

# Los Angeles Academy of Arts & Enterprise Charter

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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.



### Yolanda Jimenez, Principal

Principal, Los Angeles Academy of Arts & Enterprise Charter

#### About Our School

Dear Parents and Students,

Please accept my warmest welcome to 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 it is a public school with a private school feel. We provide our students with: college preparatory curriculum, variety of arts and enterprise classes, research-driven intervention software, 100% 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!

It truly takes a village to raise a child. Education is a partnership that includes the parents, children, and our faculty and staff. We will provide outstanding teachers, a caring and supportive staff, and a secure and stimulating learning environment for your child. As our partners, we need you to instill in your child the value of education. Get involved! Time invested with your child at home and at school pays off in huge dividends. The more you participate, the more you and your child will benefit from school.

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 social learning community.

Warmly,

Yolanda Jimenez

#### Contact

Los Angeles Academy of Arts & Enterprise Charter  
1200 W. Colton Street, Room 3-320  
Los Angeles, CA 90026

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



## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Michelle King
<b>E-mail Address</b>	<a href="mailto:michelle.king@lausd.net">michelle.king@lausd.net</a>
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Los Angeles Academy of Arts & Enterprise Charter
<b>Street</b>	1200 W. Colton Street, Room 3-320
<b>City, State, Zip</b>	Los Angeles, Ca, 90026
<b>Phone Number</b>	213-487-0600
<b>Principal</b>	Yolanda Jimenez, Principal
<b>E-mail Address</b>	<a href="mailto:yjimenez@laaae.org">yjimenez@laaae.org</a>
<b>Web Site</b>	<a href="http://www.laaae.org">http://www.laaae.org</a>
<b>County-District-School (CDS) Code</b>	19647330110304

*Last updated: 1/25/2017*

### School Description and Mission Statement (School Year 2016-17)

#### MISSION STATEMENT

Our 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's 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. These courses are aligned with the Voluntary National Content Standards constructed by the National Council on Economic Education.

**Personal Growth:** LAAAE focuses on personal growth and responsibility to self and others, through character education, council and community service.

#### SCHOOL DESCRIPTION

At Los Angeles Academy of Arts and Enterprise, we believe that the arts are powerful tools that engage students, not only in academic studies, but also in life itself. The arts engage students at a profound level, validating different ways of learning and expressing themselves, while overcoming language and cultural differences. We believe that the confluence of arts and enterprise can lead to more productive, passionate students, engaged in their studies, better able to acquire necessary skills, and thus optimally prepared to pursue their future livelihoods. We are committed to equip students with the skills and personal growth necessary to be successful scholars throughout life. The vision of the school is to effectively integrate academics, the arts and enterprise into student educational experiences which will prepare tomorrow's leaders. Our belief is that quality instruction combined with community partnerships will enhance both student literacy and meaningful, purposeful, and enjoyable educational learning opportunities.

The concept to establish the Charter School originated with Moctesuma Esparza, an awardwinning filmmaker, who produced many movies including "Selena," "The Milagro Beanfield War," "Gettysburg," "Dorothy Dandridge," "Selma Lord Selma," "Price of Glory," and "The Ballad of Gregorio Cortez." Receiving over 100 honors,

