

Academia de Artes y Empresas de Los Ángeles
Informe de responsabilidad escolar 2021–22
Reportado utilizando datos del año escolar 2021–22
Departamento de Educación de California

Dirección: 1575 West 2nd St.
Los Ángeles, CA, 90026-5816

Director de escuela: David de Frenza

Teléfono: 213-487-0600

Rango de grado:

Para el 1 de febrero de cada año, la ley estatal requiere que todas las escuelas de California publiquen un Informe de responsabilidad escolar (SARC). El SARC contiene información sobre la condición y el desempeño de cada escuela pública de California. Bajo la Fórmula de Financiamiento de Control Local (LCFF, por sus siglas en inglés), todas las agencias educativas locales (LEA, por sus siglas en inglés) deben preparar un Plan de Responsabilidad y Control Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir las metas anuales específicas de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos informados en un LCAP deben ser consistentes con los datos informados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a los informes del año anterior, consulte la página web del SARC del Departamento de Educación de California (CDE) en <https://www.cde.ca.gov/ta/ac/sa/>.
- Para obtener más información sobre LCFF o LCAP, consulte la página web de CDE LCFF en <https://www.cde.ca.gov/fg/aa/lc/>.
- Para obtener información adicional sobre la escuela, los padres/tutores y los miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

búsqueda de datos

DataQuest es una herramienta de datos en línea ubicada en la página web de CDE DataQuest en <https://dq.cde.ca.gov/dataquest/> que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (p. ej., datos de exámenes, matriculación, graduados de la escuela secundaria, abandonos, matriculación en cursos, dotación de personal y datos sobre los estudiantes de inglés).

Tablero de la escuela de California

El Tablero Escolar de California (Tablero) <https://www.caschooldashboard.org/> refleja el nuevo sistema de rendición de cuentas y mejora continua de California y proporciona información sobre cómo las LEA y las escuelas satisfacen las necesidades de la diversa población estudiantil de California. El Tablero contiene informes que muestran el desempeño de LEA, escuelas y grupos de estudiantes en un conjunto de medidas estatales y locales para ayudar a identificar fortalezas, desafíos y áreas que necesitan mejorar.

Acceso a Internet

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.

About This School

David DeFrenza

Principal, Los Angeles Academy of Arts and Enterprise

About Our School



Dear LAAAE Community,

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

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

LAAAE offers an exciting experience for students in grades 6-12. With classes ranging from business and dance to radio and art, there are many unique opportunities to engage in an enriching education. Our small school community also allows staff, students, and their families to grow together, forming strong bonds that deepen learning. We are proud to offer an educational environment that focuses on the needs and goals of each individual student.

Go Wolves!

Contact

Los Angeles Academy of Arts and Enterprise
1575 West 2nd St.
Los Angeles, CA 90026-5816

Phone: [213-487-0600](tel:213-487-0600)
Email: ddefrenza@laaae.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Los Angeles Unified
Phone Number	
Superintendent	Carvalho, Alberto
Email Address	alberto.carvalho@lausd.net
Website	http://laaae.org

School Contact Information (School Year 2022–23)

School Name	Los Angeles Academy of Arts and Enterprise
Street	1575 West 2nd St.
City, State, Zip	Los Angeles, CA , 90026-5816
Phone Number	213-487-0600
Principal	David DeFrenza
Email Address	ddefrenza@laaae.org
Website	http://laaae.org
County-District-School (CDS) Code	19647330110304

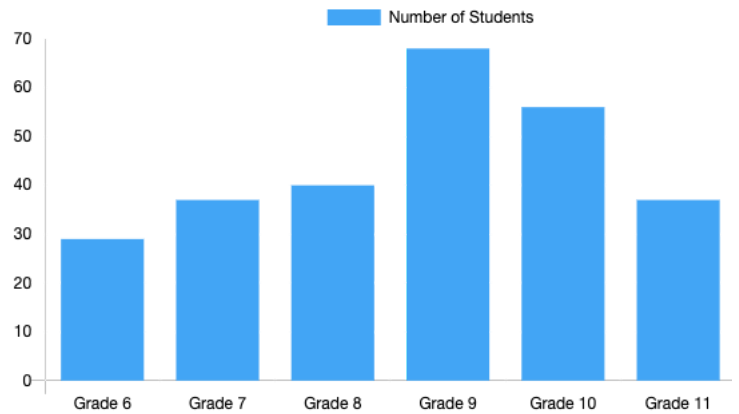
School Description and Mission Statement (School Year 2022–23)

