

Los Angeles Academy of Arts & Enterprise Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 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 <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.



Dr. Amy Frame, Principal

📍 Principal, Los Angeles Academy of Arts & Enterprise Charter

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. With our move to the Roybal Learning Center campus, we are able to provide state of the arts facilities for sports, arts, and access to L.A.'s rich cultural heritage.

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!

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,

Amy Frame, Ed.D, Principal

Contact

*Los Angeles Academy of Arts & Enterprise Charter
1200 West Colton St.
Los Angeles, CA 90026-5816*

*Phone: 213-487-0600
E-mail: afame@laae.org*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Los Angeles Unified School District
Phone Number	
Superintendent	
E-mail Address	
Web Site	

School Contact Information (School Year 2017-18)	
School Name	Los Angeles Academy of Arts & Enterprise Charter
Street	1200 West Colton St.
City, State, Zip	Los Angeles, Ca, 90026-5816
Phone Number	213-487-0600
Principal	Dr. Amy Frame, Principal
E-mail Address	aframe@laaae.org
Web Site	http://laaae.org
County-District-School (CDS) Code	19647330110304

Last updated: 1/31/2018

School Description and Mission Statement (School Year 2017-18)

School Description

Los Angeles Academy of Arts and Enterprise (LAAAE) is a small, independent public charter school serving approximately 350 students in grades 6-12. Serving students in the Los Angeles neighborhoods of MacArthur Park and Downtown LA, LAAAE is an inner city school that largely serves educationally disadvantaged pupils, ninety-nine percent (99%) of which are classified as Latino and ninety-nine percent (99%) qualify for Free and/or Reduced Lunch. Despite these challenges faced by a predominantly immigrant, minority and 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.

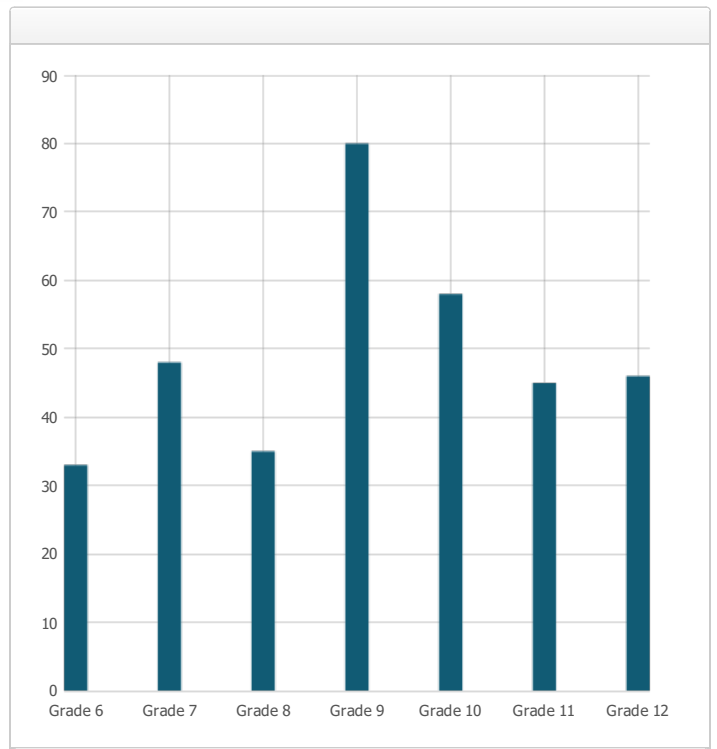
Enterprise: LAAAE provides business education courses that teach core and advanced principles of enterprise, economics, and entrepreneurship. These courses are aligned with the Voluntary National Content Standards constructed by the National Council on Economic Education.

Personal Growth: LAAAE focuses on personal growth and responsibility to self and others, through character education, Council and Community Service.