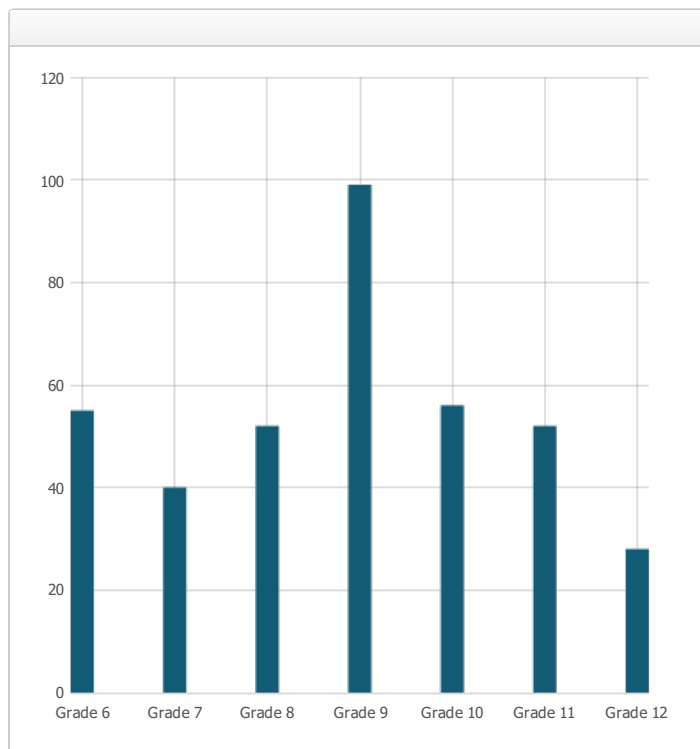
including an Academy Award nomination, Esparza grew up in southern California and graduated from UCLA with a bachelor's and master's degree in film. He was active in the Chicano civil rights movement in the 1960's.

In addition to movie making, he remains active in the community and served on the Board of Directors of the Los Angeles County High School for the Performing Arts on the California State University, Los Angeles campus. This experience led Mr. Esparza to envision a charter school as an option to the Los Angeles County High School for the Performing Arts, for students who have limited or no access there, but have dreams and talents that need to be nurtured and developed. He wanted all students, regardless of socioeconomic status, to have access to both a college preparatory curriculum that focuses on visual and performing arts and enterprise. Thus, the Charter School was founded and continues to develop into a viable public education option for students and families.

*Last updated: 1/25/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	55
Grade 7	40
Grade 8	52
Grade 9	99
Grade 10	56
Grade 11	52
Grade 12	28
<b>Total Enrollment</b>	<b>382</b>



Last updated: 1/25/2017

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.8 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.8 %
Hispanic or Latino	96.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.3 %
Two or More Races	0.0 %
Other	1.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	99.2 %
English Learners	38.0 %
Students with Disabilities	7.6 %
Foster Youth	0.0 %

