

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

**Renaissance High School for
the Arts**

School Plan for Student Achievement
2024-2025

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment:

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement:

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

SBAC: All 72% proficient or above up from 53%AA 77%EL 50%Incredible results for SBAC with a three year improvement from 26% to 53% to 72%.A-G on Track: All 62%AA 59%EL 40%ABC Rate: All 83%AA 81%EL 66%

ELA Goals

ELA/Math Goal: Increase student proficiency in ELA as measured by the SBAC by 5%. Increase the ABC grade rate within those classes by 5% by the end of the 2024-25 school year and monitored through the quarterly grading periods. Math and ELA teachers have been in professional development trainings with the Curriculum leaders to work on refining their lesson plans and assessments. They are also meeting with each student and reviewing their Pear Assessments and previous middle school SBAC score to determine strengths and areas of growth. Progress monitoring is through periodic grade checks and unit exams. All students who are falling below grade level in ELA and or Math are assigned Saturday school or additional tutoring. A parent conference is held and an intervention plan is put in place. For the most needy students, the RHSA administration and counselors mentor students from each grade level and provide one on one tutoring and support.

Comprehensive Needs Assessment: Mathematics

Math Findings

SBAC: All 12% proficient or above down from 14%AA 0%EL 0%Extremely low results for all students.A-G on Track: All 62%AA 59%EL 40%Low A-G rate for EL studentsABC Rate: All 83%AA 81%EL 66%Low ABC Rate for EL students

Math Goals

Increase student proficiency in math as measured by the SBAC by 12% and increase the ABC grade rate within those classes by 5% by the end of the 2024-25 school year and monitored through the quarterly grading periods.Math and ELA teachers have been in professional development trainings with the Curriculum leaders to work on refining their lesson plans and assessments. They are also meeting with each student and reviewing their Pear Assessments and previous middle school SBAC score to determine strengths and areas of growth. Progress monitoring is through periodic grade checks and unit exams. All students who are falling below grade level in ELA and or Math are assigned Saturday school or additional tutoring. A parent conference is held and an intervention plan is put in place. For the most needy students, the RHSA administration and counselors mentor students from each grade level and provide one on one tutoring and support.

Comprehensive Needs Assessment: English Learners

English Learner Findings

N/A

English Learner Goals

N/A

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Pulse: Sense of Belonging: All 78%, AA 71%, EL 79% Identity: All 88%, AA 85%, EL 73% Agency: All 81%, AA 77%, EL 84% CORE Survey: Identity: 88% +3 Agency: 81% -2 Belonging: 77% +1 Safety: 65% +6 Strong in most areas with a slight decrease in AA and EL population.

Culture/Climate Goals

CC Goal: Enhance climate and culture indicators (Belonging, Identity, Agency) by 5% from 23-24 through staff professional development, student input, schoolwide activities, and community engagement to provide a stronger sense of belonging for students as measured by the 24-25 Pulse and CORE surveys.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) SBAC will increase by 20% to 73% proficient or above The ABC rate of all students will increase 5% The A-G rate will increase by 10% Increase ELA Edulastic scores by 2%	Goal Met	The SBAC for ELA was a tremendous success. There was a 20% increase from the previous year which began at 26% two years ago. The ABC rate increased for the 1st quarter and the overall 1st quarter assessments were raised.	Continue to focus on SBAC skills for 11th grade students. Work with teachers on their grading policy to allow for equitable grading.
Math	1) Double the proficient or above percentage to 28%. The ABC rate of all students will increase 5% The A-G rate will increase by 10% Increase in Math Edulastic scores by 10% in each unit	Goal Partially or Not Met	The previous math SBAC percentage was 14% proficient. The students were lower this year by 2%. The A-G rate for the 1st quarter is slightly higher but the Unit assessments gained approximately 5%.	The is a focus on SBAC and test taking skills in math. There are practice problems as well as practice tests embedded in the curriculum. Tutoring hours have increased and incentives for achievement have been added.
English Learner	1) N/A	Goal Partially or Not Met	N/A	N/A
Culture/Climate	1) Increase by 5% each of the PULSE categories (Belonging, Identity, Agency) Increase the number of school wide student activities that involve the entire student body. Targeted staff professional development each semester on how to assist Black and LGBTQ+ students in learning and school motivation.	Goal Partially or Not Met	The Pulse and CORE survey have not been administered yet. We should get the results by the end of the 1st semester for the Pulse survey.	There has been a focus on positive school activities for the students and parents.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Recreation aides to assist in supervision during student lunch, nutrition, before and after school. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
CSO and Stage Tech to provide security and supervision at performances wherein ticket sales do not cover the cost. (IN 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Professional Development for math/ELA teachers to help address achievement gaps. PD for staff regarding equity and inclusion in alignment with the LBUSD Equity Policy focused on restorative practices and SEL support for students. (PD 1)	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)	Somewhat Impactful
Principal is provided with \$2100 of miscellaneous funds from SSC to cover additional expenses and emergency resources as necessary throughout the year. All expenses will be reported to School Site Council and need to support academic achievement, student safety or improving school culture and climate. (SM 1)	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful
Additional instructional materials for students. (SM 2)	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
Students pursue a balanced, integrated literacy program of literature and language study to promote academic discourse. In literature, students develop strategies to	Interim Assessments End of learning assessments to demonstrate competency in comprehension, analysis, synthesis,	My Perspectives, 2017, Pearson

construct meaning and interact thoughtfully with all genres of literature and nonfiction texts. Language production (in both speech and written response) becomes an extension of experiences developed through reading literary and nonfiction works. Students also receive instruction in the conventions of written language, effective oral communication, and research techniques.

Reading activities are based on contemporary themes in literature and non-fiction selections to provide for an ever-changing and highly motivational curriculum.

LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.

Please see the full catalog of high school courses at: <https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyeyznk2e7i/HS-Course-Selection->

evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:

- Interim district assessment
- Unit tests
- Portfolios

Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression
Writing Tasks

These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:

- Unit and section introduction tasks: section overview activities, Launch Text activities
- Making Meaning tasks: First Read & Close Read guides, comprehension check, research to clarify and/or explore, close read the text, analyze the text, analyze craft and structure
- Language Development tasks: concept vocabulary, word study, conventions, author’s style
- Preparation for performance assessments, Unit reflections, evidence logs, word networks
- Short constructed response, Cornell notes, double entry journals, journal quick writes

Formative Assessments/Quizzes

These assessments allow teachers and students to collect the best possible evidence about where

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students are in the learning process, and teachers use this information to decide what to do next. These are quick assessments to check for understanding of the content and skills taught so far. These mini assessments can be oral, multiple choice, short answer, essay format, or visual. They can be graded or not. Some examples include the following:

- Brief quizzes and general comprehension checks
- Thinking Maps
- Selection Tests

Homework
This independent practice reinforces or extends the instruction or learning done in class. Teachers use the data to determine areas of focus for student intervention (reteach) and/or acceleration (move on). The work should be checked for completion, but not graded for mastery: it is practice in a skill.

Core Program - Writing

Curriculum/Instruction	Assessments	Resources/Materials
<p>Students engage in a variety of academic and creative writing tasks which connect both literature and nonfiction to their life experiences. Students use writing process activities in a variety of genres; argumentative, expository, narrative, reflective and literary analysis of texts, and research or inquiry. Students also receive instruction in the conventions of written language and effective oral communication. Students read and respond to historically and/or culturally significant works of non-fiction texts tracing.</p>	<p>Interim Assessments End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none">• Interim district assessment• Unit tests• Portfolios <p>Reading & Writing Tasks: Making Meaning,</p>	<p>My Perspectives, 2017, Pearson</p>

Students are provided a concentrated study of the writing process, essay genres, close reading of fiction and non-fiction, research skills and correctness. Writing activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum. Students use technology to support production of text, correctness, and research reading and writing

LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.

Please see the full catalog of high school courses at: <https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf>

Language Development, and Effective Expression Writing Tasks

These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:

- Performance Task: Writing Focus (teacher-guided process essay), including prewrites, Thinking Maps, Flee Maps, drafts, peer feedback, etc.
- Effective Expression Writing Tasks: writing to sources, writing to compare, quick writes, summaries, Write Now tasks
- Short constructed response, Cornell notes, double entry journals, journal quick writes
- Teacher modeled writing lesson activities

Language Production through Speaking & Listening Tasks:

Preparation and participation in effective collaborative conversations that are built around important content ensures that students may show competency in contributing appropriately and analyzing and synthesizing a multitude of ideas from a variety of sources. Some examples include the following:

- Performance Task: Speaking and Listening Focus (small group presentation)
- Effective Expression Speaking & Listening tasks
- Everyday classroom participation, active participation activities, collaborative conversations,

Socratic seminars, peer feedback and critiques, reader's theater, choral response, recitations

Core Program - Math

Curriculum/Instruction	Assessments	Resources/Materials
<p>The Common Core State Standards Scope and Sequence documents provide a comprehensive “blueprint” for strategically sequencing and operationalizing the grade-level/course standards in Mathematics. For high school, the core program includes Algebra 1, Geometry, Algebra 2 and Precalculus.</p> <p>Algebra 1 The fundamental purpose of the Algebra 1 course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. Successful completion of Algebra 1, or an equivalent sequence, is a graduation requirement. Instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.</p> <p>Intensified Algebra I is offered to a small group of approximately 30 students at selected sites. Intensified Algebra I is a comprehensive, two-period course that is designed to help students who are one to three years behind in mathematics re-engage as motivated learners</p>	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>End of Unit Assessment embedded into each Unit of Instruction</p> <p>First Semester Final End of Course (EOC) Assessment (Algebra AB, CD, Algebra 1, Geometry, Algebra 2, Precalculus)</p> <p>SBAC Summative Assessment (Grade 11)</p> <p>Khan Academy offers the teachers a way to get assessment data and differentiate instruction based on student needs. It is being used in many classrooms for class activities, homework, and assessment.</p>	<p>Algebra: Big Ideas Math Algebra 1, Big Ideas Learning, 2015</p> <p>Geometry: Big Ideas Math Geometry, Big Ideas Learning, 2015</p> <p>Algebra 2: Big Ideas Math Algebra 2, Big Ideas Learning, 2015</p> <p>Precalculus: Precalculus, McGraw Hill, 2014</p> <p>Khan Academy</p>

and succeed in Algebra I within a single academic year. Students are enrolled in a double block of Algebra which is supplemented with mindset activities and a hands-on approach to help students gain confidence and competence in Algebra.

