ELA scores at RenArts exhibit many of the same properties as Math. Although ELA has a much longer history of success (the scores started higher during the first year than in math), it has also shown remarkable growth. Although we see many of the same sources of variation (small population, noise skewed downward at the higher percentages, day-to-day fluctuations for any given student), each subpopulation has improved dramatically.

The table below shows ELA data since the 2003-04 school year. During that time, the percentage of students proficient or above has risen from 52.2% to 84.1%. All AYP goals for 2011-12 were met.

<table>
<thead>
<tr>
<th>Numerically Significant Groups for AYP</th>
<th>RENAISSANCE ARTS ACADEMY AYP</th>
<th>Aggregate AYP Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENGLISH LANGUAGE ARTS</td>
<td>Percentage Point Increase</td>
</tr>
<tr>
<td></td>
<td>Percent Proficient or Above</td>
<td></td>
</tr>
<tr>
<td>All Students at the School</td>
<td>2003-04</td>
<td>52.20% 61.70%</td>
</tr>
<tr>
<td></td>
<td>2004-05</td>
<td>57.50% 70.90%</td>
</tr>
<tr>
<td></td>
<td>2005-06</td>
<td>76.40% 78.10%</td>
</tr>
<tr>
<td></td>
<td>2006-07</td>
<td>77.50% 81.50%</td>
</tr>
<tr>
<td></td>
<td>2007-08</td>
<td>84.10%</td>
</tr>
<tr>
<td></td>
<td>2008-09</td>
<td>50 students</td>
</tr>
<tr>
<td></td>
<td>2009-10</td>
<td>305 students</td>
</tr>
<tr>
<td></td>
<td>2010-11</td>
<td>% Prof/Adv</td>
</tr>
<tr>
<td></td>
<td>2011-12</td>
<td>% Prof/Adv</td>
</tr>
<tr>
<td>% Prof/Adv</td>
<td>90 students</td>
<td>151 students</td>
</tr>
<tr>
<td>African American</td>
<td>0.0%</td>
<td>33.30%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>42.80%</td>
<td>38.50%</td>
</tr>
<tr>
<td>White (not Hispanic)</td>
<td>84.20%</td>
<td>88.20%</td>
</tr>
<tr>
<td>Socio-Econ Disadvantage</td>
<td>37.80%</td>
<td>49.50%</td>
</tr>
<tr>
<td>English Learners</td>
<td>13.30%</td>
<td>26.20%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>1.0%</td>
<td>16.00%</td>
</tr>
<tr>
<td></td>
<td>n/a</td>
<td>45.50%</td>
</tr>
<tr>
<td></td>
<td>35.70%</td>
<td>63.30%</td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>66.70%</td>
</tr>
<tr>
<td></td>
<td>56.2%</td>
<td></td>
</tr>
</tbody>
</table>
ELA scores have steadily increased since the 2003-04 school year. As in Math, there is a clear demonstration of continued growth, with some small fluctuations for the reasons outlined above.
The remarkable growth seen in RenArts scores is the result of the upward mobility of all subgroups. As an example, disadvantaged subpopulations, including English Learners, have shown substantial progress.
In ELA, RenArts also demonstrates a closing of the achievement gap. This is measured by the difference in the percentage of students scoring proficient or above. As an example, the two largest subpopulations (Non-Hispanic-White and Hispanic/Latino) are shown.

This same pattern is seen across all subpopulations.
The percentage of students taking a specified End-of-Course Science STAR test in LAUSD and the state is measured by finding the sum of the number of students who took the test in 9th grade (2009-2010), 10th grade (2010-2011) and 11th grade (2011-2012) divided by the 11th grade population, accounting for dropouts. This follows a single class to find how many take a specific test in grades 9-11. There are a few sources of error. One is students who leave/enter the district/state. This was taken into account by using the 11th grade population and adding in dropouts from 9th-11th grade. In addition, it does not take into account students who repeat a grade. Secondly, it increases participation rate due to students taking the same test twice. These errors all increase participation rate. The rate is an upper bound on the percent of 9th grade students who will have taken a given test by the end of 11th grade.

All of the errors mentioned above tend to increase participation rate for LAUSD and the state. The numbers below represent ‘best case’ for LAUSD and the district. In addition, proficiency percentage was taken from 2011-2012, as this is when students did the best in LAUSD and the state.
Chemistry Participation and Scores

- 100% of RenArts students take the chemistry CST.
- A larger portion of those taking are proficient or advanced compared with the self-selected groups in LAUSD and the state.
- 61% of LAUSD students take the chemistry CST.
- 52% of statewide students take the chemistry CST.