Last updated: 1/25/2017

## A. Conditions of Learning

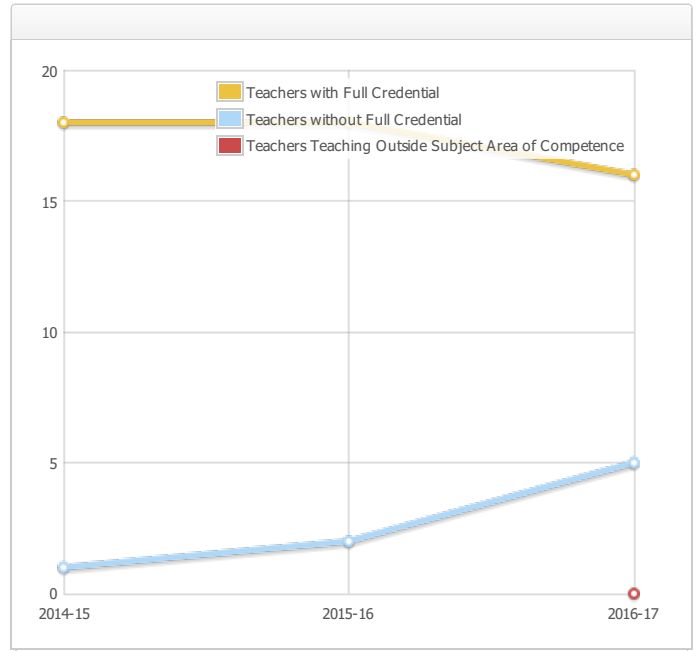
### State Priority: Basic

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

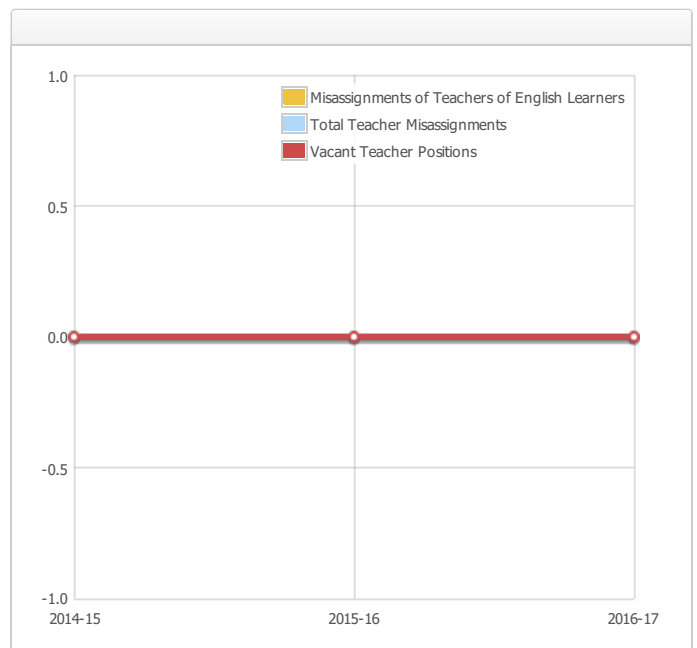
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	18	18	16	
Without Full Credential	1	2	5	
Teachers Teaching Outside Subject Area of Competence (with full credential)			0	



Last updated: 1/25/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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: 1/25/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	89.0%	11.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	9.0%
Low-Poverty Schools in District	98.0%	2.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/25/2017

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard Triumph Learning Support Coach ELA <i>Additional curricula and books aligned to common core and state standards, including:</i> ReadingPlus Longman Keys to Learning Rosetta Stone K-12 Solutions	Yes	0.0 %
Mathematics	SpringBoard <i>Additional curricula and books aligned to common core and state standards, including:</i> Triumph Learning Accelerated Math STAR Math	Yes	0.0 %
Science	McGraw Hill Education, Glencoe Integrated iScience Course 1 McGraw Hill Education, Glencoe Integrated iScience Course 2 McGraw Hill Education, Glencoe Integrated iScience Course 3 McGraw Hill Education, Glencoe Earth Science GEU McGraw Hill Education, Glencoe Biology McGraw Hill Education, Glencoe Chemistry Matter & Change McGraw Hill, Glencoe Physics, Principles, and Problems	Yes	0.0 %
History-Social Science	History Alive! World Connections History Alive! The United States Through Industrialism	Yes	0.0 %

History Alive! The Medieval World and Beyond

History Alive! The Ancient World

History Alive! Pursuing American Ideals

Encon Alive! The Power to Choose

Foreign Language	Ven Con Migo Temas AP Spanish Language and Culture	Yes	0.0 %
Health	Lifetime Health		0.0 %
Visual and Performing Arts	Art Talk		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: 1/25/2017



## School Facility Conditions and Planned Improvements

Facilities continued to provide ongoing challenges during the 2015-16 school year, including the ongoing HVAC dialogue with the landlord. The school sought alternative facilities utilizing Proposition 39.

*Last updated: 1/25/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: June 2015

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

## Overall Facility Rate

Year and month of the most recent FIT report: June 2015

Overall Rating	Fair
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*Last updated: 1/25/2017*

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	17.0%	33.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	12.0%	16.0%	25.0%	29.0%	34.0%	36.0%

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.

*Last updated: 1/25/2017*

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	56	52	92.9%	17.3%
Male	29	27	93.1%	3.7%
Female	27	25	92.6%	32.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	55	52	94.6%	17.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	55	52	94.6%	17.3%
English Learners	28	25	89.3%	8.0%
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/11/2017*

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	41	39	95.1%	23.1%
Male	26	25	96.2%	8.0%
Female	15	14	93.3%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39	38	97.4%	23.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	41	39	95.1%	23.1%
English Learners	16	15	93.8%	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/11/2017*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	55	49	89.1%	26.5%
Male	20	19	95.0%	21.1%
Female	35	30	85.7%	30.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	45	91.8%	28.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	55	49	89.1%	26.5%
English Learners	16	12	75.0%	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/11/2017*