Geometry

The fundamental purpose of the Geometry course is to formalize and extend students' geometric experiences from the middle grades. This course includes standards from the Geometry conceptual category. In this Geometry course, students explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. Instructional time focuses on five critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilation and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; and (5) prove basic geometric theorems.

Algebra 2

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions in the Algebra 2 course. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Students work closely with the expressions that define the functions, competently manipulate algebraic expressions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the

set of complex numbers and solving exponential equations using the properties of logarithms. Instructional time focuses on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods.

Precalculus

Precalculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Instructional time focuses on four critical areas: (1) extend work with complex numbers; (2) expand understanding of logarithms and exponential functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; and (4) perform operations with vectors. Precalculus is not a required course for A-G completion. See additional 4th year options below.

4th Year Options

To meet the four year math requirement and to provide access to upper level math classes, some schools offer additional math electives, which may include:

- Introduction to Applied Math (not A-G)
- Intro to Data Science (IDS)
- Functions, Statistics & Trigonometry (FST)
- Finite Math
- AP Statistics

- AP Calculus (AB or BC)

For other math offerings and the full catalog of high school courses, please visit:
<https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf>

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Additional adult supervision Culture-Climate Survey (Student-Staff) 100	Recreation aides to assist in supervision during student lunch, nutrition, before and after school.	All Students	LCFF \$24,450 Hourly - Recreation Aide (2) for 620 hours annually - LCFF 100%	09/01/2024 - 06/15/2025 Daily	Michael Navia	observations Culture-Climate Survey (Student-Staff) 100
Students who are receiving a D or F on their report card or progress report. D/F Rate 50, A-G Rate 50	Tutoring funds so that teachers are able to be available for student needs after school.	All Students	LCFF \$3,739 Teacher Hourly Extra Comp (10) for 4 hours annually - LCFF 100%	09/01/2024 - 06/15/2025 Weekly	Teaching staff, Michael Navia	Sign in sheet, observations D/F Rate 50, A-G Rate 50

For our student performances Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50	CSO and Stage Tech to provide security and supervision at performances wherein ticket sales do not cover the cost.	All Students	LCFF \$494 Hourly - Campus Staff Assistant (1) for 5 hours annually - LCFF 100% Hourly - Stage Technician (1) for 6 hours annually - LCFF 100%	09/01/2024 - 06/15/2025 Other	Rita Lara Valeria Avina	Adjunct duty list Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
		Renaissance High School participated in a School of Choice Fair for 8th grade students in October 2024. We also held our Site Night where we invited potential students to our campus to learn about our academic classes and arts electives.

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
No supplemental budgeted items have been approved.					

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
math achievement scores D/F Rate 40, A-G Rate 20, Other College Readiness Measures 20, Algebra Participation/Pass 20	Professional Development for math/ELA teachers to help address achievement gaps. PD for staff regarding equity and inclusion in alignment with the LBUSD Equity Policy focused on restorative practices and SEL support for students.	LCFF \$3,000 Services - LCFF 100%	09/01/2024 - 06/15/2025 Quarterly	Michael Navia	Selected teachers will attend conference follow up conversations regarding skills and development.

Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness

No supplemental budgeted items have been approved.

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA’s budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	0
Title I Parent and Family Involvement (3008)	0

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	34860

* It is understood that LCFF funding is district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to allocations to sites and designed to provide central services to underserved, underperforming, and/or Title I schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Provides homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Research/TISB LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

Students receive music opportunities with string instruments and instruction from professional music performers on weekends.

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Michael Navia	06-01-2025
Staff	Classroom Teacher	Natalie Van Conas	06-01-2026
Staff	Classroom Teacher	Ryan Noble	06-01-2026
Staff	Classroom Teacher	Parisa Foroutan	06-01-2026
Staff	Classroom Teacher	Paul Tran	06-01-2026
Staff	Other School Personnel	Marcie White	06-01-2026
Community	Parent/Community Member	████████ Flynn	06-01-2026
Community	Parent/Community Member	████████ O'Grady	06-01-2025
Community	Parent/Community Member	████████ Savage	06-01-2026
Community	Student	A ██████████	06-01-2025
Community	Student	H ██████████	06-01-2025
Community	Student	H ██████████	06-01-2025

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	
DELAC Representative	Parent of EL Student (required)	
Principal or Designee	Staff Member (required)	
Secretary		

Name	Representing
------	--------------

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	
2. At which ELAC meeting did ELAC approve its Recommendations?	
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	
6. What was SSC's response to ELAC recommendations?	

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s):
2. The SSC approved the **Home-School Compact** on 10/29/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/29/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): ,
5. SSC Participated in the Annual Evaluation of SPSA:10/29/2024
6. The SPSA was approved at the following SSC Meeting: 01/27/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup Renaissance

2/14/25

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	All Students	59	59	45	29	7	8	56
			All High	25	38	6	6	50
			District	30	33	15	16	36
	Grade	Gr. 11 (Minimum Growth Target: 12)	59	45	29	7	8	56
			All High	25	38	6	6	50
			District	24	38	6	6	49
	Ethnicity	Hispanic	40	59	23	8	5	65
			All High	22	39	6	5	50
			District	29	34	15	16	36
		White	11^	-	36	9	18	36
			All High	31	34	6	8	53
			District	28	33	15	18	34
		African American	6^	-	33	17	50	
			All High	20	42	6	7	45
			District	28	34	15	15	37
	Other	2^	-	100	0			
		All High	26	35	8	8	48	
		District	32	30	16	19	35	
	Gender	Female	37	42	32	11	8	49
			All High	27	37	6	7	49
			District	32	31	15	17	36

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup Renaissance

2/14/25

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Gender	Male	22	51	23	9	63		
		All High	22	39	7	5	50	
		District	27	35	15	15	35	
	Nonbinary	All High^	2	56			44	
		District	5	53	6	12	29	
	Special Populations	EL + RFEP	21	54	38		62	
All High			23	39	6	6	50	
District			29	34	14	14	38	
ELL		1^	-				100	
		All High	25	40	6	6	48	
		District	33	32	17	16	35	
RFEP		20	52	40		60		
		All High	23	39	6	6	50	
		District	26	35	12	13	40	
GATE/Excel		17^	-	12	12	6	71	
		All High	32	32	7	6	54	
		District	31	31	16	18	35	
Homeless		2^	-	50		50		
		All High	8	43	7	5	44	
		District	27	35	14	14	37	
Homeless/Foster		2^	-	50		50		

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup Renaissance

2/14/25

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Special Populations	Homeless/Foster	All High	6	45	7	5	44
			District	25	35	15	14	36
	Foster	All High [^]	-33	70			30	
		District	9	40	19	13	28	
	Low SES	District	39	42	36	8	56	
		All High	21	40	6	5	49	
		District	29	33	15	16	35	
	Special Ed.	District	7 [^]	-	14		86	
		All High	27	37	7	6	50	
		District	28	35	15	15	35	
	Spec Ed. Speech/RSP	District	7 [^]	-	14		86	
		All High	29	36	5	7	52	
		District	31	34	15	15	36	
	SLC	Renaissance - REN	59	45	29	7	8	56

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup Renaissance

2/14/25

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	All Students	59	-11	53	20	20	7	
		All High	8	46	23	18	14	
		District	22	35	19	19	27	
	Grade	Gr. 11 (Minimum Growth Target: 49)	59	-11	53	20	20	7
		All High	8	46	23	18	14	
		District	9	46	22	18	14	
	Ethnicity	Hispanic	38	3	39	29	21	11
			All High	8	46	23	17	14
			District	20	36	20	18	26
		White	11^	-	91	9	0	0
			All High	14	45	23	19	13
			District	27	31	20	21	28
African American		8^	-	50	13	38	0	
		All High	7	47	22	18	14	
		District	18	38	18	17	26	
Other	2^	-	100	0	0	0		
	All High	11	46	19	21	14		
	District	27	32	18	20	30		
Gender	Female	39	-6	49	26	18	8	
		All High	-1	52	22	16	11	
		District	21	35	19	19	26	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup Renaissance

2/14/25

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Gender	Male	20	-18	60	10	25	5
		All High	17	41	23	20	16
		District	23	34	19	19	28
	Nonbinary	All High^	14	50	13	13	25
		District	11	45	15	6	33
Special Populations	EL + RFEP	19^	-	32	26	26	16
		All High	6	48	22	16	14
		District	20	37	19	16	27
	ELL	2^	-			50	50
		All High	25	39	21	18	22
		District	24	34	20	18	27
	RFEP	17^	-	35	29	24	12
		All High	-	50	23	15	12
		District	15	40	18	15	28
	GATE/Excel	17^	-	59	24	18	0
		All High	5	46	23	21	10
		District	28	29	21	22	29
	Homeless	2^	-	50		50	
		All High	2	50	20	14	16
		District	20	37	19	17	27
Homeless/Foster	2^	-	50		50		

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup Renaissance

2/14/25

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
		N		Growth Target					
				Declined	Below Target	Above Target	Accelerated*		
M a t h	Special Populations	Homeless/Foster	All High	2		51	20	14	15
			District	19		37	19	16	27
	Foster	All High^	-18		70	20	10	0	
		District	11		39	20	14	27	
	Low SES		37	-		46	19	24	11
		All High	7		47	21	17	15	
		District	21		36	19	18	27	
	Special Ed.		7^	-		14	14	57	14
		All High	26		36	23	23	18	
		District	20		38	18	17	26	
	Spec Ed. Speech/RSP		7^	-		14	14	57	14
		All High	26		36	24	23	18	
		District	20		37	18	17	28	
	SLC	Renaissance - REN	59	-11		53	20	20	7

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

Renaissance D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: All Students



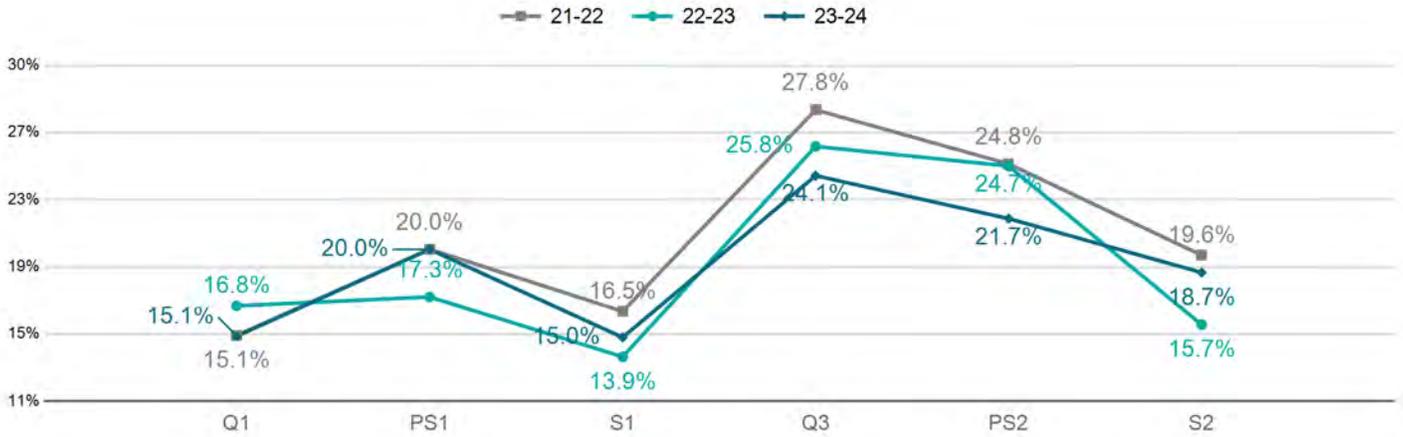
Graphs for subgroups on following pages.