Legend:
- % Proficient/Advanced
- % Taking
- Remainder Not Taking
Participation in biology is 100% for all three categories.

65% of RenArts students score proficient or advanced.

35% of LAUSD students score proficient or advanced.

52% of California students score proficient or advanced.
A further measure of student success is SAT participation rates and scores. Although this test is not a requirement by the state, it does indicate the kinds of post-secondary institutions that the students are aspiring towards as a result of the program they are in.

At RenArts, 90% of the students take the SAT, and 56% of those (50% of the entire school) score above 1500.
The CSU EAP test administered in 11th grade gauges student readiness for college level work and allows students to avoid non-credit remediation courses when entering a California State University post-high school.
83% of RenArts students are at least conditionally ready.

23% of LAUSD students are at least conditionally ready.

33% of Statewide students are at least conditionally ready.
COLLEGES WHERE RENARTS STUDENTS HAVE BEEN ACCEPTED 2005-2011

*Schools graduates attend

University of California:
  - UC Berkeley*
  - UCLA*
  - UC Davis*
  - UC Merced
  - UC Riverside*
  - UC Santa Barbara
  - UC Santa Cruz*

California State University:
  - Cal Poly Pomona*
  - Cal Poly San Luis Obispo
  - Dominguez Hills*
  - Humboldt
  - Fullerton
  - Long Beach*
  - Los Angeles*
  - Northridge*
  - San Bernardino
  - San Diego*
  - San Francisco*

American University, Rome*
Arizona State University
Azusa Pacific University*
Bard College, NY
Bennington College, VT*
Biola University, CA*
Brandeis University, MA*
California College of the Arts, San Francisco*
California Institute of the Arts*
California Lutheran College*
Carnegie Mellon University, PA
Case Western Reserve University, OH
Chapman University, CA*
Colby College, ME
Colorado College, CO*
Columbia College, Chicago
Cornell University, NY*
Evergreen State University, WA*
Gustavus Adolphus College, MN
Hampshire College, MA
Indiana University, Bloomington IN*
Lawrence University, WI
Loyola Marymount University, CA
Marlboro College, VT
Marymount College, CA
Menlo College, CA*
Mount St. Mary’s, CA*
Mills College, CA*
Notre Dame de Namur, CA
Occidental College, CA*
Reed College, OR*
Rhode Island School of Design
San Francisco Conservatory of Music*
Sarah Lawrence College, NY*
School of Visual Arts, New York
Seattle University, WA*
St. John’s College, Annapolis MD*
St. John’s University, NY
University of the Arts, PA
University of British Columbia, Canada*
University of Hartford, CT
University of Oregon
University of the Pacific, CA
University of the Philippines, Manila
University of Puget Sound, WA
University of Redlands, CA
University of Southern California*
University of Wisconsin, Madison*
Utah Valley University*
Vancouver Film School, Canada
Washington University in St. Louis, MO
Westmont College, CA
Whitman College, WA
Congressional Recommendation to the U.S. Air Force Academy

ARTS SCHOLARSHIPS AND AUDITION-BASED ACCEPTANCES:

Music
  - USC Thornton School of Music (cello, violin)*
  - UCLA Herb Alpert School of Music (cello)
  - UC Santa Cruz Resident String Ensemble (cello)
  - UC Santa Barbara, Bachelor of Music Program (cello, voice)
  - Biola University Conservatory of Music (viola)*
  - California Institute of the Arts School of Music (cello*, percussion)
  - Chapman University Conservatory of Music (violin*, cello, percussion)
  - Hart Conservatory of Music (violin)
  - CSU Long Beach, Bob Cole Conservatory (cello*, violin, percussion*)
  - CSUN Mike Curb College of Arts, Dept of Music (bass, music therapy)*
  - Indiana University, Jacobs School of Music (cello)*
  - San Francisco Conservatory of Music (violin)*

Dance
  - UCLA World Arts and Cultures: Dance*
  - Bennington College Department of Dance*
  - Chapman University School of Performing Arts: Dance*
  - CSU Long Beach, Department of Dance
  - Loyola Marymount University, Department of Dance
  - University of the Arts, Department of Dance
  - Columbia College, Department of Dance
  - UC Riverside, Department of Dance*

Visual Arts
  - California College of the Arts, San Francisco*
  - California Institute of the Arts*
  - Rhode Island School of Design
  - School of Visual Arts, New York
Element 3: STUDENT ASSESSMENTS