Los Angeles Academy of Arts and Enterprise (LAAAE) is a small, independent public charter school serving students in grades 6–12. Serving students in the Los Angeles neighborhoods of MacArthur Park, Korea town and Downtown LA, LAAAE is an inner-city school that largely serves educationally disadvantaged pupils. Despite these challenges faced by a predominantly immigrant, minority socioeconomically disadvantaged student population, LAAAE is dedicated to continuous school improvement and students have demonstrated significant academic gains.

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

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 6	29
Grade 7	37
Grade 8	40
Grade 9	68
Grade 10	56
Grade 11	37
Grade 12	29
Total Enrollment	296



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/17/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	50.00%
Male	50.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	1.00%
Filipino	0.00%
Hispanic or Latino	70.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	40.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	91.00%
Students with Disabilities	11.00%

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.60	76.48	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	4.18	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	10.82	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.40	7.42	1060.30	3.90	12115.80	4.41
Unknown	0.20	1.05	1651.30	6.07	18854.30	6.86
Total Teaching Positions	19.10	100.00	27194.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/17/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/17/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.90	
Misassignments	1.00	
Vacant Positions	0.00	

Authorization/Assignment	2020-21 Number	2021-22 Number
Total Teachers Without Credentials and Misassignments	2.00	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.40	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	1.40	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.80	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.20	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync Additional curricula and books aligned to the Common Core and state standards including: i-Ready	Yes	0%
Mathematics	CPM i-Ready Additional curricula and books aligned to the Common Core and State standards including: Khan Academy Calculus of a single variable	Yes	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%
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! Pursuing American Ideals Econ Alive! The Power to Choose	Yes	0%
Foreign Language	Ven Con Migo Tamas AP Spanish Language and Culture	Yes	0%
Health	N/A	No	0%
Visual and Performing Arts	Art Talk	Yes	0%
Science Lab Eqpmt (Grades 9–12)	N/A	N/A	0%

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

Last updated: 1/17/23

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 (LAAA) is on a Proposition 39 facility, with maintenance governed by the District.

Last updated: 1/17/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2023

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: January 2023

Overall Rating	Good
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Last updated: 1/17/23

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	28%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	4%	N/A	27%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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

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

Last updated: 1/17/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	154	133	86.36	13.64	27.82
Female	68	62	91.18	8.82	40.32
Male	86	71	82.56	17.44	16.90
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	99	83	83.84	16.16	27.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	52	48	92.31	7.69	29.17
White	--	--	--	--	--
English Learners	59	47	79.66	20.34	6.38
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	142	125	88.03	11.97	29.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	8.33

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: 1/17/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	154	135	87.66	12.34	4.48
Female	68	63	92.65	7.35	3.17
Male	86	72	83.72	16.28	5.63
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	99	85	85.86	14.14	3.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	52	48	92.31	7.69	6.25
White	--	--	--	--	--
English Learners	59	48	81.36	18.64	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	142	127	89.44	10.56	4.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	0.00

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: 1/17/23

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

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	N/T	4.76	25.29	20.02	28.5	29.47

Note: Science test results include the CAST 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 CAST 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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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: 1/17/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	72	64	88.89	11.11	4.76
Female	29	29	100.00	0.00	7.14
Male	43	35	81.40	18.60	2.86
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	50	44	88.00	12.00	4.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	18	90.00	10.00	5.56
White	0	0	0	0	0
English Learners	23	19	82.61	17.39	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	68	61	89.71	10.29	5.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

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.