Last updated: 1/31/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	33
Grade 7	48
Grade 8	35
Grade 9	80
Grade 10	58
Grade 11	45
Grade 12	46
Total Enrollment	345



Last updated: 1/31/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.2 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.6 %
Hispanic or Latino	95.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.3 %
Two or More Races	0.0 %
Other	2.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	99.4 %
English Learners	38.0 %
Students with Disabilities	5.8 %
Foster Youth	0.6 %

Last updated: 1/31/2018

A. Conditions of Learning

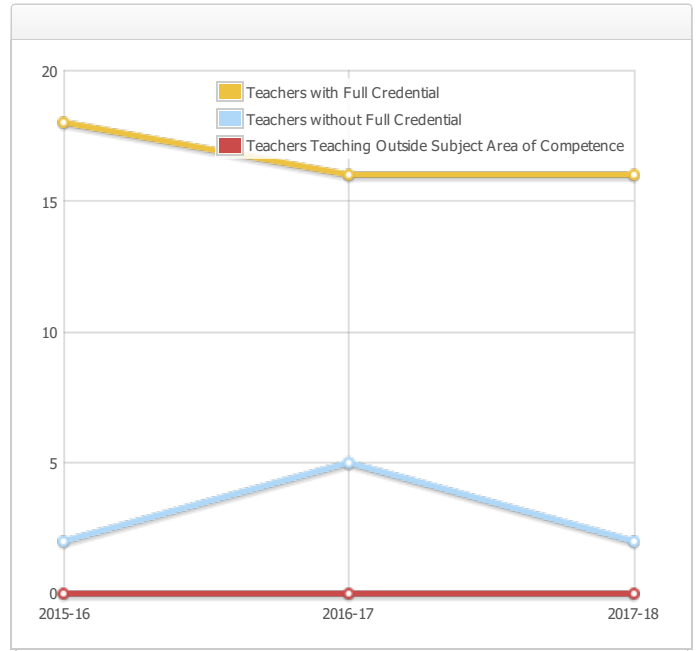
State Priority: Basic

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

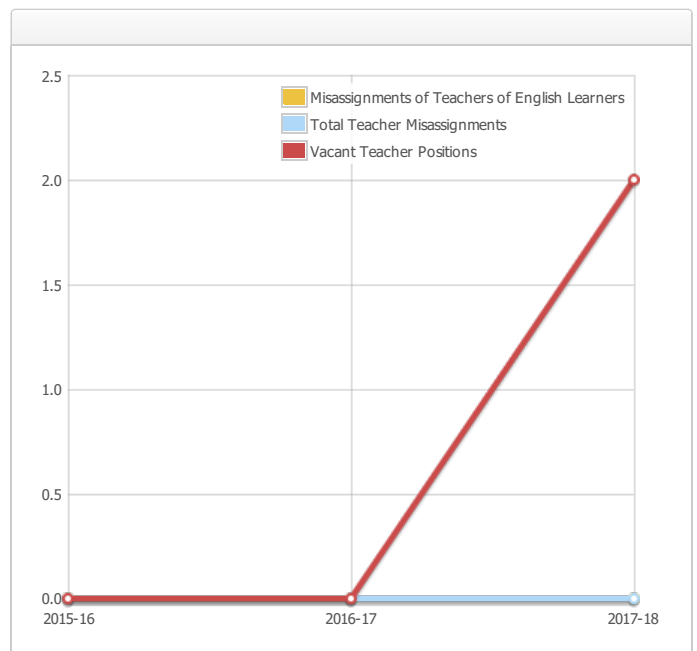
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	18	16	16	22241
Without Full Credential	2	5	2	540
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2576



Last updated: 2/1/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	2



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: 2/1/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: May 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync I-Ready <i>Additional curricula and books aligned to common core and state standards, including:</i> I-Ready Longman Keys to Learning Rosetta Stone K-12 Solutions	Yes	0.0 %
Mathematics	CPM I-Ready <u><i>Additional curricula and books aligned to common core and state standards, including:</i></u> Reading Plus Longman Keys to Learning Rosetta Stone K-12 Solutions	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 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	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.