**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	49	45	91.8%	65.9%
Male	30	26	86.7%	52.0%
Female	19	19	100.0%	84.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	44	91.7%	65.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	45	91.8%	65.9%
English Learners	11	9	81.8%	22.2%
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/11/2017*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	56	56	100.0%	7.1%
Male	29	29	100.0%	6.9%
Female	27	27	100.0%	7.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	55	55	100.0%	7.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	55	55	100.0%	7.3%
English Learners	28	28	100.0%	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/11/2017*

**Mathematics - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	42	41	97.6%	12.2%
Male	26	25	96.2%	12.0%
Female	16	16	100.0%	12.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	39	97.5%	12.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	41	97.6%	12.2%
English Learners	16	16	100.0%	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/11/2017*



**Mathematics - Grade 8**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	55	54	98.2%	13.0%
Male	20	20	100.0%	15.0%
Female	35	34	97.1%	11.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	48	98.0%	14.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	55	54	98.2%	13.0%
English Learners	16	15	93.8%	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/11/2017*

**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	49	44	89.8%	34.1%
Male	30	25	83.3%	24.0%
Female	19	19	100.0%	47.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	43	89.6%	32.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	44	89.8%	34.1%
English Learners	11	9	81.8%	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/11/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	43.0%	49.0%	32.0%	50.0%	46.0%	46.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: 1/12/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	112	96	85.7%	32.3%
Male	47	37	78.7%	32.4%
Female	65	59	90.8%	32.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	--	--	--	--
Hispanic or Latino	103	87	84.5%	33.3%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	0	0	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	110	96	87.3%	32.3%
English Learners	39	30	76.9%	13.3%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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: 1/11/2017*

**Career Technical Education Programs (School Year 2015-16)**

Los Angeles Academy of Arts and Enterprise has a robust business career technical education program with a variety of business courses. In 2015-2016, at the high school level students enrolled in business and marketing courses. LAAAE affiliated with the National Foundation for Teaching Entrepreneurship (NFTE) to provide additional hands-on activities and competition opportunities for students. High school students also had 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: 1/30/2017*

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	71
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	100.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 1/25/2017*

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2014-15 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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.4%	25.0%	13.9%
9	24.7%	22.1%	16.9%

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: 1/25/2017

## 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 schoolsite

#### Opportunities for Parental Involvement (School Year 2016-17)

In the 2015/16 school year, parents were able to be involved via multiple on campus events including Coffee with the Principal, School Beautification Days, Back to School Night, Open House, Parent Institute for Quality Education (PIQE) and other parent events. The two 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 dedicated parent coordinator. 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 grew in membership and 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 Coordinator, Ana Grajeda, at 213-487-0600.

### State Priority: Pupil Engagement

Last updated: 2/1/2017

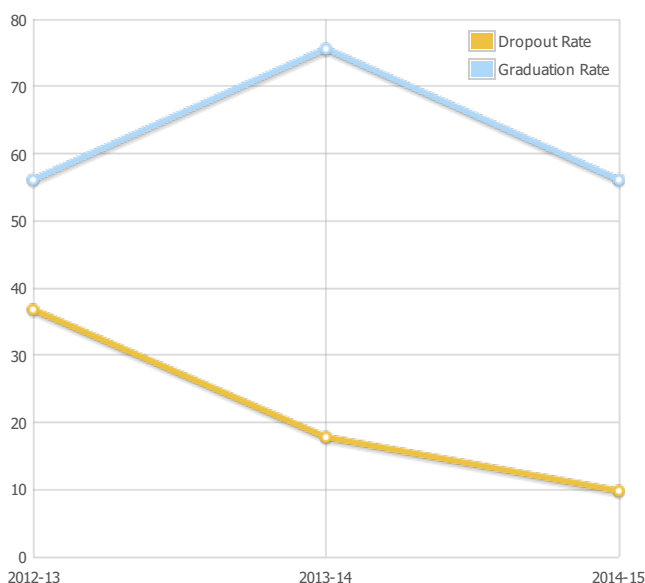
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	36.8%	17.8%	9.8%	17.2%	17.4%	16.7%	11.4%	11.5%	10.7%
Graduation Rate	56.10	75.60	56.10	82.80	82.60	83.30	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart





**Completion of High School Graduation Requirements - Graduating Class of 2015****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	100	86	85
Black or African American	--	82	77
American Indian or Alaska Native	--	80	75
Asian	--	90	99
Filipino	100	91	97
Hispanic or Latino	100	86	84
Native Hawaiian or Pacific Islander	--	86	85
White	0	88	87
Two or More Races	0	93	91
Socioeconomically Disadvantaged	100	86	77
English Learners	100	39	51
Students with Disabilities	0	57	68
Foster Youth	--	--	--



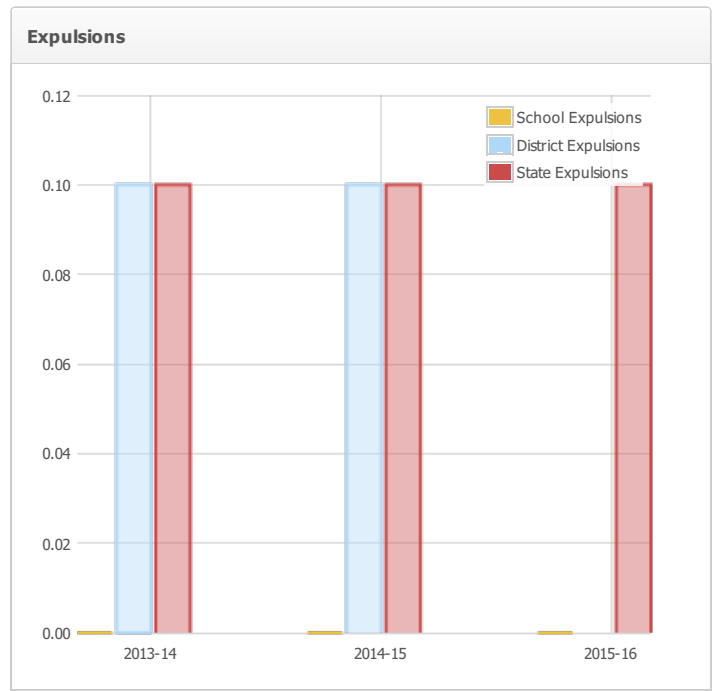
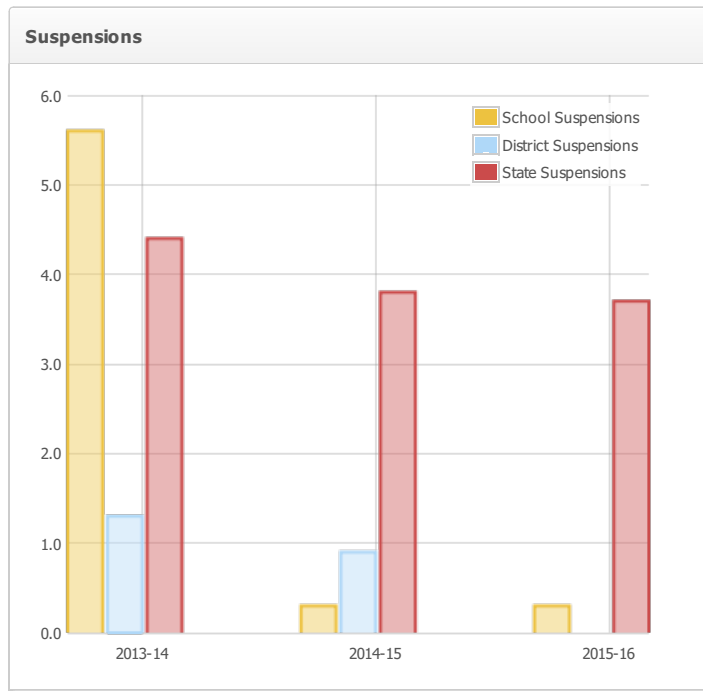
# State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.6	0.3	0.3	1.3	0.9		4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1		0.1	0.1	0.1



Last updated: 1/25/2017

## School Safety Plan (School Year 2016-17)

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 policies 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. The Administration meets regularly with the Community Police Advisory Board and attends other security meetings.

