

# Los Angeles Academy of Arts and Enterprise

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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



### David Calvo, Principal

Principal, Los Angeles Academy of Arts and Enterprise

#### About Our School

Dear Parents and Students,

At Los Angeles Academy of Arts and Enterprise we aim to prepare our students for leadership in arts and business, where creativity, academic knowledge, and financial literacy are essential for success. Our school opened in 2005 and has incredibly grown since. Functioning in a diverse Los Angeles community, we strive to provide a rigorous and relevant curriculum in a nurturing environment.

Our school is unique because we are a small school with a family feel. We provide our students with college preparatory curriculum, variety of arts and enterprise classes, research-driven intervention software, highly qualified teachers, a strong focus on English Language Learners, and a safe learning environment. We are creating a true learning community and embrace high academic standards with the belief that all children can succeed!

I am privileged to be your principal and to be able to observe daily the dynamic interaction of its stakeholders. The education we offer is the foundation upon which our students may build their dreams. Know that Los Angeles Academy of Arts and Enterprise is your school. We all play an integral part of this learning community and challenging and supporting our students to become innovative and empathetic leaders in the global community.

Warmly,

David Calvo, Principal  
Los Angeles Academy of Arts and Enterprise

1200 West Colton Street.

Los Angeles, CA 90026-5816

#### Contact

*Los Angeles Academy of Arts and Enterprise  
1200 West Colton Street  
Los Angeles, CA 90026-5816*

Phone: 213-487-0600  
E-mail: [dcalvo@laaee.org](mailto:dcalvo@laaee.org)



# About This School

## Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Austin Beutner
<b>E-mail Address</b>	<a href="mailto:austin.beutner@lausd.net">austin.beutner@lausd.net</a>
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Los Angeles Academy of Arts and Enterprise
<b>Street</b>	1200 West Colton Street
<b>City, State, Zip</b>	Los Angeles, Ca, 90026-5816
<b>Phone Number</b>	213-487-0600
<b>Principal</b>	David Calvo, Principal
<b>E-mail Address</b>	<a href="mailto:dcalvo@laaae.org">dcalvo@laaae.org</a>
<b>Web Site</b>	<a href="http://laaae.org">http://laaae.org</a>
<b>County-District-School (CDS) Code</b>	19647330110304

*Last updated: 2/20/2019*

## School Description and Mission Statement (School Year 2018—19)

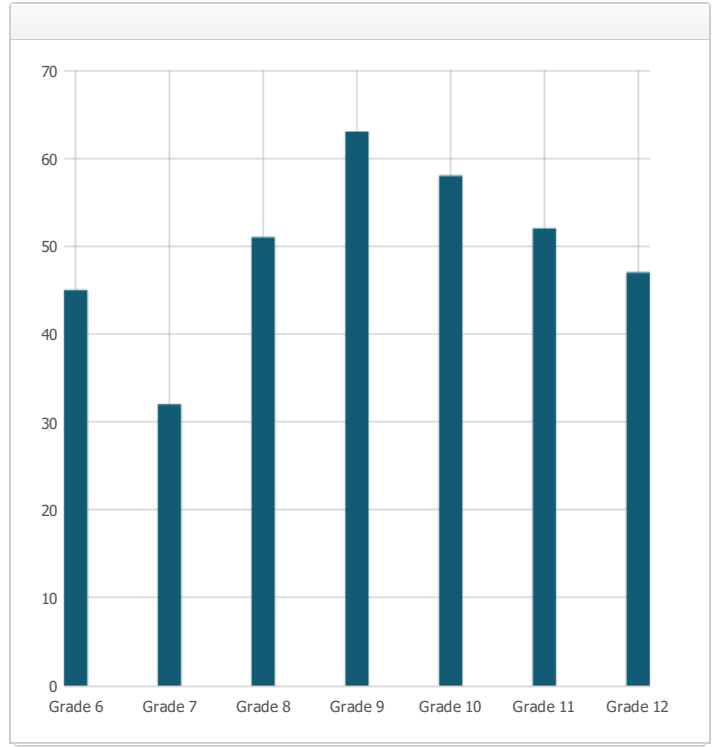
Los Angeles Academy of Arts and Enterprise (LAAAE) is a small, independent public charter school serving approximately 300 students in grades 6-12. Serving students in the Los Angeles neighborhoods of MacArthur Park, Korea town and Downtown LA, LAAAE is an inner city school that largely serves educationally disadvantaged pupils, ninety-seven percent (97%) of which are classified as Latino and ninety-seven percent (97%) qualify for Free and/or Reduced Lunch. Despite these challenges faced by a predominantly immigrant, minority socioeconomically disadvantaged student population, LAAAE is dedicated to continuous school improvement and students have demonstrated significant academic gains.