Progress toward mastery of grade-level expectations is closely monitored to ensure teachers 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, (CELDT, CAHSEE, STAR, 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 limited to:

- Standardized testing per STAR and NCLB criteria;
- Curriculum-based, criterion-referenced, teacher-designed assessments;
- Performance-based benchmark assessments aligned to state standards; In line with current cognitive science research on learning and assessment at all age levels, effective performance-based benchmark assessments take place across the school year within multiple contexts and require the integration of component tasks.
- Diagnostic assessments establish verifiable learning priorities;
- 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, 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 STAR, CAHSEE, EAP, CELDT, PSAT, SAT, 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 five domains assessed on the California Writing Task Assessment, the California High School Exit Exam, and the University of California Subject A Exam: narrative, summary, response to literature, analytical essay, and persuasive essay. Each prompt is reviewed according to the University of California Subject A rubrics (as adapted by Renaissance Arts Academy). 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 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 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 to determine whether adjustments to student grouping is necessary.

**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 four domains; technique, knowledge of repertoire, interpretation, and artistry. Assessment results help determine group placement and readiness for ensemble groups and performance.

**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 (STAR, CAHSEE, CELDT, etc);
- Diagnostic assessments to establish verifiable standards-based instruction priorities;
- 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**: The instructional team at Renaissance Arts Academy evaluates student progress toward individual performance goals in all areas at each semester’s end. The evaluation
process allows the instructional team, students, and families to review and analyze directly observable products and engages students in self-reflection that helps them to recognize, describe, and evaluate their progress. Student progress is monitored over time and is measured against Performance-based Progress Evaluation Descriptors at course completion. Performance-based Progress Evaluation Descriptors align to a 4 point scale that is fully transferable at the time of a student's transfer to another school or when applying to post-secondary institutions. Performance-Based Progress Descriptors, Assessment Matrix and Graduation Requirements are included in Appendix.

RenArts assigns Performance-based Progress descriptors to student performance. Semi-annual reports of student progress toward expected academic and arts outcomes are guided by faculty evaluation of multiple assessment data including regularly administered formal assessments, daily informal assessments, and ongoing faculty observations. In Student–Led Conferences held at each semester’s end, faculty provide one of the following descriptors to help students and their families understand and discuss student progress: Prepared to Advance (PTA), Progressing Toward Expectations (PTE), Credit (CR), or Incomplete (INC).

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 College 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;
- PSAT administration for 9th and 10th graders;
- SAT Math tutoring;
- SAT scheduling guidance for 11th and 12th graders.
- 12th grade college application and financial aid guidance.

PERFORMING ARTS PROGRESS: All arts coursework requires focused intellectual and creative effort. Students who are not making adequate progress in any of the courses are in danger of not meeting the standard for successful completion of the arts program. 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 at home. 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.
**JURIES:** Throughout the semester, students perform selected excerpts during orchestra and dance company rehearsals. These jury 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 once 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 polish given pieces they may be asked to make a formal presentation of the work for fellow students, parents, and community members.

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**STUDENT ACHIEVEMENT DATA**

Student achievement data, including STAR 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.

Executive Director ensures that STAR/API and AYP 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, faculty team evaluates student groupings and classroom structures.

Student assessment is critical in 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. In response to information gained from assessment results RenArts has altered its instructional schedule to provide for additional math enrichment on Fridays, and a summer Math Intensive has been implemented to help accelerate mathematical understanding for target groups of students. Summary of Parent and Student Surveys are included in Appendix.

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**LAUSD LANGUAGE**

*Testing*

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the 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 the Charter School.
Element 4: GOVERNANCE

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. EC47605(b)(5)(d)

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 Charterworks 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 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 3rd 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. Public comment is allowed at all meetings and is limited to three minutes per item. In 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 1800 Colorado Blvd, Los Angeles.

Articles of Incorporation, Bylaws, Conflict of Interest Policy, and Governance Standards for Public Benefit Corporation (Board Policy #102) is included in Appendix.

# 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 of 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 RenArts Board 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. Governance Standards Policy #102 delineating roles of Board and Administration is included in Appendix. 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 (advisory committees) 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 Committee** 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. Title 1 Committee serves in an advisory capacity to the Board of Trustees, providing input relevant to the parents, teachers, students, and overall school operations.
- **Parent Volunteer Committee** consists 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 Committee consists 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.

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
- Parent-2-Parent Panels (parents share their experiences)
- 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 30 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 participated in 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.**

- **The www.renarts.org website is constantly updated.** Important announcements are posted on the website, sent out through an email listserve, communicated by phone through Blackboard, and/or sent home with students in hard copy. Current assignments for every class are posted on the website weekly. Recordings of pieces students are studying are posted on the website for parent and student reference.