Last updated: 1/25/2017

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	645
Percent of Schools Currently in Program Improvement	N/A	71.2%

Note: Cells with NA values do not require data.

Last updated: 1/30/2017

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0				
1	0.0	0	0	0	0.0	0	0	0				
2	0.0	0	0	0	0.0	0	0	0				
3	0.0	0	0	0	0.0	0	0	0				
4	0.0	0	0	0	0.0	0	0	0				
5	0.0	0	0	0	0.0	0	0	0				
6	28.0	0	6	0	15.0	8	0	0	27.3	0	7	
Other	0.0	0	0	0	0.0	0	0	0				1

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

Last updated: 1/25/2017

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.0	14	14	0	18.0	22	9	0	20.0	8	7	2
Mathematics	21.0	7	6	0	22.0	7	9	0	20.1	10	7	0
Science	24.0	5	7	0	23.0	5	8	0	23.7	7	7	0
Social Science	25.0	2	9	0	23.0	3	4	0	23.6	5	7	0

\* 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: 1/25/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	387.0
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		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: 1/30/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$12716.0	--	\$12716.0	\$54333.0
District	N/A	N/A	\$12524.0	\$60749.0
Percent Difference – School Site and District	--	--	1.5%	10.5%
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	--	66961.0%

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

Last updated: 1/30/2017

**Types of Services Funded (Fiscal Year 2015-16)****LOS ANGELES ACADEMY OF ARTS AND ENTERPRISE*****Internal Data Systems***

Reading Plus was utilized to progress monitor literacy progress schoolwide. This data was disaggregated by period so that teachers may utilize it to design and differentiate their instruction.

***Board Academic Monitoring of LAAAE***

Each regularly scheduled board meeting, which occurs at least semimonthly, has a fixed agenda item wherein the Principal provides an academic update. These updates have included: Reading Plus progress, CST data, CELDT data, AP data, graduation data, and any specific data the Governing Board requests. The data is presented at Governing Board meetings as results become available. Reading Plus progress was reported at every meeting.

***Instructional Program***

Increased student achievement is a priority. Resources have been allocated 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. As an incentive, students who demonstrate grade level proficiency are able to exit the course and be scheduled into an elective.
- Professional development was provided to ensure effective implementation. Reading Plus data is utilized to progress monitor reading development.
- Allocated a mobile laptop cart exclusively for Reading Plus.
- Provide additional professional development to reinforce the the Teach Like a Champion strategies.
- Increase collaboration with social studies to reinforce literacy standards.
- Integrate the SBAC Interim Assessments, and provide interim diagnostic feedback. Reports link teachers to appropriate formative strategies and professional development resources.

**English Language Arts**

- Incorporated Springboard curricula to academically prepare all students for advanced placement and college level coursework. Professional development was provided to ensure effective implementation. Since the curricula encourages text interaction, these texts are replaced annually.
- Implemented reading intervention as described in the previous section to improve English language arts skills.
- Implemented a uniform writing framework, aligned with Common Core, across the curriculum. The TIEAC framework represents – Topic sentence, Introduce evidence, Evidence, Analysis, and Conclusion.
- Professional development provided to ensure consistency throughout implementation. A comprehensive rubric is being developed which can be utilized across content areas.
- Increased collaboration with social studies to reinforce literacy standards.
- Integrated the SBAC Interim Assessments, to provide diagnostic feedback. Reports support teachers to incorporate formative strategies and procure professional development resources.

**Mathematics**

- Incorporated Springboard curricula in 2013 to academically prepare all students for advanced placement and college level coursework. Professional development was provided to ensure effective implementation. Since the curricula encourages text interaction, these texts are replaced annually.

- Allocated a mobile laptop cart exclusively for mathematics.
- Increased use of manipulatives to reinforce mathematics standards.
- Increased collaboration with science to reinforce mathematics standards.
- Provided additional professional development to reinforce the frequent use of mathematics instructional strategies such as: discourse in mathematics classroom, number/math talks, and orchestrating productive mathematics discussions (anticipating, monitoring, selecting, sequencing, and connecting).
- Integrated the SBAC Interim Assessments, to provide diagnostic feedback. Reports link teachers to appropriate formative strategies and professional development resources.