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: 2/1/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

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

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Good
----------------	------

Last updated: 2/1/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	33%	30%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	16%	7%	29%	30%	36%	37%

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: 1/31/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	166	160	96.39%	30.00%
Male	82	79	96.34%	18.99%
Female	84	81	96.43%	40.74%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	
Hispanic or Latino	158	154	97.47%	29.87%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	162	158	97.53%	30.38%
English Learners	101	97	96.04%	15.46%
Students with Disabilities	16	16	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: 1/31/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	166	163	98.19%	
Male	82	80	97.56%	
Female	84	83	98.81%	
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	
Hispanic or Latino	158	155	98.10%	
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	162	159	98.15%	
English Learners	101	98	97.03%	
Students with Disabilities	16	15	93.75%	
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: 1/31/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	49.0%	32.0%	46.0%	46.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/31/2018

Career Technical Education Programs (School Year 2016-17)

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 is affiliated 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: 2/1/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	76
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: 2/1/2018

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2015-16 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	25.0%	18.8%	8.3%
9	25.0%	25.0%	7.9%

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: 2/1/2018

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 2017-18)

Parents were able to be involved via multiple on campus events including Coffee with the Principal, Back to School Night, Open House, 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 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

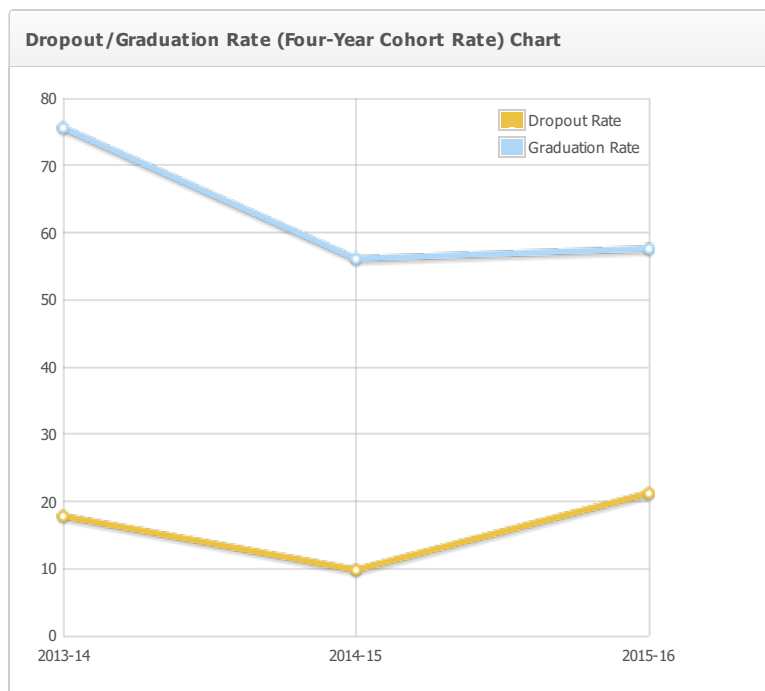
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	17.8%	9.8%	21.2%	17.4%	16.7%	13.7%	11.5%	10.7%	9.7%
Graduation Rate	75.6%	56.1%	57.6%	70.0%	72.0%	75.0%	81.0%	82.3%	83.8%



Last updated: 2/1/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	85.7%	86.9%	87.1%
Black or African American	0.0%	82.9%	79.2%
American Indian or Alaska Native	0.0%	81.7%	80.2%
Asian	0.0%	89.2%	94.4%
Filipino	100.0%	90.1%	93.8%
Hispanic or Latino	85.2%	87.3%	84.6%
Native Hawaiian or Pacific Islander	0.0%	88.8%	86.6%
White	0.0%	86.0%	91.0%
Two or More Races	0.0%	83.3%	90.6%
Socioeconomically Disadvantaged	85.7%	87.9%	85.5%
English Learners	66.7%	38.2%	55.4%
Students with Disabilities	50.0%	59.2%	63.9%
Foster Youth	0.0%	82.7%	68.2%