- **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. *Parent and Student Handbook* is included in Appendix.

**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 four orchestras, two choirs, ten dance companies, chamber music groups, percussion ensembles, and a creative writing group. 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.
LAUSD LANGUAGE
[Charter School] and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

[Charter School] will comply with the Brown Act.

*M*Members of the [Charter School's] executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

*The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).*

**Grievance Procedure for Parents and Students**
Charter School will 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 will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

Charter School will implement specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

*LAUSD Charter Policy*
The _____ Charter School will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

*Responding to Inquiries*
[Charter School] and/or its nonprofit corporation shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. [Charter School] and/or its nonprofit corporation acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

*Notifications*
Notification is to be made to the Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by [Charter School].
## Element 5: EMPLOYEE QUALIFICATIONS

The qualifications to be met by individuals to be employed by the school. EC47605(b)(5)(E)

### LAUSD REQUIRED LANGUAGE

Renaissance Arts Academy believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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 recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

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 NCLB compliance is maintained in the office. Completion of employee packet includes signed submission of the following:

- Application / Resume
- TB Test clearance certification
- Employee Information Form
- W-4
- Form I-9
- Disaster Service Workers / Oath of Allegiance
- Beneficiary Designation
- Child Abuse Reporting Requirements
- Drug-Free Workplace
- Worker’s Compensation Benefits
- Employee Notification of Personal Physician
- Employee / Volunteer Personal Vehicle Use Form
- At-Will Statement
- Employee Emergency Information Card
- Staff and Student Interaction Policy
- Sexual Harassment Policy

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 or staff 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, AV 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 – the majority hold advanced degrees in subjects ranging from mathematics, astrophysics, materials physics, biochemistry, classical Greek, arts criticism, philosophy and education to music performance, composition and dance/choreography. Degrees include PhD, DMA, MS, MA, and MFA from UC Berkeley, UCLA, Cornell, Caltech, USC, etc. In addition to advanced degrees, RenArts faculty has professional and applied experience in a range of fields including astrophysics, engineering, computer programming, nanotechnology, biochemical research, business, corporate management, post-secondary education, writing, media production, music, dance and performance art. Core instruction is provided by credentialed NCLB highly qualified 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 10 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, and the University of Phoenix. 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 10 year record of shrinking the achievement gap, RenArts offers a carefully considered model for instructional teaming that fulfills the purpose of NCLB 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, 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

DESCRIPTION OF DUTIES:
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 (STAR, CAHSEE, API, etc). Faculty team will possess the appropriate credentials including Multiple Subject, Single Subject, Special
Education, NCLB compliant non-core qualifications, advanced degrees, professional experience, intelligence, passion and curiosity to best improve student learning at all levels K-12. Certificated core subject instructors and non-core 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 highly-qualified NCLB compliant specialists who provide pedagogical dynamism to a curriculum rich with subject-specific inquiry. Non-core enrichment is provided by non-credentialed NCLB compliant specialists who provide metacognitive inquiry, heuristics, hypothesis testing, linguistic/symbolic analysis, and creative applications in all academic and arts subjects. Core subjects are studied every year by every student in flexible groups led by highly-effective faculty teams with appropriate NCLB-compliant credentials and enriched by non-core accelerated learning opportunities. All faculty shall possess the following:

- Appropriate certificates or other documents from the California Commission on Teacher Credentialing as required by NCLB in this setting
- Appropriate NCLB post-secondary training required for non-core faculty
- 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, and sense of humor

DESCRIPTION OF DUTIES:
Core academic instructors implement a diversely-accessible curriculum designed to provide a performing arts-based, integrated course of classical study that fulfills A-G requirements. 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 (including Common Core) and RenArts' mission and goals. Academic Director oversees all instruction and monitors staff performance through observation, faculty conference, 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.

THE OFFICE STAFF is hired by the school directors who monitor and review employee performance in accord with mission, goals and efficient organizational operation. Staff will possess the following minimum qualifications:

- Perform duties utilizing office methods and equipment including filing systems and computer print-outs
- Demonstrated ability to change and adapt office procedures in accord with the needs of the school
- Understand and apply school policies and procedures
- Demonstrated ability to maintain cooperative working relationships
- Ability to type at a net corrected speed of 55 words per minute
- Ability to speak and understand Spanish, and translate materials for parents
- Ability to operate and maintain office technology including computers, computer networks and databases, and duplicating technology
- High school diploma or equivalent for entry level, college completion as required for specialized duties
- Organizational experience and demonstrated ability to run efficient office environment

DESCRIPTION OF DUTIES: Office staff carry out front office functions including telephone and fax communications, data entry and retrieval, maintenance and security of student records, interface with parents and public, coordinate payroll and personnel records, perform emergency functions and other duties as assigned. Office staff performance is overseen and evaluated by Co-Directors.