Renaissance D/F Rate - 3 year Comparison

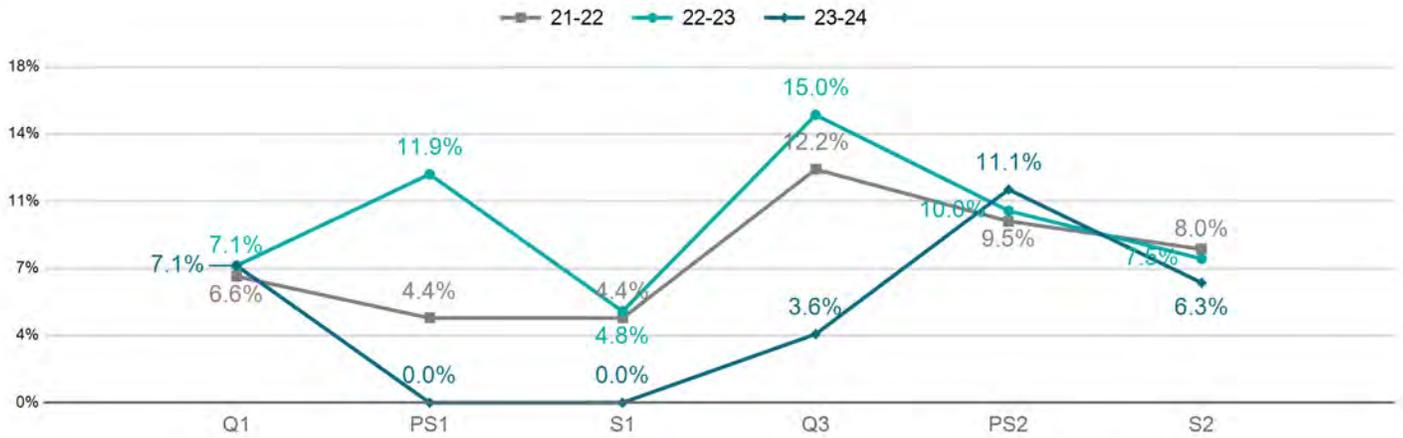
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

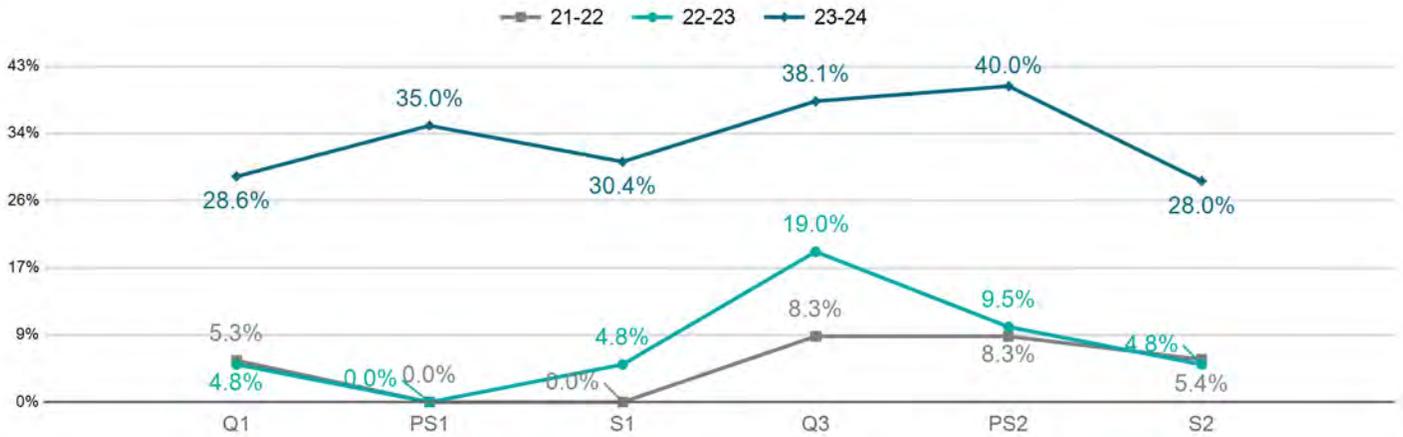
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: Asian



Category: Ethnicity - Subgroup: Cambodian

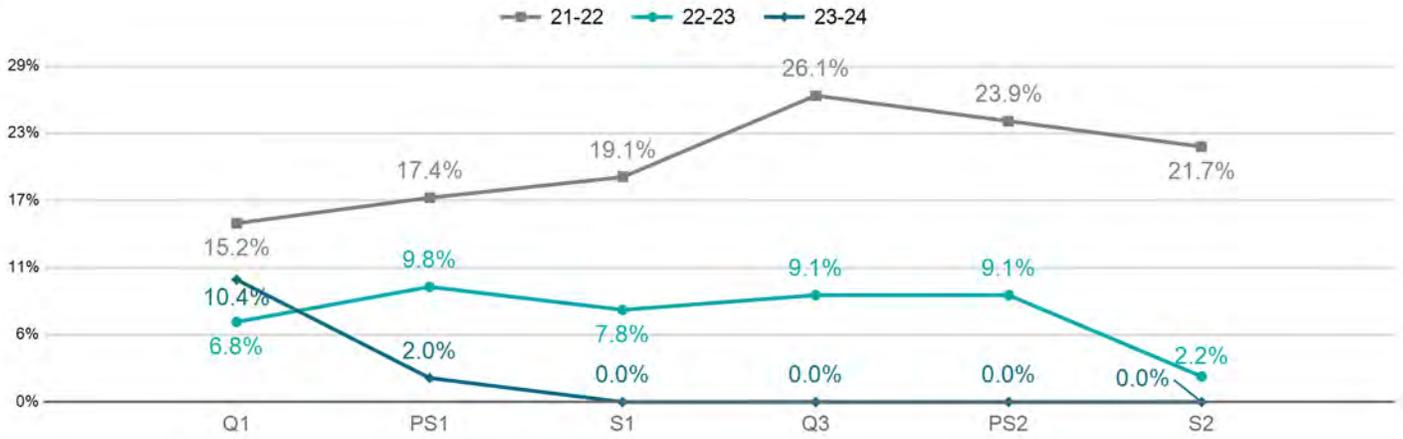


Renaissance D/F Rate - 3 year Comparison

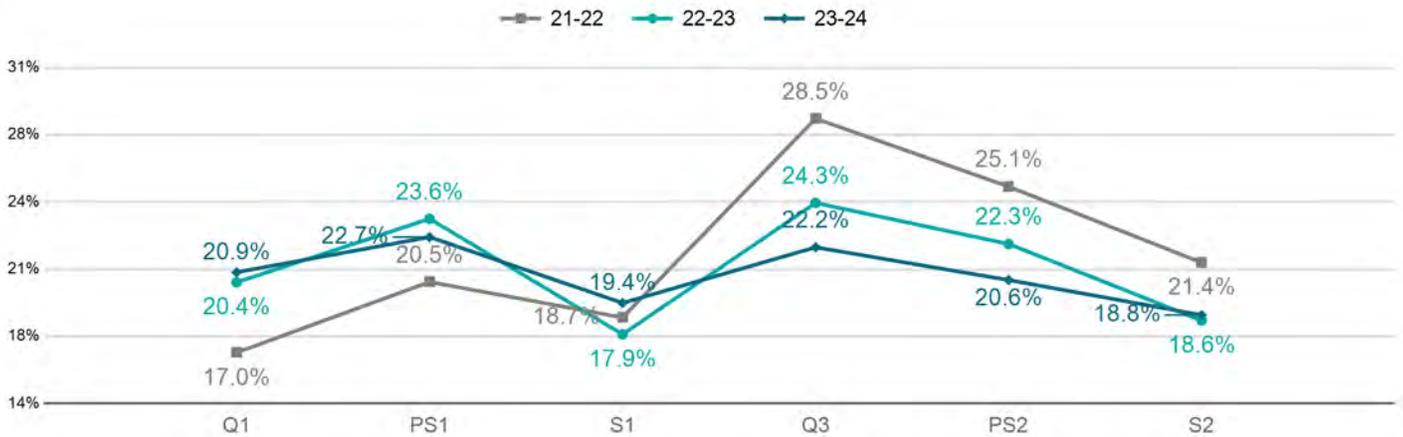
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial
Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

Category: Ethnicity - Subgroup: Filipino



Category: Ethnicity - Subgroup: Hispanic



Category: Ethnicity - Subgroup: White

Renaissance D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Ethnicity - Subgroup: Other