**Mission:**  
 Los Angeles Academy of Arts and Enterprise's mission is to prepare students for leadership in the arts and business, where creativity, academic knowledge and financial literacy are essential for success. We are developing a generation of diverse, educated, compassionate leaders in the arts and business by providing a dynamic, innovative education that integrates the four lenses of learning: Academics, Arts, Enterprise, and Personal Growth. Academics: The LAAAE curriculum fully addresses the core academic content standards of the California State Board of Education and meets the University of California A-G requirements. The Arts: LAAAE provides comprehensive courses in the Visual and Performing Arts. Enterprise: LAAAE provides business education courses that teach core and advanced principles of enterprise, economics, and entrepreneurship. Personal Growth: LAAAE focuses on personal growth and responsibility to self and others, through character education, and community service.

*Last updated: 2/20/2019*

### Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 6	45
Grade 7	32
Grade 8	51
Grade 9	63
Grade 10	58
Grade 11	52
Grade 12	47
<b>Total Enrollment</b>	<b>348</b>



Last updated: 2/7/2019

### Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	%
Asian	%
Filipino	0.3 %
Hispanic or Latino	96.8 %
Native Hawaiian or Pacific Islander	%
White	0.6 %
Two or More Races	%
Other	1.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	97.7 %
English Learners	36.5 %
Students with Disabilities	5.7 %
Foster Youth	%

## A. Conditions of Learning

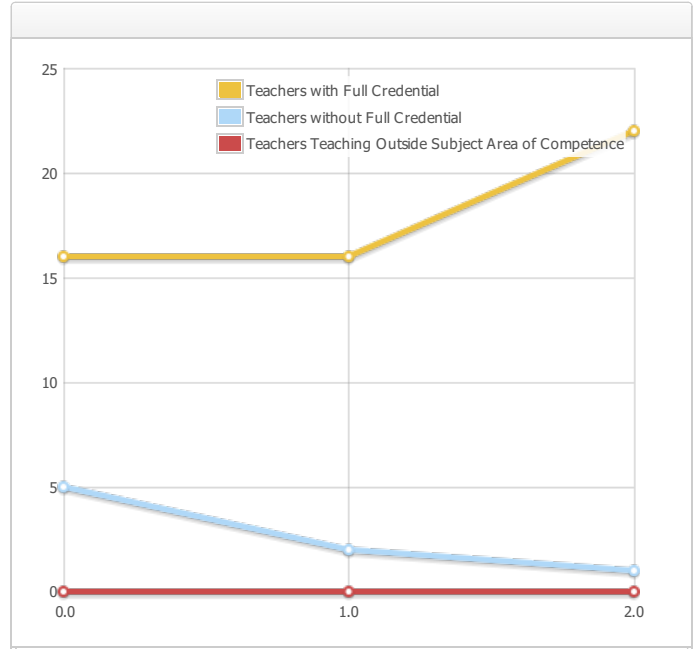
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