### 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 in semester one.

### Social Science

- Incorporated TCI History Alive curricula in 2014 to increase the alignment of Common Core curricula.

### Visual and Performing Arts

- Acquired additional instruments in each of the preceding years to ensure ongoing development in the music program. An orchestra section was opened this school year.
- 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. Heart of Los Angeles (HOLA) and Youth Policy Institute (YPI) provide additional onsite arts programming beyond school hours.

### Business

- Affiliated with the National Foundation for Teaching Entrepreneurship (NFTE) to provide additional hands-on activities and competition opportunities for students.
- Affiliated with Concordia University's Teen Entrepreneurs Academy to provide business entrepreneurship summer camp for students.

### Interventions across all Content Areas

- Increased academic and behavioral expectations for all students. Implemented positive behavioral intervention and supports to encourage students to succeed.
- 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.
- Reinforced daily and systemic use of common board configuration (CBC). CBC provides a uniform structured itinerary located in a similar, if not identical, location in each classroom. This uniformity helps students adapt to instructional routines and procedures. The CBC includes: bellwork, the essential question, the measurable objective, instructional activities and homework.
- A third mobile laptop cart (pending bandwidth upgrade this month to launch) has 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. Current class size average is 22.9.
- 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.
- Promoted peer assisted learning through the National Honor Society. Members peer tutor other students.

### **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). Also available onsite is afterschool programming offered by Heart of Los Angeles (HOLA). Student government has also flourished and now plans and coordinates student activities. Clubs have also expanded. Through co-curricular or extra-curricular activities, such as the aforementioned clubs and sports, teachers and staff are able to build strong relationships with students outside of the classroom setting. Although many of our students are not familiar with a stable environment, LAAAE provides them with the stability necessary to academically develop into productive community members. 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. This is anticipated to exponentially increase as LAAAE (with a consortia) successfully applied for two federal grants which were awarded. One grant will fund onsite staff whose primary responsibility is to seek non-academic resources for our students and families. The other will fund 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 non-academic needs of students are necessary to increase student engagement and school persistence.

Any other component(s) that LAAAE has identified as requiring additional supports to reach more immediate and greater student achievement. 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 expected student learning results. 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. Newly introduced this year was a club fair during lunch and a pep rally to end the retreat's activities. The student feedback was overwhelmingly positive. As with the preceding retreats, the Saturday agenda was focused on parent workshops and activities. The Governing Board is committed to continue sponsoring biannual retreats to serve as a platform for culture building and continuous school improvement.

High expectations apply to all stakeholders. 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. For example, the quarter one and semester one honor roll recipients have increased by over 25% from each of the three preceding honor rolls. Moreover, 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 a new parent teacher organization (PTO).

**LCAP goals** which were designed in consultation with all stakeholders to increase student achievement, and improve school culture.

*Last updated: 1/30/2017*

**Advanced Placement (AP) Courses (School Year 2015-16)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science		N/A
English		N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science		N/A
All Courses		10.6%

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

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

*Last updated: 1/30/2017*

## Professional Development

### Teacher Support

There five days set aside at the beginning of the school year for faculty professional development. There are additionally, four pupil-free days throughout the school year. Additionally, the school leadership provided professional development on early release 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. Moreover, she has been working with faculty throughout the first semester ensuring that they are ready for annual evaluation instrument criteria. The school has recently adopted the College Ready Teaching Framework.
- Restructured the bell schedule to provide for additional opportunities for collaboration and Professional Learning Communities (PLCs). The four PLCs include: Response to Intervention, Department, Advisory, and School Site Council. The Advisory PLCs include the following four foci: Students' Rights and Responsibilities, English Learner (ELAC), Business and Arts Integration, and Parent Teacher Organization (PTO).

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

3. Additional professional personnel have also been hired to provide additional supports to teachers and students. An additional counselor who focuses on the socio-emotional needs of students was also been added.

*Last updated: 1/30/2017*