Last updated: 1/17/23

Career Technical Education (CTE) Programs (School Year 2021–22)

Los Angeles Academy of Arts and Enterprise has a robust business career technical education program with a variety of business, marketing, and entrepreneurship courses. At the high school level, students enroll in year-long courses. LAAAE has a partnership with the National Foundation for Teaching Entrepreneurship (NFTE) to provide additional hands-on activities and competition opportunities for students. Since then there has been an expansion of multiple pathways in the Arts, Media, and Entertainment Sector. The Animation and Cinema Production pathways work closely local organizations to provide additional college courses within the pathways and prepare students for career certifications. The Production pathway provides students insight to the world of sound and music production while giving them real world experience as they run the school's radio station and produce all the content aired. The new Work Experience Education program is working to provide CTE students with real world opportunities.

*Last updated: 1/17/23***Career Technical Education (CTE) Participation (School Year 2021–22)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	237
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	28
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	75

*Last updated: 1/17/23***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	96.00%

Last updated: 1/17/23

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 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	%	%	%	%	%
7	73.2%	73.2%	73.2%	73.2%	73.2%
9	70.7%	70.7%	70.7%	70.7%	70.7%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/18/23

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

Parents have many opportunities to be involved and engaged with our school via multiple on-campus events including Coffee with the Principal, Back to School Night, Open House, SSC, ELAC, and other parent events. More structured activities are board retreats and board meetings. All stakeholders, including parents, are informed of these meetings through communication outreach efforts led by the school's parent coordinators. Parents who attend the meetings are always encouraged to contribute to the discussion of schoolwide goals, including the development of the Local Control and Accountability Plan (LCAP).

The Parent Teacher Organization has a regular bi-monthly meeting schedule. Parents are also able to get involved via parent-specific meetings and parent education workshops hosted by school administration and community organizations. The parent meetings are largely informational and for organizing purposes. Parent workshops, however, range from understanding college applications to FAFSA (Free Application for Federal Student Aid) to understanding the A-G requirements. Since parents are encouraged to volunteer at school, there are also several opportunities for volunteering. These activities range 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.

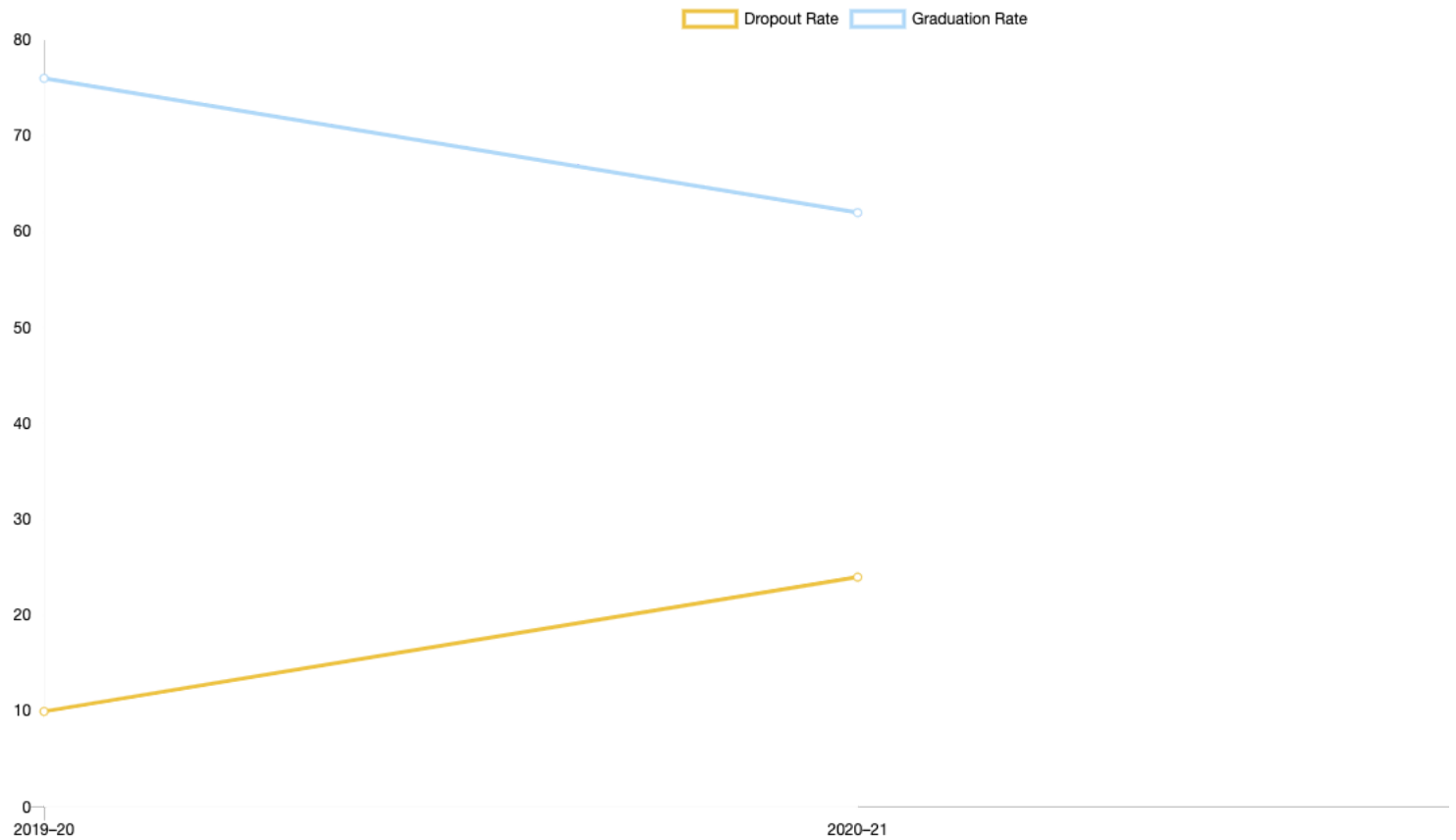
State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate	--	10.00%	24.00%	--	8.90%	7.80%	--	8.90%	7.80%
Graduation Rate	--	76.00%	62.00%	--	82.90%	87.40%	--	84.20%	87.00%