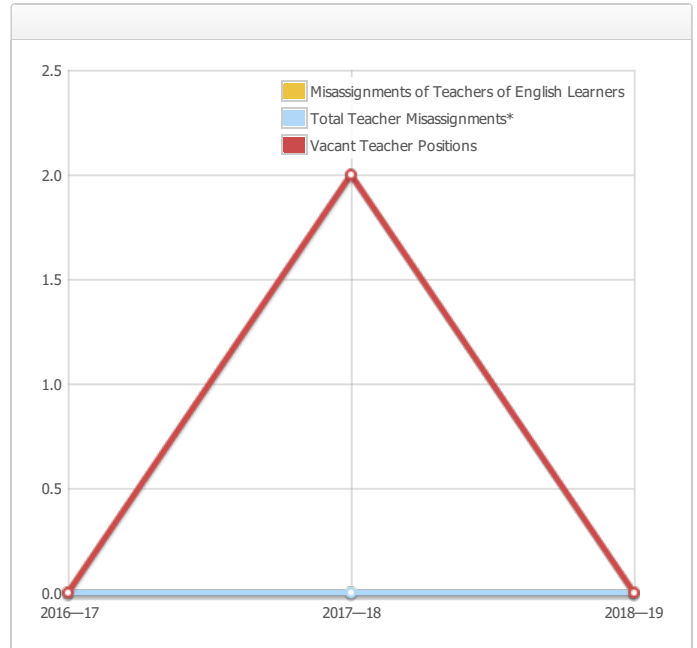
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	16	16	22	2474
Without Full Credential	5	2	1	1570
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2174



Last updated: 2/8/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	2	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/8/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: February 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync  Additional curricula and books aligned to common core and state standards, including: I-Ready Longman Keys to Learning Rosetta Stone K-12 Solutions	Yes	0.0 %
Mathematics	CPM I-Ready Additional curricula and books aligned to common core and state standards, including: Khan Academy  Calculus of a single variable	Yes	0.0 %
Science	McGraw Hill Education, Glencoe Integrated Science Course 1 McGraw Hill Education, Glencoe Integrated Science Course 2 McGraw Hill Education, Glencoe Integrated Science Course 3 McGraw Hill Education, Glencoe Earth Science GEU McGraw Hill Education, Glencoe Biology McGraw Hill Education, Glencoe Chemistry Matter & Change McGraw Hill Education, Glencoe Physics, Principles, and Problems	Yes	0.0 %
History-Social Science	History Alive! World Connections History Alive! The United States through Industrialism History Alive! The Medieval World and Beyond History Alive! The Ancient World History Alive! Pursing American Ideals Econ Alive! The Power to Choose	Yes	0.0 %
Foreign Language	Ven Con Migo Temas AP Spanish Language and Culture	Yes	0.0 %
Health	N/A	No	0.0 %
Visual and Performing Arts	Art Talk	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 2/20/2019

## School Facility Conditions and Planned Improvements

Facilities are safe, clean and adequate. Planned improvements are subject to Los Angeles Unified School District plans, as Los Angeles Academy of Arts and Enterprise (LAAAE) is on a Proposition 39 facility, with maintenance governed by the District.

*Last updated: 2/7/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: February 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: February 2019

Overall Rating	Good
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*Last updated: 2/7/2019*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	30.0%	27.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	7.0%	21.0%	30.0%	32.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 2/7/2019*



## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	175	169	96.57%	26.79%
Male	91	90	98.90%	25.84%
Female	84	79	94.05%	27.85%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	174	168	96.55%	26.95%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	172	166	96.51%	26.67%
English Learners	109	103	94.50%	14.71%
Students with Disabilities	11	11	100.00%	
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/7/2019

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	175	169	96.57%	20.71%
Male	91	90	98.90%	22.22%
Female	84	79	94.05%	18.99%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	174	168	96.55%	20.83%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	172	166	96.51%	20.48%
English Learners	109	104	95.41%	11.54%
Students with Disabilities	11	11	100.00%	
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/7/2019

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 2/7/2019

### Career Technical Education (CTE) Programs (School Year 2017–18)

Los Angeles Academy of Arts and Enterprise has a robust business career technical education program with a variety of business, marketing, and entrepreneurship courses. At the high school level, students enroll in year long courses. LAAAE has a partnership with the National Foundation for Teaching Entrepreneurship (NFTE) to provide additional hands-on activities and competition opportunities for students. High school students also have an opportunity to attend a business entrepreneurship summer camp for students through the school's affiliation with Concordia University's Teen Entrepreneurs Academy.