BACK OFFICE: RenArts also contracts with a business manager to ensure efficiency and accuracy in fiscal operations and compliance. In 2010-11, the RenArts board solicited bids from multiple back office providers, looking toward RenArts’ second decade. After discussion, the board approved a contract with CharterWorks to provide services including fiscal accounting, budgeting, and payroll preparation. All financial and accounting systems adhere to generally accepted accounting principles. CharterWorks combines the impeccable reputation, excellent skills set, and strong history of success in providing back office services to LAUSD charter schools that the board was seeking.

Element 6: HEALTH AND SAFETY

The procedures that the school will follow to ensure the health and safety of pupils and staff.

EC 47605(b)(5)(F)

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 1800 Colorado Boulevard, Los Angeles 90041 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 must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining 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 on a quarterly basis. The Board Chair shall monitor the fingerprinting and background clearance of the Executive Director.

TB Testing

Faculty and staff will be tested for tuberculosis 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, 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 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:
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.
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. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

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 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.

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**LAUSD LANGUAGE**

**Insurance Requirements**

No coverage shall be provided to the Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. The 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 the Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be the Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners 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 ("Board of Education") as named additional insured 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 the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the 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 the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by the 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 $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 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.
7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.
8. Excess/umbrella 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 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 the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.

Evidence of Insurance
The Charter School shall furnish to the District’s Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows: "The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District."
Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should the Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to 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 the Charter School.

Hold Harmless/Indemnification Provision
To the fullest extent permitted by law, the 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. The 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 the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

Health, Safety, and Emergency Plan
The [Charter School] will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. The [Charter School] will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

FERPA
The [Charter School], its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Criminal Background Checks and Fingerprinting
Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

Element 7: RACIAL AND ETHNIC BALANCE

Recognizing the limitations on admissions to charter schools imposed by EC47605(d), the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. EC47605(b)(5)(G)

RENAISSANCE ARTS ACADEMY is committed to maintaining a student population that reflects the racial and ethnic balance of the general population residing within the District’s boundaries, and maintains an accurate accounting of the racial and ethnic balance of the student population. RenArts actively recruits a diverse student population from families who share the school’s mission and support its instructional and philosophical goals. RenArts has maintained a highly diverse student population during its initial ten years of operation. Current demographics: 58% Hispanic/Latino, 27% Caucasian, 11% African American, 6% Asian/Pacific Islander, 3% Filipino, 1% Native American.

Through conscientious outreach and targeted program offerings, RenArts has maintained a historically stable racial and ethnic balance within the 70:30 / 60:40 ratio, thus creating an ethnic, cultural, and socio-economic mix representative of metropolitan Los Angeles. The academic and artistic success of the RenArts program has resulted in increased applications for admission, driven largely by word-of-mouth within groups of parents actively seeking educational alternatives for their children, some of whom are more privileged than many LAUSD families. 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. As we have discussed with the district Charter Office, if there was a way to create a lottery preference for English Learners and/or economic disadvantage, RenArts would be happy to 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 and contained on the Pre-Lottery Form, that appeal to the racial and ethnic groups represented in the district;
- Informational materials and presentations in languages other than English (currently Spanish) to appeal to limited English proficient populations;
- Informational materials and presentations in areas of the district and to the target student population, addressed above, to reach prospective students and parents; (as addressed above, target population is non-geographic community of students desiring performing arts program with emphasis on corridor between Highland Park and downtown.)
- Informational materials and presentations through community groups and agencies that serve the diverse racial and ethnic groups represented in the district.

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, curricularlyembedded 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.

RenArts’ community outreach specifically targets families living in the corridor between Highland Park and Downtown, through orientation meetings, outreach visits and information posted at public elementary schools, churches and community centers. RenArts contacts teachers directly regarding the program, and conducts outreach through local nonprofit and social service organizations including those serving children in the foster-care system and other students who might not otherwise hear about charter programs. Because of RenArts’ strong emphasis on performing arts, RenArts focuses additional recruitment efforts on those organizations with a culturally and racially diverse mix of students with an identified interest in music and dance, including:

- Community-based arts groups, camps and after-school projects;
- Youth choirs and orchestras;
- Outreach programs organized by local colleges and arts organizations;
- Music and drama classes and extra-curricular programs within the schools.