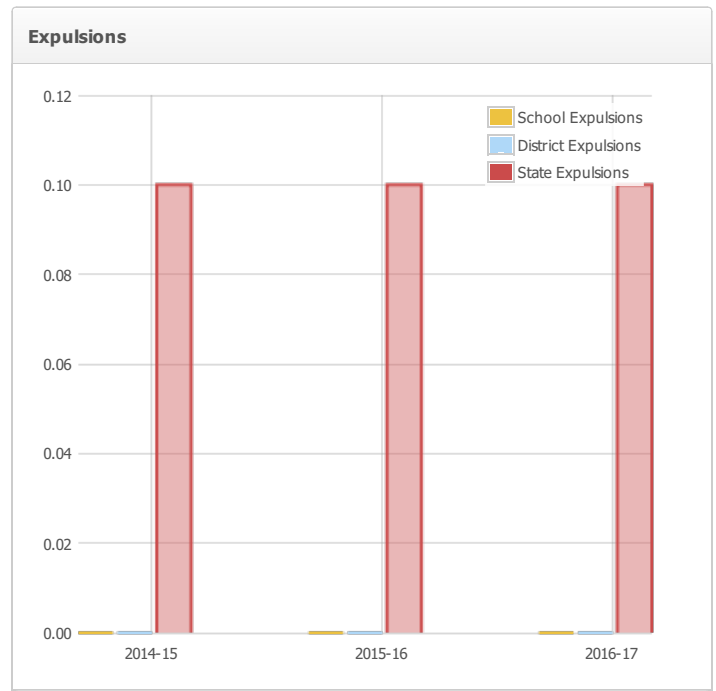
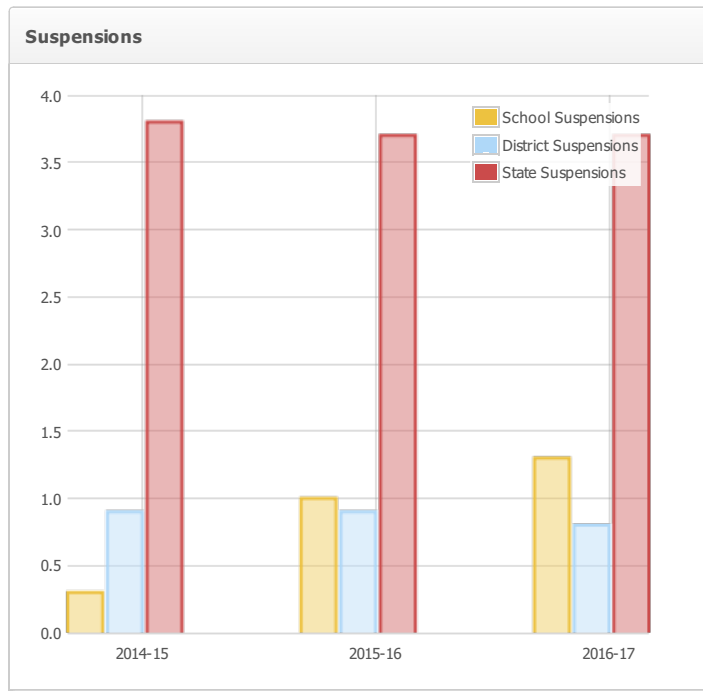
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.3%	1.0%	1.3%	0.9%	0.9%	0.8%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 2/1/2018

School Safety Plan (School Year 2017-18)

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: 1/31/2018

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)

Grade Level	2014-15				2015-16				2016-17			
	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	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	15.0	8	0	0	26.0	1	9	1	15.0	13	1	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/31/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	18.0	22	9	0	24.0	6	7	2	25.0	7	6	3
Mathematics	22.0	7	9	0	22.0	5	6	0	19.0	9	7	0
Science	23.0	5	8	0	24.0	7	7	0	22.0	8	4	1
Social Science	23.0	3	4	0	21.0	3	2	0	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.

Last updated: 1/31/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	175.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	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: 2/1/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7160.0	--	\$7160.0	\$55730.0
District	N/A	N/A	\$7251.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	1.2%	24.0%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	8.1%	29.6%

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

Last updated: 2/1/2018

Types of Services Funded (Fiscal Year 2016-17)

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 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.

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

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. 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).

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. 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: 2/1/2018

Advanced Placement (AP) Courses (School Year 2016-17)

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	1	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	3	15.4%

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

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

Last updated: 2/1/2018

Professional Development

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 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. 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, such as two counselors to focus on academics and socio-emotional needs of students.

Last updated: 2/1/2018