Last updated: 2/20/2019

### Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	56
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 2/8/2019

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	75.7%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	25.0%	10.7%	28.6%
9	29.1%	23.6%	9.1%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/8/2019

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2018—19)

Parents were able to be involved via multiple on campus events including Coffee with the Principal, Back to School Night, Open House, SSC, ELAC Parent Institute for Quality Education (PIQE) and other parent events. The more structured activities were the board retreats and the board meetings. All stakeholders, including parents, are informed of these meetings through communication outreach efforts led by the school's parent coordinators. Parents who attended the meetings were encouraged to contribute to the discussion of schoolwide goals, including development of the Local Control and Accountability Plan (LCAP).

The Parent Teacher Organization had a steady monthly meeting schedule. Parents were also able to get involved via parent specific meetings and parent education workshops hosted by school administration and community organizations. The parent meetings were largely informational and for organizing purposes. Parent workshops however, ranged from understanding college applications to FAFSA (Free Application for Federal Student Aid) to understanding the A-Gs. Since parents were encouraged to volunteer at school, there were also several opportunities for volunteering. These activities ranged from chaperoning a field trip to general school supervision to school beautification. For additional information, please contact the Parent Coordinators, Ana Grajeda or Nora Ocegueda, at 213-487-0600

# State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

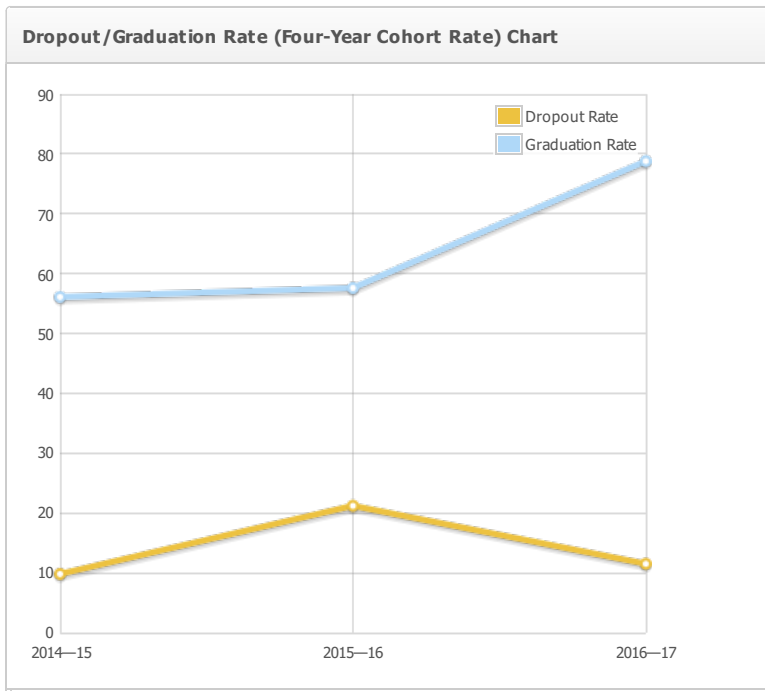
- High school dropout rates; and
- High school graduation rates

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Note that students at LAAAE must meet A-G requirements to graduate, and are also held to the "no D" policy to receive credit for courses, unlike comparison resident schools.