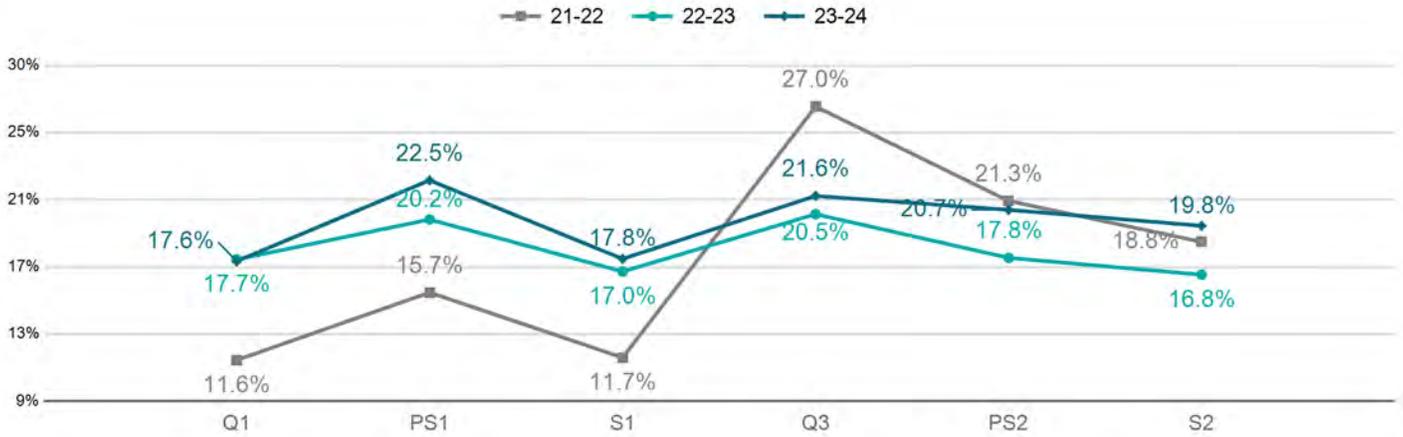


Renaissance D/F Rate - 3 year Comparison

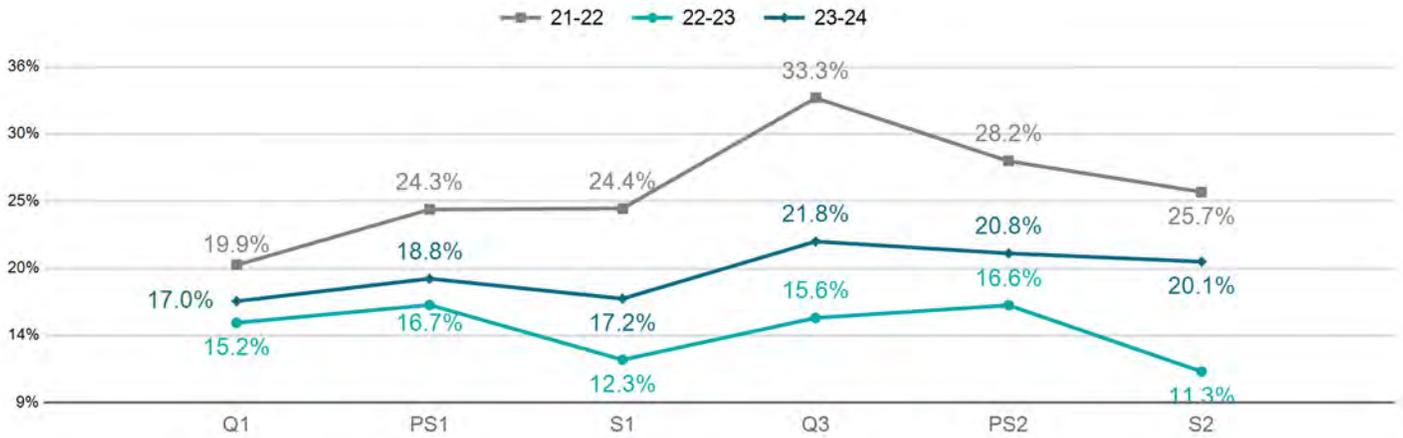
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

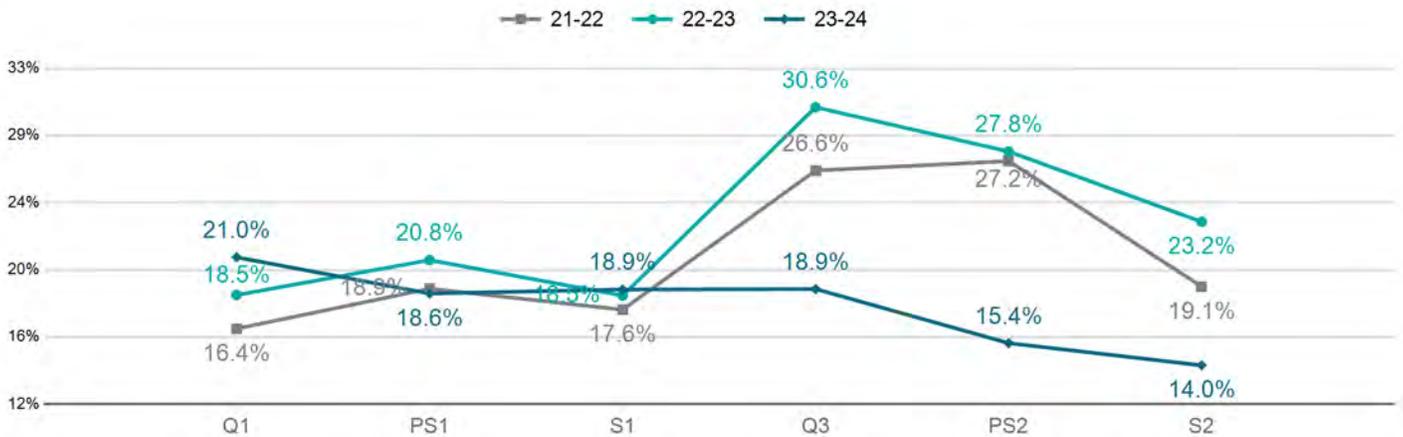
Category: Grade - Subgroup: Gr. 09



Category: Grade - Subgroup: Gr. 10



Category: Grade - Subgroup: Gr. 11

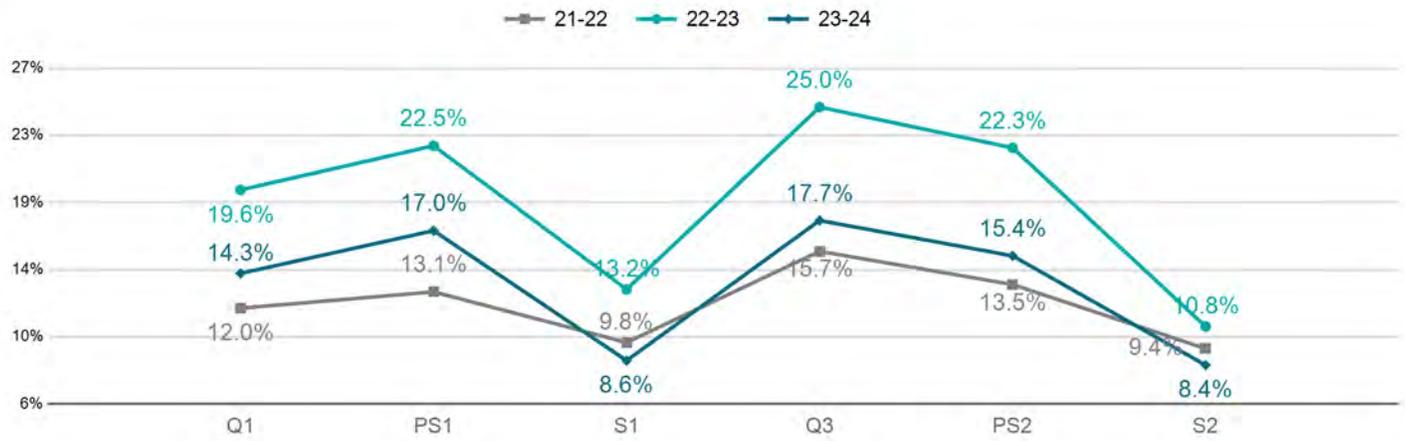


Renaissance D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Grade - Subgroup: Gr. 12

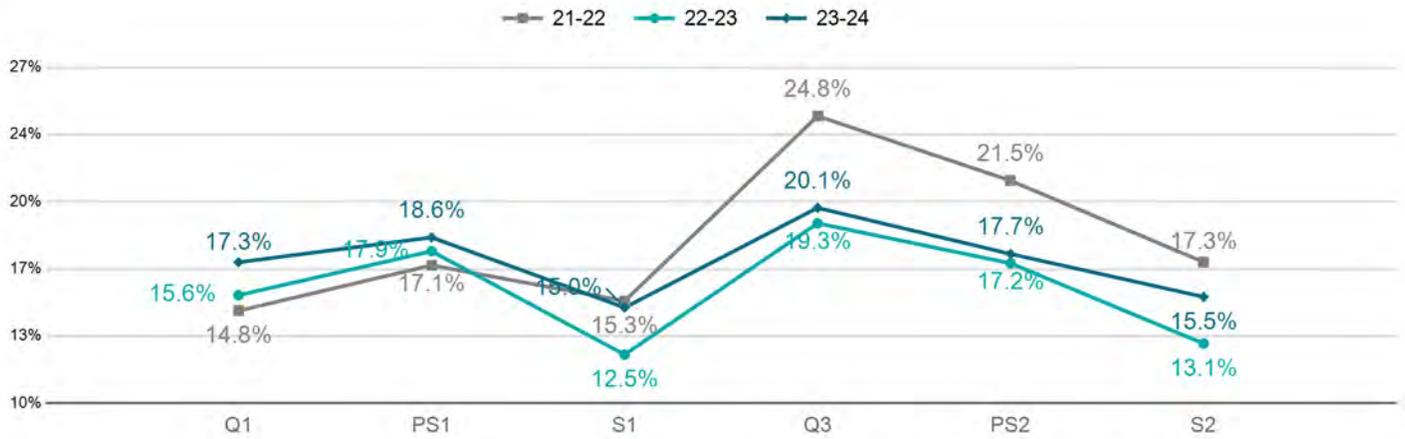


Renaissance D/F Rate - 3 year Comparison

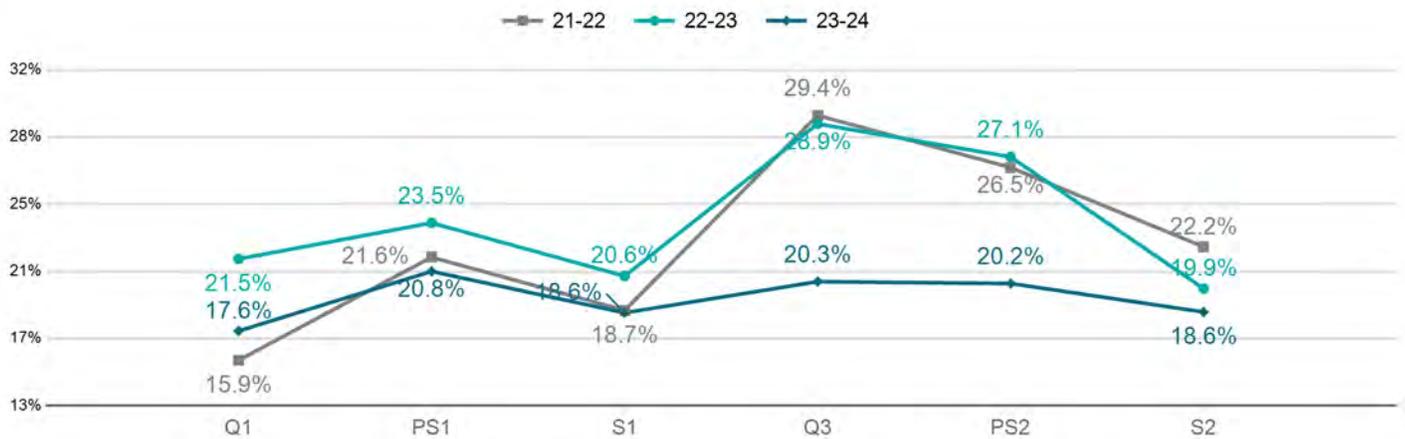
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