**LAUSD LANGUAGE**

**Court-ordered Integration**
The 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 Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 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 should list specific dates, locations and recruitment activities to achieve the District's Racial and Ethnic Balance goal.

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

**No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students**
The District and [charter school] are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). The [charter school] agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District's NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending [charter school] shall have the right to continue attending [charter school] until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to [charter school] shall end in the event the NCLB-PSC student's resident District school exits Program Improvement status.

[Charter School] will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable
instructional and extra-curricular activities at the Charter School. [Charter School] will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at [charter school] under the NCLB-PSC program increases in subsequent years, [charter school] agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

Federal Compliance

As a recipient of federal funds, including federal Title I, Part A funds, [charter school] has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant 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 NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

[Charter School] also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.
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. Each student will receive a student handbook in the native language of the parent/guardian, provided a translator for that language can be secured, unless they indicate that a copy in English is preferred.

Applications will be accepted during a publicly advertised open application period, typically between the end of winter break and the end of spring break, 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 school
2. To pupils who reside within LAUSD attendance area
3. The Children of RenArts employees, and Board Members (not exceed 10% of the School’s total enrollment
4. Residents of the District who are eligible to receive Free and Reduced Price Lunch
5. Students who reside outside of the District who are eligible to receive Free and Reduced Price Lunch
6. 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. Applications will be divided by grade level and 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.
Determine the number of new students to be accepted by grade level.

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, approximately two weeks). 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. Once accepted for admission, a student is deemed a “currently enrolled student.” Accordingly, 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 one of the Co-Directors or their designee 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. Letters sent to non-accepted families will include a placement number on the appropriate grade-level 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 accepted according to grade-level waitlist number. Applications received after the published deadline will be added to the bottom of the appropriate grade-level 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.

Admissions and Enrollment Policy and sample Application are in Appendix.

LAUSD LANGUAGE

McKinney-Vento Homeless Assistance Act
The Charter School will adhere to the provisions of the 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.

The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.
Element 9: ANNUAL FINANCIAL AUDITS

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. EC47605(b)(5)(I)

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(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.

LAUSD LANGUAGE:

District Oversight Costs
The District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

Balance Reserves
Additionally, it is recommended that the Charter School maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services
In the event that the 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 the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the
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.

**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 their 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 it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it 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 the Charter School’s financial information,
- The Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The 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.

The [Charter School] will develop and maintain internal fiscal control policies governing all financial activities.
Element 10: STUDENT DISCIPLINE

The procedures by which pupils can be suspended or expelled. EC47605(b)(5)(J)

I. Disciplinary Philosophy
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
This 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. This Policy and its 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 all 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.

**LAUSD LANGUAGE**
RenArts shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

RenArts shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process.

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.

RenArts shall document the alternatives to suspension and expulsion the Charter School utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

**A. Grounds 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. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
   a) Caused, attempted to cause, or threatened to cause physical injury to another person.
   b) Willfully used force of violence upon the person of another, except self-defense.
   c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as 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) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: 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.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the 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, which 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 section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditionial, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. “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 acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

w) 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, 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 (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Academic Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Academic Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force of violence upon the person of another, except self-defense.
c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as 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) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: 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.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the 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, which 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 section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. “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 acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

3. Causing a reasonable student to experience substantial interference with his or her academic performance.

4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

w) 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, 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 (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Academic Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Academic Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a firearm 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 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.

D. Authority to Expel
A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should 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 
inamissible 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. 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, if any

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.

**LAUSD LANGUAGE**

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student’s current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion 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, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened 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 the Charter’s failure to implement 504 Plan?

J. **Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.
K. **No Right to Appeal**
The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. **Expelled Pupils/Alternative Education**
Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

**Outcome Data**
RenArts shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**Rehabilitation Plans**
Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the 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 reapply to the Charter School for readmission.

**Readmission**
The 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, the Charter School’s governing board shall readmit the pupil, unless the 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**
The Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**Special Education Students**
In the case of a student who has an Individualized Education Plan (“IEP”), or a student who has a 504 Plan, the Charter School will ensure that it follows the 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 the Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the 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 504?

**Gun Free Schools Act**
The Charter School shall comply with the federal Gun Free Schools Act.
Element 11: STAFF RETIREMENT OPTIONS

The manner in 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. EC47605(b)(5)(K)

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.