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	9.8%	21.2%	16.7%	13.7%	10.7%	9.7%
Graduation Rate	56.1%	57.6%	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	11.5%	10.8%	9.1%
Graduation Rate	78.8%	79.7%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 2/7/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	95.7%	88.5%	88.7%
Black or African American	0.0%	85.3%	82.2%
American Indian or Alaska Native	0.0%	79.8%	82.8%
Asian	0.0%	91.6%	94.9%
Filipino	100.0%	90.8%	93.5%
Hispanic or Latino	97.7%	88.9%	86.5%
Native Hawaiian or Pacific Islander	0.0%	93.1%	88.6%
White	0.0%	87.8%	92.1%
Two or More Races	0.0%	89.5%	91.2%
Socioeconomically Disadvantaged	95.7%	86.8%	88.6%
English Learners	44.4%	43.1%	56.7%
Students with Disabilities	100.0%	61.6%	67.1%
Foster Youth	0.0%	84.7%	74.1%

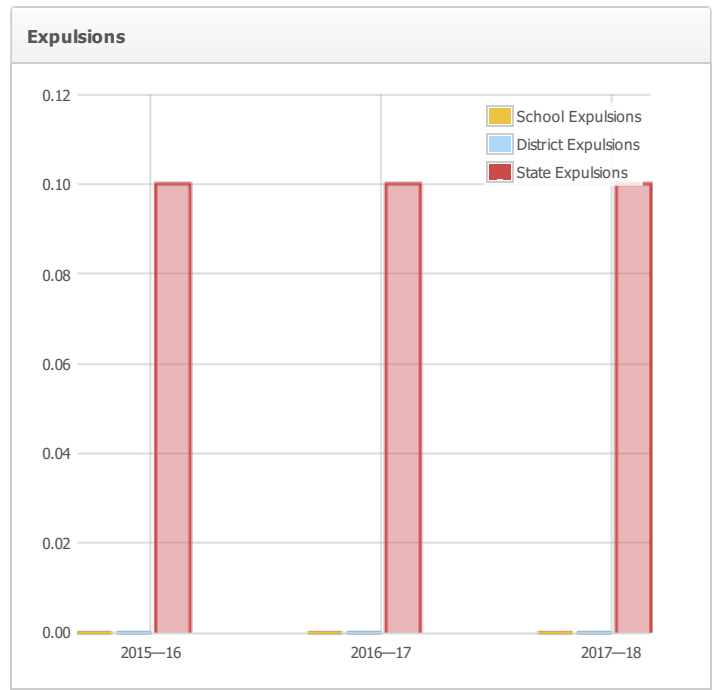
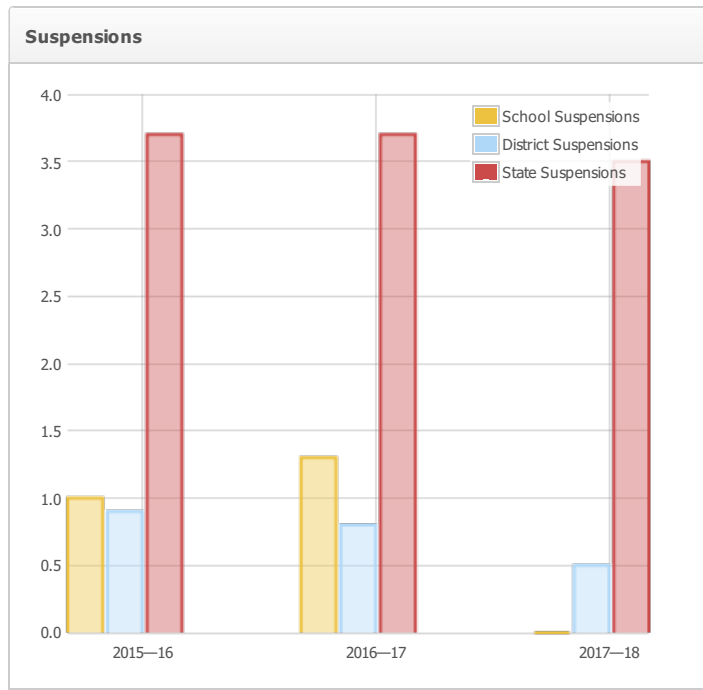
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.0%	1.3%	0.0%	0.9%	0.8%	0.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 2/8/2019