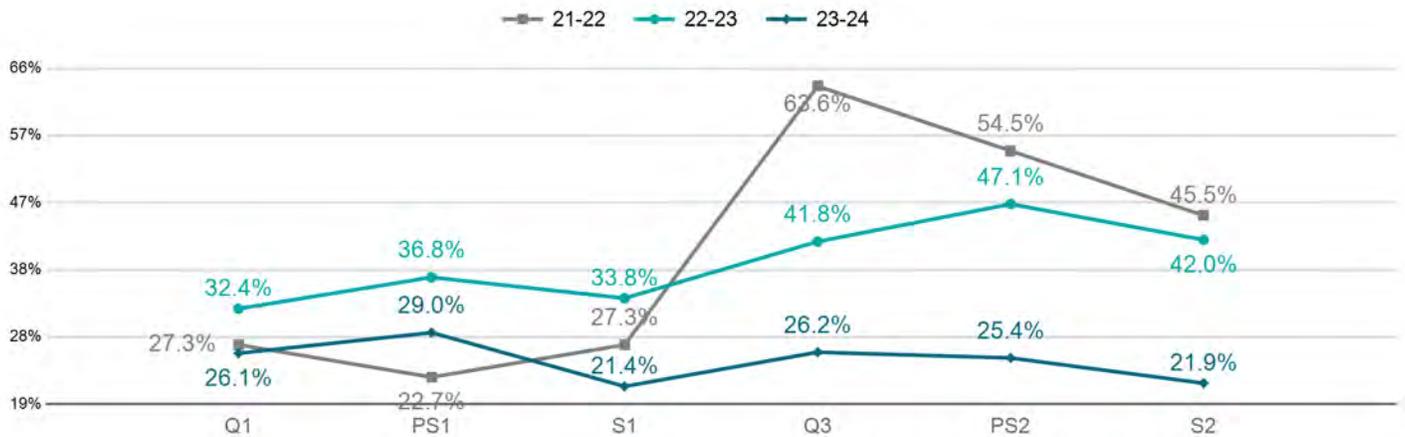
Category: Gender - Subgroup: Female



Category: Gender - Subgroup: Male



Category: Gender - Subgroup: Nonbinary

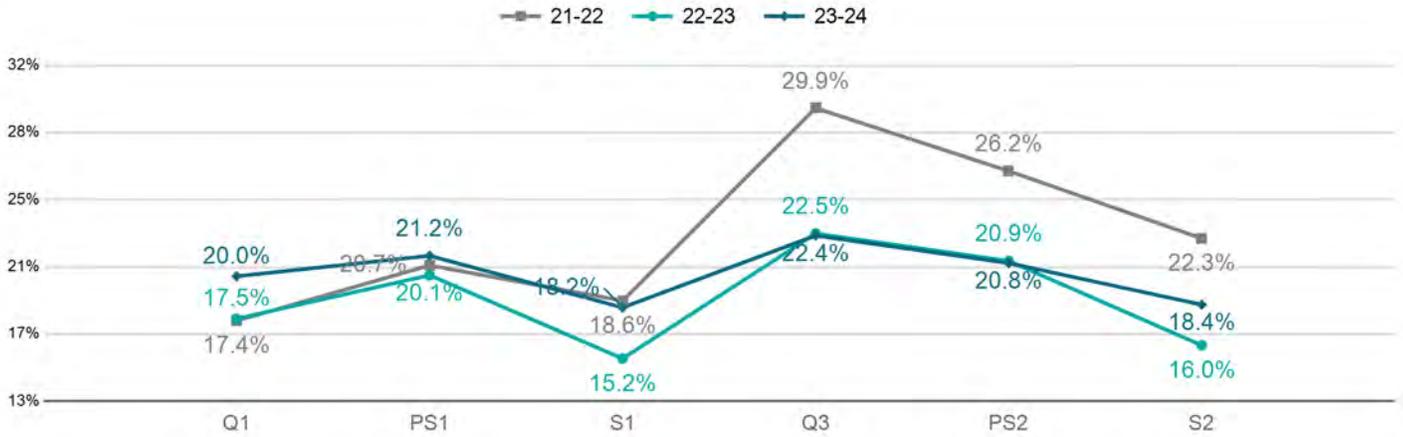


Renaissance D/F Rate - 3 year Comparison

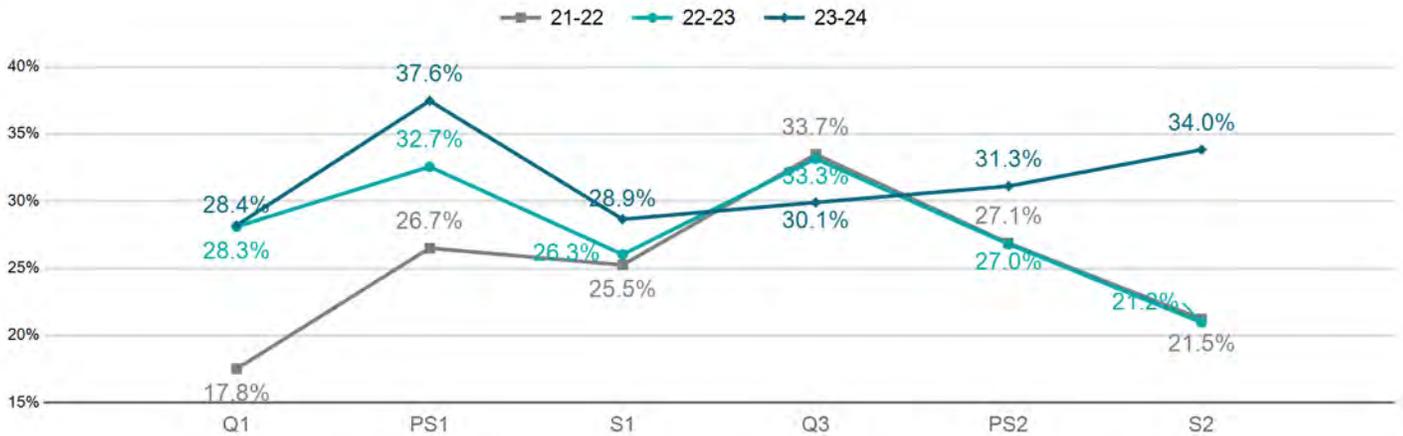
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

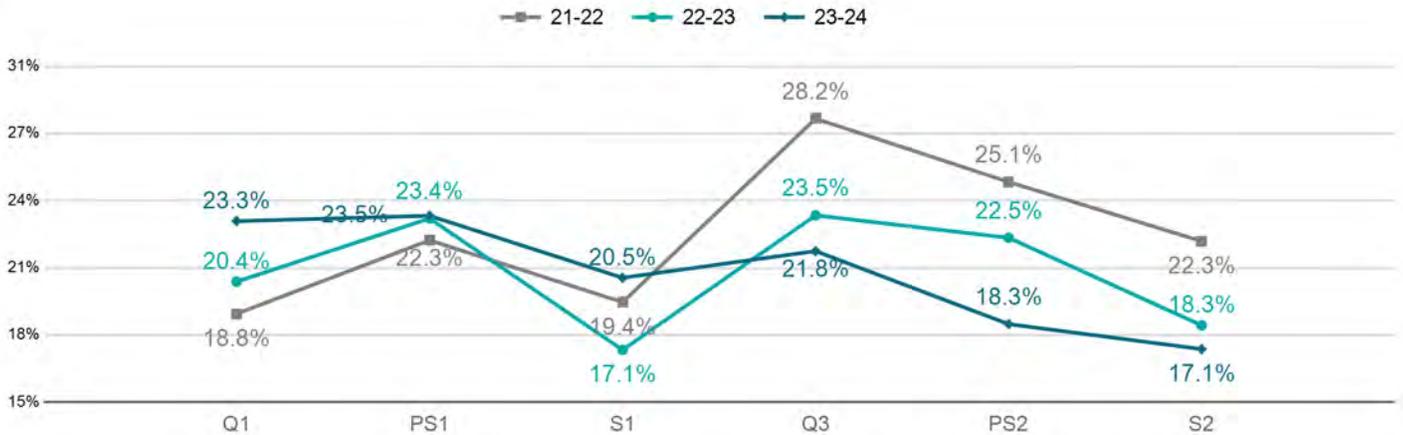
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL



Category: Special Populations - Subgroup: RFEP

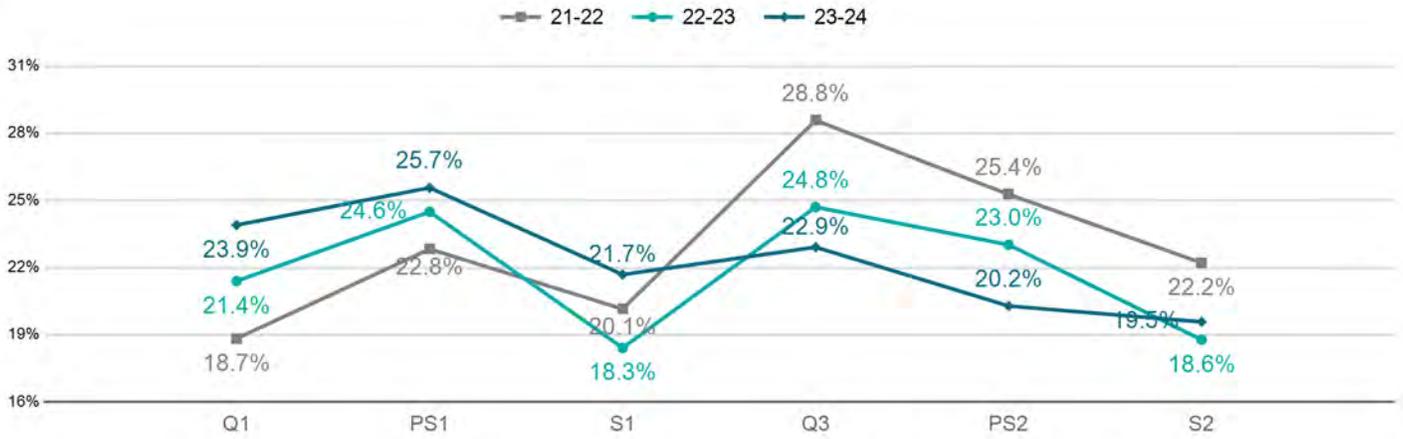


Renaissance D/F Rate - 3 year Comparison

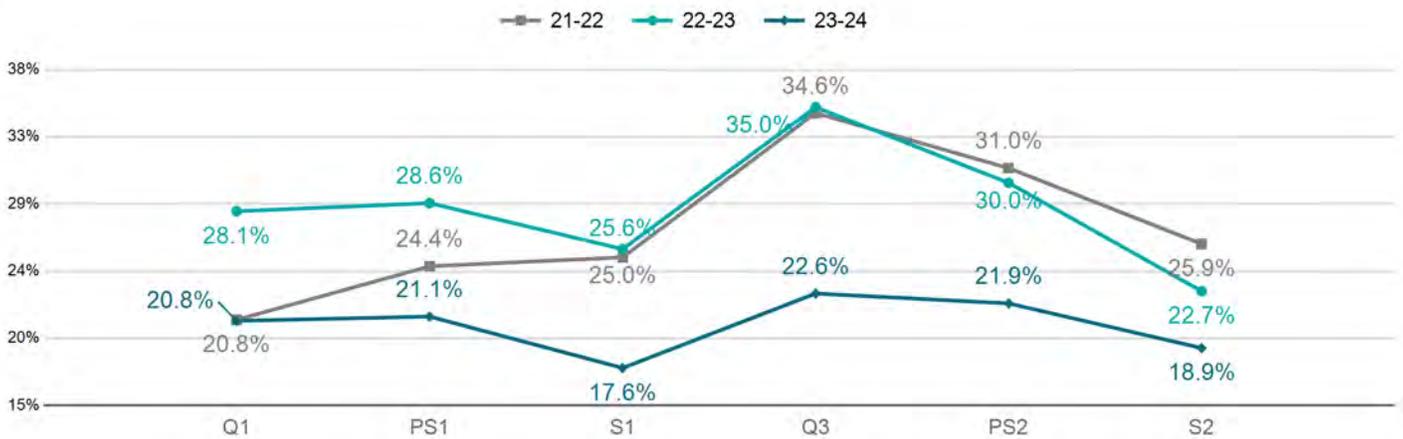
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.

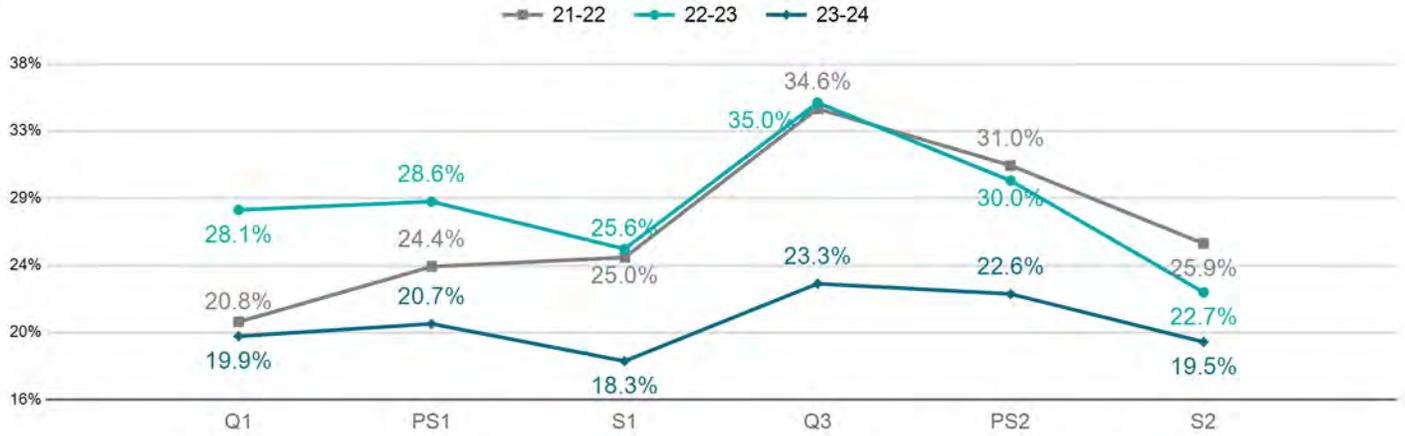


Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

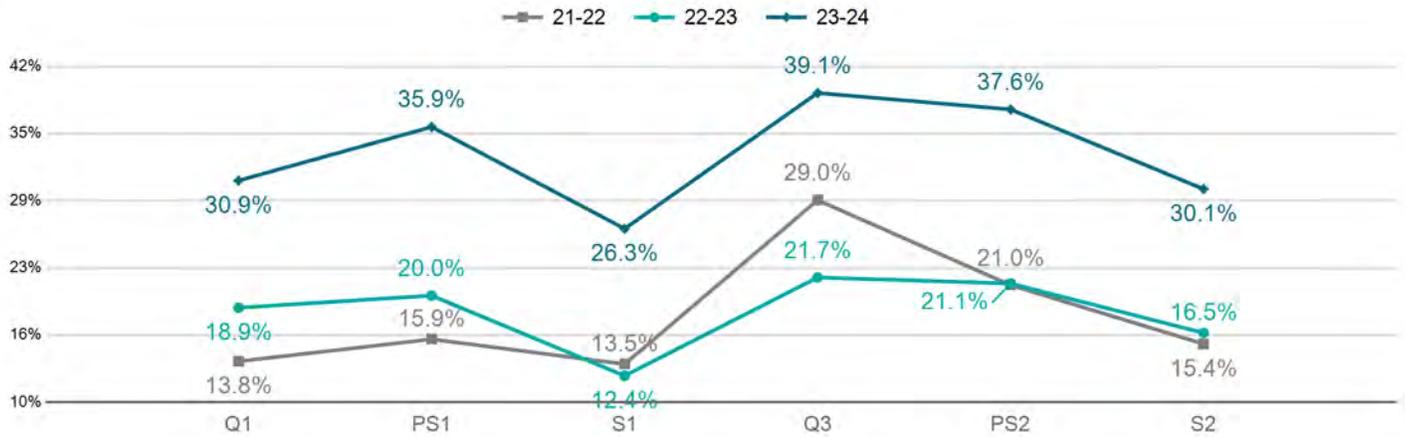
Renaissance D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

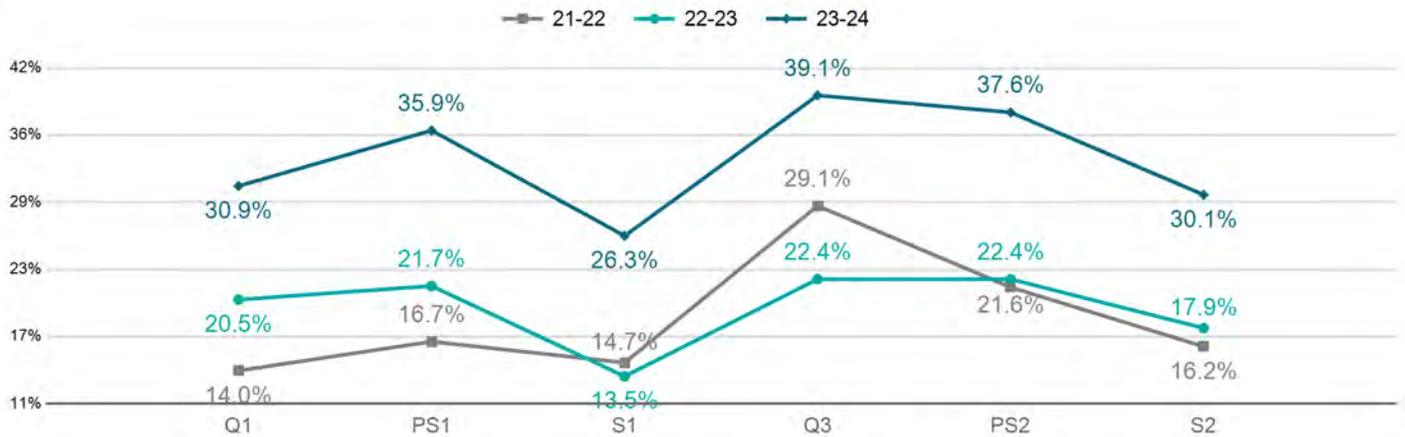
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Homeless