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. 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 or staff as appropriate. All employees are at-will. Work calendars, hours, daily schedules, holidays and applicable vacation are determined in accordance with individual employment and scheduling arrangements, within the constraints of projected revenues and in accordance with program priorities. 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 by Directors according to length of service, past performance, changes in program needs, and shared goals for student progress. RenArts shall comply with all applicable state and federal laws including the Family and Medical Leave Act. Core faculty is NCLB compliant. See Element 5. Appropriate records of credentials and supporting documentation are monitored and maintained by the Academic Director and will be made available for the District’s review upon request.

RENAISSANCE ARTS ACADEMY employees are entitled to work in an environment free from harassment and discrimination, and all employees are required to maintain such an environment for co-workers. Employees will adhere to the precepts set forth in RenArts’ Mission and Goals. Professional behavior is expected in all interactions with students, parents, community, and fellow employees.
### Element 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. EC47605(b)(5)(L)

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.

**LAUSD Language**

Pupils who choose not to attend Renaissance Arts Academy may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.
No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

**LAUSD LANGUAGE:**
Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.
Element 14: DISPUTE RESOLUTION

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. EC47650(b)(5)(N)

Internal Disputes

Disputes arising from within RENAISSANCE ARTS ACADEMY, including all disputes among and between students, staff, parents, volunteers, faculty, partner organizations, and governing board members of the RenArts shall be resolved by Administrative staff or, if necessary, the Board of Trustees, with the exception of complaints under Title IX or Section 504 initiated by parents or students, which will be addressed as previously described. LAUSD will not interfere in any such internal disputes without the consent of the RenArts’ Board of Trustees, and will immediately refer any complaints or reports regarding such disputes to RenArts’ Administrative staff or Board of Trustees for resolution. LAUSD agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless RenArts’ Board of Trustees has requested LAUSD to intervene in the dispute. RenArts’ policies and procedures for airing and resolving internal disputes in an amicable and fair manner will be adopted by the Charter Board and printed in the school handbook provided to stakeholders. Every effort will be made to resolve such disputes without contacting the District or Board of Education.

The purpose of this internal dispute policy is to afford all employees or other third parties the opportunity to seek resolution of complaints. Any individuals wishing to file a written complaint with the Director and/or designated administrative staff member may do so as soon as possible after the event(s) that give rise to the work-related concerns. The written complaint should set forth in detail the basis for the complaint. A complaint form may be provided to the complainant to assist in the filing of a complaint. Any complaints concerning the Director and/or designated administrative staff member should be directed to the Board of Trustees.

The Director and/or designated administrative staff member receiving the complaint will date and log all written complaints and inform the complainant that the complaint is under review. Complaints shall be investigated in a timely manner and as thorough as required under the circumstances.

The Director and/or designated administrative staff member investigates the complaint, meeting separately with the complainant and the employee and any others who either are named in the complaint or who may have knowledge of the facts set forth in the complaint. RenArts will attempt to treat all internal complaints in their investigation in as confidential a manner as possible, recognizing, however, in the course of investigating or resolving internal complaints some dissemination of information to others may be appropriate.

Complainants or witnesses participating in the complaint process will be advised that retaliation by any person as a result of participation in the complaint process will not be tolerated. Employees have the right to make good-faith complaints without retaliation.

Upon completion of the investigation, the administrator may orally or in writing, report findings and conclusions to the employee.

LAUSD LANGUAGE:

The staff and governing board members of [Charter School] agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and [Charter School], except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and [Charter School] shall be resolved in accordance with the procedures set forth below:
1) Any Dispute shall be made 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 PM 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. All Written Notifications shall be addressed as follows:

To Charter School:  
RENAISSANCE ARTS ACADEMY  
c/o School Director  
1800 COLORADO BLVD  
LOS ANGELES, CA  90041

To Director of Charter Schools:  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20th Floor  
Los Angeles, California 90017

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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, 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 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.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) 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. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
Element 15: LABOR RELATIONS

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 [commencing with Section 3540] of division 4 of Title 1 of the Government Code). EC47605(b)(5)(O)

Renaissance Arts Academy is deemed to be the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA). The Charter School shall comply with the EERA.
Element 16: DISSOLUTION PROCEDURES

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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. EC47605(b)(5)(P)

LAUSD LANGUAGE

Revocation
The District may revoke the charter if [Charter School] commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the [Charter School] if the District finds, through a showing of substantial evidence, that the 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 Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the [Charter School] in writing of the specific violation, and give the [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 clause set forth in this Charter.