## School Safety Plan (School Year 2018—19)

The school safety plan created for Los Angeles Academy of Arts and Enterprise follows all local and state guidelines. This plan includes disaster response procedures and safety procedures for on-campus activity. The plan is reviewed annually with all faculty, and includes protocols for fire, earthquake, and lockdown emergency drills. Fire, lockdown, and earthquake evacuation drills are held regularly. LAAAE is a closed campus. All visitors must register with the office and are assigned a pass that permits them to visit only specific offices or classrooms.

Last updated: 2/20/2019



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	26.0	1	9	1
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	15.0	13	1	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	22.0	5	4	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	6	7	2
Mathematics	22.0	5	6	
Science	24.0	7	7	
Social Science	21.0	3	2	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	7	6	3
Mathematics	19.0	9	7	
Science	22.0	8	4	1
Social Science	24.0	5	3	3

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	7	9	
Mathematics	18.0	14	2	
Science	23.0	8	5	1
Social Science	24.0	4	7	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 2/8/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	2.0	174.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.3	N/A
Social Worker	1.0	N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	5.0	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 2/8/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$11553.0	\$2357.0	\$9196.0	\$52270.0
District	N/A	N/A	\$7543.0	\$75094.0
Percent Difference – School Site and District	N/A	N/A	53.0%	-33.0%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	62.0%	-35.0%

Note: Cells with N/A values do not require data.

*Last updated: 2/13/2019*

## Types of Services Funded (Fiscal Year 2017—18)

### LOS ANGELES ACADEMY OF ARTS AND ENTERPRISE

#### Instructional Program

Increased student achievement is a priority. Resources have been and will continue to be allocated to ensure academic achievement. The data and academic monitoring detailed above was utilized to ensure continuous review and provide opportunities for intervention, if necessary. Key academic interventions that were in place and are planned are clustered below by content area. The final component includes interventions that are applicable across all content areas.

#### Reading

Students not demonstrating Common Core grade level proficiency are assigned to a reading class as part of their schedule.

Professional development was provided to ensure effective implementation.

Allocated a mobile laptop cart exclusively for Intervention.

Provide additional professional development to reinforce the the Teach Like a Champion strategies.

Integrate the SBAC Interim Assessments.

#### English Language Arts

Incorporated StudySync curricula to academically prepare all students for advanced placement and college level coursework.

Implemented reading intervention as described in the previous section to improve English language arts skills.

Integrated the SBAC Interim Assessments.

#### Mathematics

Incorporated CPM curricula to academically prepare all students for advanced placement and college level coursework.

Allocated a mobile laptop cart exclusively for mathematics.

Increased use of manipulatives to reinforce mathematics standards.

Increased collaboration with science to reinforce mathematics standards.

Integrated the SBAC Interim Assessments.

#### Science

Acquired additional laboratory equipment and supplies to increase hands-on activities for students.

Developed partnerships with community groups such as Amgen Biotech Experience to provide the temporary use of loaner science equipment for more complex laboratory activities. Developed partnerships such as Aquarium of the Pacific, Sierra Club, and University of Southern California's Interaxon to increase both onsite and field science experiences for students. Varying from the salt flats to the Malibu lagoon, over half a dozen science-related field trips occurred.

#### Social Science

Incorporated TCI History Alive curricula to increase the alignment of Common Core curricula.

#### Visual and Performing Arts

Acquired additional instruments to ensure ongoing development in the music program.

Strengthened partnerships with community agencies to provide additional arts experiences to students. For example, Los Angeles Theatre Company (LATC) provides free or reduced tickets to productions throughout the year. Youth Policy Institute (YPI) provides additional onsite arts programming beyond school hours.

#### Other Supports

Before and after school academic support is available to all students via teacher office hours or through the afterschool program partnership with Youth Policy Institute.

Additional before school academic support is available to English language learners and students with disabilities.