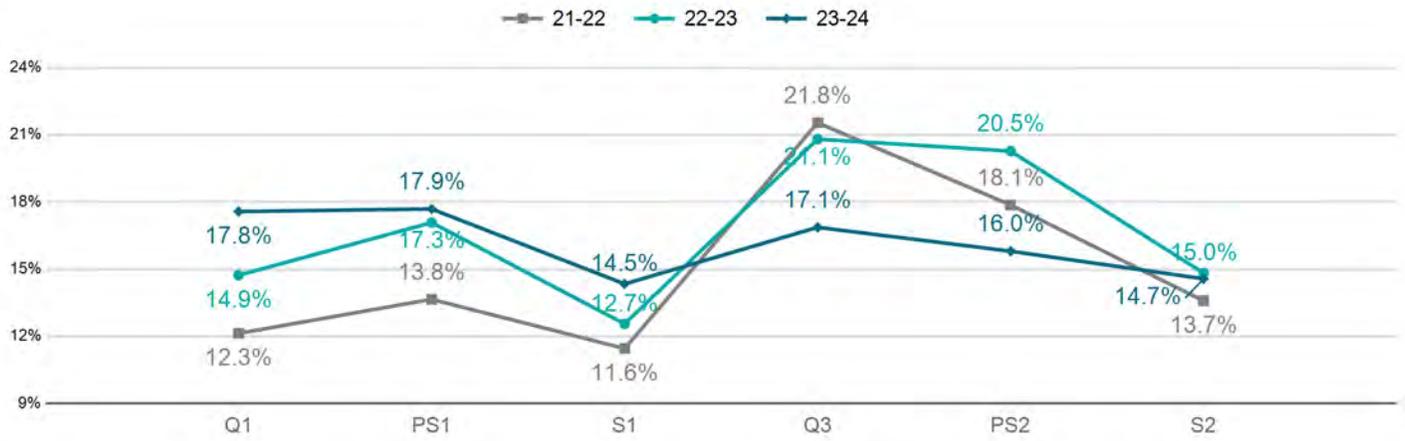


Category: Special Populations - Subgroup: GATE/Excel

Renaissance D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

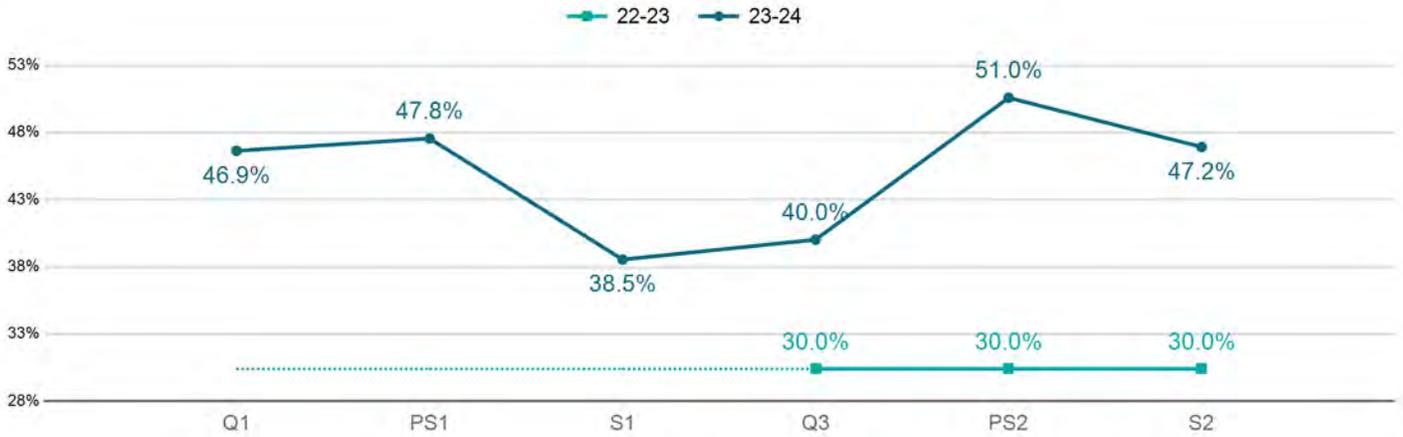


Renaissance D/F Rate - 3 year Comparison

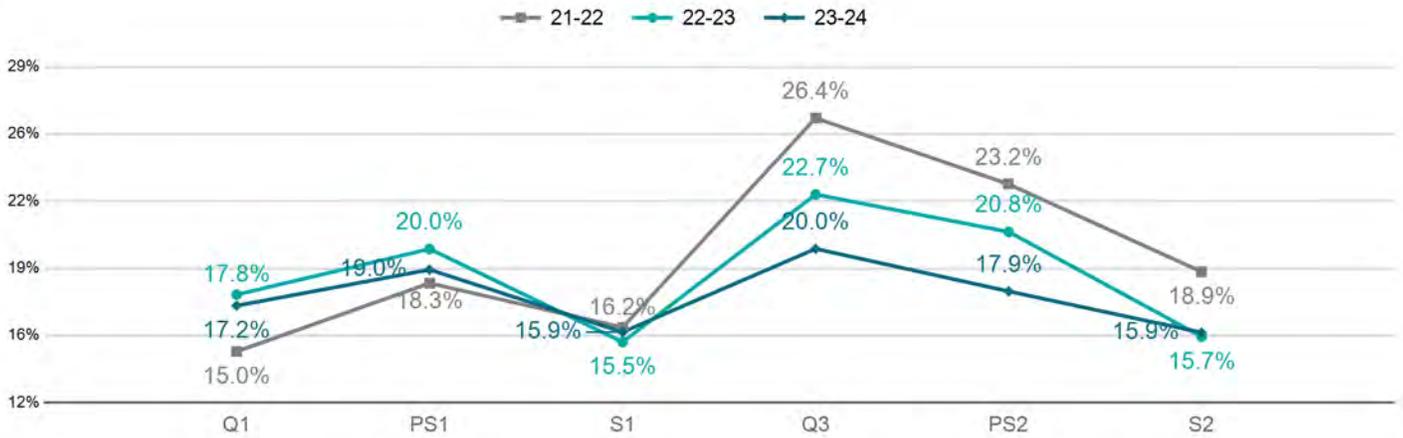
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: SLC - Subgroup: Renaissance



Category: SLC - Subgroup: Renaissance - REN





Home School Compact 2024-25

District Mission: To support the personal and intellectual success of every student, every day.

School Mission: Educate all students to be critical thinkers, effective communicators, and responsible citizens. Students will accomplish these by effective teacher instruction, strategic intervention and stakeholder support that promotes success in an accelerated arts and academic pathway.

Student Pledge

I realize that my education is important to me. I understand that a good education will provide me with the tools I need to be a productive citizen. As a student, I will be responsible for:

- Wearing appropriate school attire
- Following instructions of all school personnel
- Keeping my hands, feet, objects and unpleasant words to myself
- Being ready to work when the bell rings
- Showing pride and respect for myself, others and the school campus
- Following all classroom rules
- Completing and turning in my homework
- Strive to do the best in and out of school

Parent/Guardian Pledge

As the parent/guardian, I pledge to guide my child in the education process by:

- Providing a quiet area and study time at home
- Making sure my children are well rested, appropriately dressed, on time to school and prepared to learn
- Assisting my children with their homework assignments on a regular basis
- Attending Back-to-School Night, Open House and other school-wide functions including parent/guardian - teacher conferences
- Actively support district, school and classroom policies

Staff-Teacher Pledge

The Renaissance High School for the Arts staff is committed to the academic success of every student and we agree to:

- Teach skills and concepts as described by the district and the California State Standards
- Strive to address the individual needs of every student
- Communicate with you and your child regarding academic progress. Communication will include report cards, School Messenger, mid-reporting period of unsatisfactory notices, if necessary and telephone calls home, and parent conferences as appropriate
- Encourage and support parent/guardian volunteers in the classroom
- Create lessons and activities that will motivate students to do their best

Retain Top Portion for Your Records

Please Return the Home/School Compact Signature Tear-Off to the Office

Student Signature

Date

Parent/Guardian Signature

Date

Teacher Signature

Date





Pacto entre la escuela y el hogar 2024-25

Misión del Distrito: Apoyar el éxito personal e intelectual de cada estudiante, todos los días.

Misión escolar: Educar a todos los estudiantes para que sean pensadores críticos, comunicadores efectivos y ciudadanos responsables. Los estudiantes lograrán esto mediante instrucción docente eficaz, intervención estratégica y apoyo de las partes interesadas que promueva el éxito en un camino académico y artístico acelerado.

Compromiso del estudiante

Me doy cuenta de que mi educación es importante para mí. Entiendo que una buena educación me brindará las herramientas que necesito para ser un ciudadano productivo. Como estudiante, seré responsable de:

- Usar ropa escolar apropiada
- Seguir las instrucciones de todo el personal de la escuela.
- Guardarme las manos, los pies, los objetos y las palabras desagradables
- Estar listo para trabajar cuando suene la campana
- Mostrar orgullo y respeto por mí mismo, los demás y el campus escolar.
- Seguir todas las reglas del salón de clases
- Completar y entregar mi tarea
- Esforzarse por hacer lo mejor dentro y fuera de la escuela.

Compromiso de los padres/tutores

Como padre/tutor, me comprometo a guiar a mi hijo en el proceso educativo al:

- Proporcionar un área tranquila y tiempo de estudio en casa.
- Asegurarme de que mis hijos descansen bien, se vistan apropiadamente, lleguen a tiempo a la escuela y estén preparados para aprender
- Ayudar a mis hijos con sus tareas de manera regular
- Asistir a la Noche de Regreso a la Escuela, Casa Abierta y otras funciones de toda la escuela, incluidas las conferencias de padres/tutores y maestros
- Apoyar activamente las políticas del distrito, la escuela y el salón de clases.

Personal - Compromiso de las profesoras

El personal de Renaissance High School for the Arts está comprometido con el éxito académico de cada estudiante y acordamos:

- Enseñar habilidades y conceptos según lo descrito por el distrito y los Estándares del Estado de California
- Esforzarse por abordar las necesidades individuales de cada estudiante.
- Comunicarse con usted y su hijo sobre el progreso académico. La comunicación incluirá boletas de calificaciones, mensajero escolar, informes de avisos insatisfactorios a mitad del período, si es necesario, llamadas telefónicas a casa y conferencias con los padres, según corresponda.
- Alentar y apoyar a los padres/tutores voluntarios en el salón de clases
- Crear lecciones y actividades que motiven a los estudiantes a dar lo mejor de sí

Conserve la porción superior para sus registros

Por favor, devuelva la firma desprendible del Pacto entre el hogar y la escuela a la oficina

Firma de alumno

Fecha Firma de padres o tutor

Fecha

Firma de profesores

Fecha





Renaissance High School for the Arts

Parent Involvement Guidelines

2024-25



Renaissance High School has developed jointly with the members of School Site Council and distributed to parents, the school's *Parent Involvement Guidelines* which establishes Renaissance High School's expectations for parental involvement and describe how the school will implement a number of specific parental involvement activities. The *Home-School Compact* is a component of the Parent Involvement Guidelines.

PART I

Renaissance High School agrees to implement the following requirements:

- Jointly develop with parents, and distribute to parents of participating students, the school Parent Involvement Guidelines.
- Notify parents about the *Parent Involvement Guidelines* in an understandable and uniform format and, to the extent practicable, distribute to parents in a language the parents can understand.
- Make the *Parent Involvement Guidelines* available to the local community.
- Periodically update the *Parent Involvement Guidelines* to meet the changing needs of parents and the school. The School Site Council (SSC) must approve these Guidelines annually.
- Adopt the school's *Home-School Compact* as a component of the *Parent Involvement Guidelines*. The School Site Council must approve the Compact annually.
- Be governed by the following statutory definition of parental involvement, and carry out programs, activities, and procedures in accordance with this definition.

PART II.