Closure Action
The decision to close [Charter School] either by the [Charter School] governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

*Closure Procedures
The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

Documentation of Closure Action
The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the [Charter School] will be issued by [Charter School] within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the [Charter School] by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the [Charter School] by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.

5. The retirement systems in which the school's employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the CSD.

6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the [Charter School] by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must 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 to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’s cumulative record which will include 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

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer

[Charter School] shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. The Charter School will prepare an electronic master list of all students to the Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, 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 should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.

4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The CSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. The Charter School will provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other 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 the 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 the charter school.

This audit may serve as the school’s annual audit.

The financial closeout audit of the Charter School will be paid for by the [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 the [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 the [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. This includes:

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. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. 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 determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

1. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation
2. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the [Charter School] Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers. The [Charter School] Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school’s employees, and anything else required by applicable law:

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. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
c. Make final federal tax payments (employee taxes, etc.)
d. File the final withholding tax return (Treasury Form 165).
e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end [Charter School’s] right to operate as a Charter School or cause [Charter School] to cease operation. [Charter School] and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 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.

**Facilities**

**District-Owned Facilities**: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD 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 LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD 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 LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD 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 LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment.** LAUSD 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 LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**
  - (i) **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to
  - (ii) 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 LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD 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 LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD 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 LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property 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 those 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.
Facility Status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply 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 the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. 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.

Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm

Asbestos Management: The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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.
MISCELLANEOUS PROVISIONS

Budget and Financial Reporting

Governing Law: “The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.” Education Code Section 47605(g).

Attached, as Appendix, please find the following documents:

- A projected three year budget
- Budget assumptions
- Financial projections for three years of operation

These documents are based upon the best data available to the Petitioners at this time.

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

Administrative Services

Governing Law: “The manner in which administrative services of the school are to be provided.” Education Code Section 47605(g).

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. If the District is interested in providing services on a fee-for-service basis, the specific terms and cost for these services will be the subject of an annual memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

Facilities

Governing Law: “The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.” Education Code Section 47605(g).

The Charter School is located at 1800 Colorado Blvd. in Los Angeles, and its facilities have been described above.

Attendance Accounting and Student Information Systems

RENAISSANCE ARTS ACADEMY will keep daily record of attendance and complete official state registers on a monthly basis. Required reports will be submitted to LAUSD, LACOE, and CDE in a timely manner. RENAISSANCE ARTS ACADEMY may use the Student Information System (SIS) maintained by LAUSD to facilitate delivery of information in a timely manner. Attendance system will satisfy the requirements of LAUSD, LACOE and CDE.
Severability
The terms of this Charter contract are severable. In the event that any of the provisions is determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in effect, unless mutually agreed otherwise by LAUSD and the RENAISSANCE ARTS ACADEMY Charter Board. This clause does not in any way affect the ability of LAUSD to revoke the charter. The LAUSD and RENAISSANCE ARTS ACADEMY agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Communications
All official communications between RENAISSANCE ARTS ACADEMY and LAUSD will be sent via First Class Mail or other appropriate means to the following addresses:

Director
Renaissance Arts Academy
1800 Colorado Blvd
Los Angeles, CA 90041

Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 25th Floor
Los Angeles, California 90017

Autonomy
RENAISSANCE ARTS ACADEMY funding will be based on the State’s Block Funding Formula; ADA calculations will be based on a 92% attendance. Funding beyond the 92% level will be applied to the school’s discretionary fund. Penalties for falling below this level will be deducted from the school’s discretionary fund. Financial and material donations made to RENAISSANCE ARTS ACADEMY will be applied to the school’s non-categorical account unless otherwise specified in the donor’s agreement. RenArts reserves the following:

- The right to set its own calendar providing that such calendar meets with all state guidelines;
- The right to cap enrollment based on facility capabilities for student and staff safety;
- The right to set and administer attendance policies that promote the educational goals set forth in this document;
- The right to set its own staff-development programs and schedule;
- The right to select its own staff (certificated, classified, and administrative) as stated in Employee Qualifications, Element 5;
- The right to offer advanced courses (on-site and distance learning) in coordination with accredited colleges and universities around the country;
- The right to offer, through technological means, remedial and advanced courses to other schools within LAUSD and throughout California;
- The right to choose its own textbooks provided that they support State standards.

This petition includes many sections that are required by LAUSD as “boilerplate” language that must be included in the charter petition as per the District policy. Petitioners are not given the opportunity to negotiate these provisions. By including this language, the Petitioner is fulfilling the stated requirements of the District, but is not waiving any right in the future to challenge the legality of the required language.
Potential Civil Liability Effects

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).*

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.