Additional mobile laptop carts have been acquired to increase technology integration across all content areas.

Expanded athletic activities which require minimum GPAs to participate.

Allocated funding to maintain low class size so that teachers can personalize instruction and develop positive relationships with students.

Provided increased professional development activities such as: meeting the needs of English language learners (SDAIE), special education students, using data to guide instruction, and arts integration. Promoted student self-advocacy and goal setting through implementation of student growth notebooks during advisory period.

#### Continued Support for the Students' Non-Academic Needs

The athletic program began in 2012 and has exponentially expanded. Joining the California Interscholastic Federation (CIF) as an associate member, girls and boys soccer were our inaugural sports in school year 2012-2013. Co-ed cross country was added in 2013-2014. Cheerleading, girls' volleyball, boys' basketball, and girls' softball were added in 2014-2015. The majority of the athletes are earning a 3.0 or above GPA. Other athletic opportunities are provided via the afterschool program provider, Youth Policy Institute (YPI). Student government now plans and coordinates student activities. Daily afterschool programming is also provided and includes: academic support, enrichment, and recreation. To develop student empowerment, students have been actively participating in shared decision making. For example, student leadership selects their lunch menus (within NSLP guidelines). Students also serve on interview panels and provide feedback on teacher candidates.

To assist our students with external and home issues, we are collaborating with a number of community agencies and have referred over 10 % of our student body to counseling or other types of intervention or support. Most recently, we have partnered with the Los Angeles County Department of Mental Health to provide onsite mental health counseling to both students and their families. The onsite food service program has expanded so that hunger is not a barrier to learning. Breakfast was rescheduled from before school to after first period. Breakfast participation increased exponentially. Supper and snack is provided to students who stay for afterschool programming. We continue to identify community partners to provide additional resources for our students and families. One grant funds onsite staff whose primary responsibility is to seek non-academic resources for our students and families. Another funds an onsite social worker. Many of the aforementioned activities and interventions were driven by feedback from students and other stakeholders provided at the semiannual retreats and in the annual school climate survey. The board and administration will continue utilizing these tools to ensure continuous school improvement. Meeting the nonacademic needs of students are necessary to increase student engagement and school persistence.

The inclusion of all stakeholders is necessary for continuous school improvement. Regular school retreats occur and include and participants include: board members, faculty, staff, students, and parents. Among others, retreat workshops included studying successful charter school models, data analysis, and school wide learner outcomes. Obstacles and challenges were identified to ensure that high expectations and an infrastructure enabling the same continued. Due to the successful outcomes of the retreats, the governing board determined that retreats would be a fundamental annual platform for self-evaluation and collaboration amongst all stakeholders. Students also participated in school development and leadership activities as well as culture and community improvement activities. Within the past few years, the board has adopted policies to increase academic expectations of students. These include: promotion guidelines for both middle and high school students and the elimination of the "D" grade. These policies have yielded increased student outcomes. That is, students are passing their classes at a higher rate than previous years. Beyond students, high expectations are expected of the leadership, faculty, staff, and parents. Additional resources have been provided to enable the professional development of leadership, faculty, and staff. Faculty and staff professional development includes cultural relevance and the needs of disadvantaged learners, as further detailed above. Parents have also been provided with additional opportunities for participation. These opportunities have yielded increased parental engagement, including the development of the parent teacher organization(PTO).LCAP goals which were designed in consultation with all stakeholders to increase student achievement, and improve school culture.