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENT INVOLVEMENT GUIDELINES COMPONENTS

1. Renaissance High School will take the following actions to involve parents in the joint development and agreement of its school *Parent Involvement Guidelines* and its schoolwide plan under Section 1118(b) of the Elementary and Secondary Education Act (ESEA). The School will periodically update its *Parental Involvement Guidelines* to meet the changing needs of parents and the school by doing the following:

- Attend, when applicable, one of the district or School Site Council trainings to comply with expected responsibilities & roles of School Site Council (SSC) and its members, ensure proper composition of the SSC, effectively consider budgetary data, and follow the goals set out in the *Single Plan for Student Achievement (SPSA)*.
- Plan a meeting with SSC parents (at a convenient time) to review assessment data, *SPSA*, and previous year's Parent Involvement Guidelines that includes inviting parents and stakeholders to attend the meeting, providing meeting dates and locations via information disseminated in flyers, announcements at Back-To-School night, Canvas e-mails, school messenger, or other electronic methods.

Reviewing the school *Parent Involvement Guidelines* and Home School Compact as a group, making changes as necessary, and approving both the *Parent Involvement Guidelines* and the *Home School Compact* with the information recorded in the official minutes. Oral and written translations made available in Spanish for parents as needed.

2. Renaissance High School will take the following actions to distribute to parents of participating students and the local community, the *Parent Involvement Guidelines*:
 - SSC meetings
 - Main Office Counter
 - Copies in College and Career Center
 - Back to School Night
 - School Website
3. Renaissance High School will provide to parents of participating students a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
 - Back-to-School Night, Parent Orientation meeting
 - LMS - Canvas
4. Renaissance High School will provide parents of participating students, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Parent-Teacher conferences, telephone calls, email, Canvas, SST meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Renaissance High School will build capacity for strong parental involvement in order to ensure effective parent/school partnership and to improve student academic achievement, through the following activities listed below:
 - Parent-Teacher conferences
 - District trainings offered for parents and staff
 - District website resources: click "P" for Parent University
2. Renaissance High School will, as a component of its school's *Parental Involvement Guidelines*, incorporate the *Home-School Compact* which outlines the shared responsibility of home, school and student in academic achievement, and is developed/reviewed and approved by the SSC at the first meeting. The *Home-School Compact* will be posted on the Renaissance webpage and will be located in the RHSA Central Canvas page, and will be posted in the main office.
3. Renaissance High School will provide assistance to parents in understanding:
 - the State's academic content standards
 - the State and local academic assessments including alternate assessments
4. Renaissance High School will, with the assistance of its district and parents, educate its teachers and other staff, in how to reach out to, communicate with, and work with parents as equal partners and build ties between parents and schools.

5. Renaissance High School will, to the extent feasible and appropriate, ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating students in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

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PART IV.
ADOPTION

This Renaissance High School Parental Involvement Guidelines have been developed jointly with, and were adopted by the School Site Council members on October 29th, 2024, and will be in effect for the period of one year. The school will distribute the Guidelines to all parents during or before December 2, 2024. Renaissance High School, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.



Signature of Principal

10/29/24

Approval Date

11/1/24

Distribution Date



Directrices para la Participación de los Padres de la Escuela Preparatoria Renaissance de las Artes 2024-2025



La Escuela Preparatoria Renaissance ha desarrollado conjuntamente con los miembros del Consejo del Plantel Escolar y ha distribuido a los padres de familia las *Directrices para la Participación de los Padres* de la escuela, en las cuales se establecen las expectativas de la Escuela Preparatoria Renaissance sobre la participación de padres de familia y se describe cómo la escuela implementará una serie de actividades específicas para la participación de los padres de familia. El *Convenio Entre el Hogar y la Escuela* es un componente de las Directrices de Participación para Padres de Familia.

PARTE I

La Escuela Preparatoria Renaissance está de acuerdo en implementar los siguientes requisitos:

- Desarrollar conjuntamente con los padres de familia y distribuir a los padres de familia de estudiantes participantes las *Directrices para la Participación de los Padres*.
- Notificar a los padres de familia sobre las *Directrices para la Participación de los Padres* en un formato comprensible y uniforme, y, en la medida de lo posible, distribuir las a los padres de familia en un idioma que los padres de familia puedan entender.
- Poner a disposición de la comunidad local las *Directrices para la Participación de los Padres*.
- Actualizar periódicamente las *Directrices para la Participación de los Padres* para satisfacer las necesidades cambiantes de los padres de familia y la escuela. El Consejo del Plantel Escolar (SSC) debe aprobar las Directrices anualmente.
- Adoptar el *Convenio Entre el Hogar y la Escuela* como un componente de las Directrices para la Participación de los Padres. El Consejo del Plantel Escolar (SSC) debe aprobar el convenio anualmente.
- Se registrará por la siguiente definición legal de la participación de padres de familia, y llevará a cabo programas, actividades, y procedimientos conforme a esta definición.

PARTE II.

DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS POR LAS DIRECTRICES DE PARTICIPACIÓN PARA PADRES DE FAMILIA DE LA ESCUELA

1. La Escuela Preparatoria Renaissance tomará las siguientes acciones para incorporar a los padres de familia/tutores en el desarrollo y acuerdo conjunto sobre las *Directrices para los Padres de Familia* y su plan de toda la escuela bajo la Sección 1118 (b) de la Ley Educativa para Primarias y Secundarias (ESEA, según sus siglas en inglés). La escuela actualizará periódicamente las *Directrices para la Participación de los Padres* para cubrir las necesidades cambiantes de los padres de familia/tutores y la escuela al hacer lo siguiente:

- Asistir, cuando corresponda, a una de las capacitaciones del distrito o del Consejo del Plantel Escolar (SSC) para cumplir con las responsabilidades y funciones esperadas del SSC y sus miembros, garantizar una

composición apropiada del SSC, considerar de manera efectiva datos presupuestarios, y seguir las metas establecidas en el *Plan Único para el Logro Académico Estudiantil (SPSA)*.

- Planificar reuniones con los padres de familia del SSC (a una hora conveniente) para revisar los datos de las evaluaciones, el SPSA y las *Directrices para la Participación de los Padres* del año anterior, lo cual incluye invitar a padres de familia y partes interesadas para asistir a la reunión y proporcionar fechas y lugares de las reuniones a través de volantes, anuncios en la Noche de Regreso a la Escuela, correos electrónicos en *Canvas*, *School Messenger* [Mensajero Escolar], u otros métodos electrónicos.

- Revisar las *Directrices para la Participación de los Padres* y el *Convenio Entre el Hogar y la Escuela* como grupo, hacer cambios según sea necesario y aprobar tanto las *Directrices para la Participación de los Padres* como el *Convenio Entre el Hogar y la Escuela*, documentando la información en las actas oficiales de la reunión. Tener disponibles traducciones orales y escritas para los padres de familia que hablan español, según sea necesario.

2. La Escuela Preparatoria Renaissance tomará las siguientes acciones para distribuir a los padres de familia de los estudiantes participantes y la comunidad local las *Directrices para la Participación de los Padres*:

- En reuniones del SSC
- En el mostrador de la Oficina Principal
- Copias en el Centro de Universidades y Profesiones
- En la Noche de Regreso a la Escuela
- En el sitio web de la escuela

3. La Escuela Preparatoria Renaissance proporcionará a los padres/tutores de los estudiantes participantes una descripción y explicación del plan de estudios que utiliza la escuela, los formularios de evaluación académica que se utilizan para medir el progreso de los estudiantes y los niveles de competencia que se espera que logren los estudiantes:

- La Noche de Regreso a la Escuela, Reunión de Orientación para Padres
- Sistema de Gestión de Aprendizaje (LMS, por sus siglas en inglés) - *Canvas*

4. La Escuela Preparatoria Renaissance proporcionará a los padres de familia de los estudiantes participantes, si así lo solicitan los padres de familia, oportunidades para reuniones ordinarias para formular sugerencias y participar, según sea apropiado, en las decisiones relacionadas con la educación de sus hijos:

- Conferencias de Maestros y Padres de familia, llamadas telefónicas, correos electrónicos, *Canvas*, reuniones de SST

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO LOGRO ACADÉMICO DE LOS ESTUDIANTES

1. La Escuela Preparatoria Renaissance desarrollará la capacidad de las escuelas y los padres de familia para una contundente participación de padres de familia, con el fin de garantizar una asociación efectiva entre padres/escuela y mejorar el logro académico, a través de las actividades descritas a continuación:

- Conferencias entre Maestros y Padres de Familia
- Capacitación del distrito ofrecida para padres de familia y el personal
- Recursos del sitio web del distrito: haga clic en "P" para Participación de Padres de Familia

2. La Escuela Preparatoria Renaissance, como un componente de las *Directrices para la Participación de los Padres* de la Escuela, incorporará el *Convenio Entre el Hogar y la Escuela*, el cual describe la

responsabilidad compartida del hogar, la escuela y el estudiante para el logro académico, y es desarrollado/revisado y aprobado por el SSC en la primera reunión. El *Convenio Entre el Hogar y la Escuela* se publicará en la página web *SchoolLoop* de Renaissance, se encontrará en la página *Canvas* Central de Escuela Preparatoria Renaissance de las Artes (RHSA), y estará publicado en la oficina principal.

3. La Escuela Preparatoria Renaissance brindará ayuda a los padres de familia/tutores para comprender temas como los siguientes:

- los estándares del contenido académico del estado
- las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas

4. La Escuela Preparatoria Renaissance, con la ayuda de su distrito y los padres de familia, educará a sus maestros y el resto del personal sobre cómo acercarse, comunicarse, y trabajar con los padres de familia como socios iguales y sobre cómo desarrollar vínculos entre los padres de familia y las escuelas.

5. La Escuela Preparatoria Renaissance garantizará, en la medida de lo posible y apropiado, que la información relacionada con la escuela y los programas para padres, reuniones, y otras actividades, sea enviada a los padres de los estudiantes participantes en un formato comprensible y uniforme, incluidos formatos alternativos a petición, y en la medida de lo posible, en un idioma que los padres de familia puedan entender.

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PARTE IV.
ARROGACIÓN

Las Directrices para la Participación de los Padres de la Escuela Preparatoria Renaissance han sido desarrolladas conjuntamente y adoptadas por miembros del Consejo del Plantel Escolar el FECHA NUEVA y estarán vigentes por un periodo de un año. La escuela distribuirá las directrices a todos los padres de familia en diciembre de 2024 o antes. La Escuela Preparatoria Renaissance, cuando sea posible, proporcionará una copia de estas directrices a los padres de familia en un idioma que los padres de familia puedan entender.



Firma del director

10/28/24

Fecha