*Last updated: 2/20/2019*

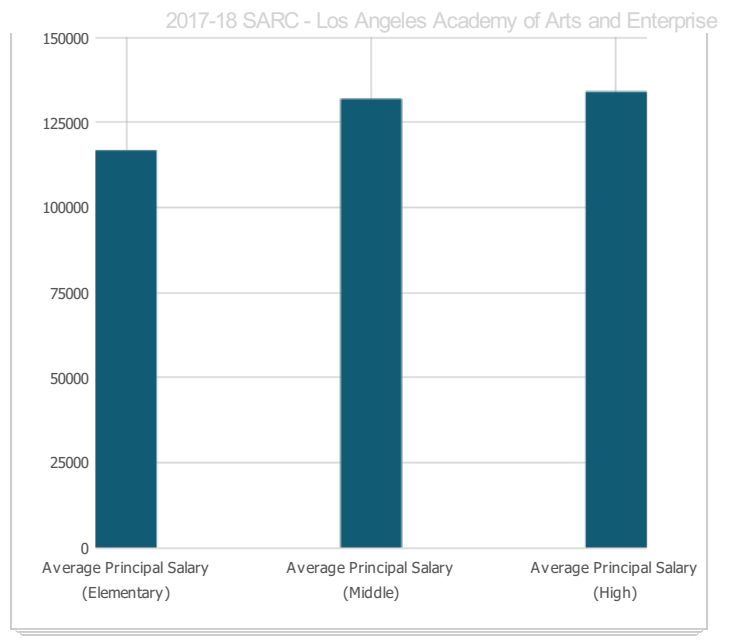
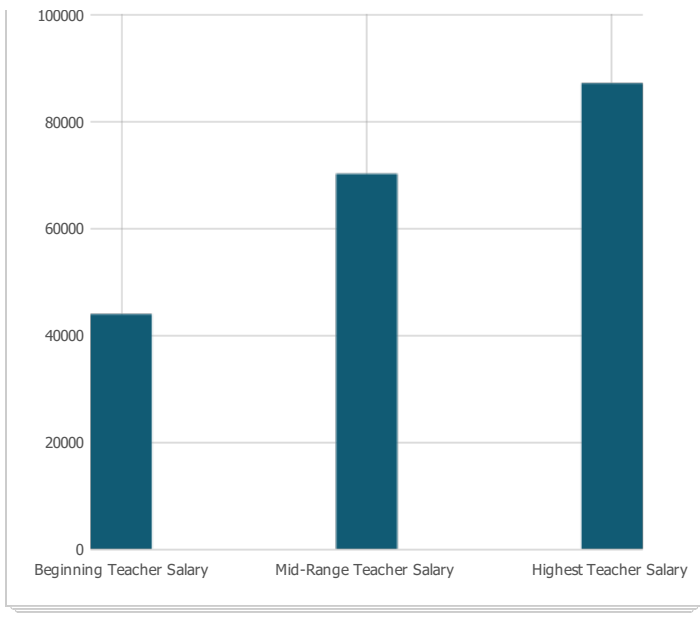
### Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/> .

**Teacher Salary Chart**

**Principal Salary Chart**



*Last updated: 2/8/2019*

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	0	N/A
All Courses	4	15.0%

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

*Last updated: 2/7/2019*

**Professional Development**

There five days set aside at the beginning of the school year for faculty professional development. There are pupil-free days throughout the school year. Additionally, the school leadership provided professional development on late start days twice a week to ensure regular teacher professional development and training.

Key supports and activities that are in place and are planned are detailed below:

- Provide additional curricular resources to faculty.
- Reviews lesson plans to ensure that they are rigorous and address Common Core and state standards.
- Provides ongoing professional development based on both administratively identified and faculty identified professional development needs.
- Regularly meets with teachers to address concerns or develop ideas relating to curriculum and instruction.
- Regularly observes teachers and provides ongoing feedback. The foci of the observations and collaboration have been on the learning environment, classroom management, and academic rigor. The school has adopted the College Ready Teaching Framework.

-Time is allocated through out the year for faculty too meet in one of four PLC's - English Learner Advisory Committee (ELAC), Parent Teacher Organization (PTO), Mult-tiered system of support(MTSS) and School Site Council (SSC)

-Faculty are also provided with opportunities to participate in external professional development.

-Additional professional personnel have also been hired to provide additional supports to teachers and students, such as two counselors to focus on academics and socio-emotional needs of students.

*Last updated: 2/20/2019*