Last updated: 1/18/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	50	31	62.0
Female	21	13	61.9
Male	29	18	62.1
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	1	1	100
Filipino	0	0	0.00
Hispanic or Latino	41	24	58.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	23	9	39.1
Foster Youth	0	0	0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	49	31	63.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	4	4	100

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated: 1/18/23

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	344	320	98	30.6
Female	169	156	47	30.1
Male	175	164	51	31.1
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	4	4	2	50.0
Filipino	1	1	0	0.0
Hispanic or Latino	244	222	69	31.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	3	2	1	50.0
English Learners	143	129	45	34.9
Foster Youth	2	2	2	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	307	292	81	27.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	34	32	11	34.4

Last updated: 1/18/23

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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.33%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.34%	0.00%	0.46%	0.20%	3.17%
Expulsions	0.00%	0.34%	0.00%	0.02%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/18/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.17	0.17
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.33	0.33
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Last updated: 1/18/23

School Safety Plan (School Year 2022–23)

The School Safety Plan created for Los Angeles Academy of Arts and Enterprise is compliant with all local and state guidelines. This plan includes disaster response procedures and safety procedures for on-campus activity. The plan is reviewed annually with all faculty, and includes protocols for fire, earthquake, and lockdown emergency drills. Fire, lockdown, and earthquake evacuation drills are held regularly. LA AAE 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 School Safety Plan was last reviewed by the school community and the Board of Directors on November 17, 2022.

Last updated: 1/18/23

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	10.00	25		
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	15.00	18		
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	12.00	19		
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	9	6	1
Mathematics	15.00	8	2	
Science	19.00	7	4	
Social Science	22.00	5	6	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	17.00	17	6	
Mathematics	19.00	8	4	
Science	20.00	7	4	
Social Science	20.00	8	3	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	14	8	
Mathematics	18.00	9	4	
Science	21.00	6	5	
Social Science	20.00	7	5	

* 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: 1/18/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	296.00

* 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: 1/18/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.00

* 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: 1/18/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11300.15	\$4044.63	\$7255.52	\$66441.00
District	N/A	N/A	\$8796.00	\$78635.00
Percent Difference – School Site and District	N/A	N/A	19.20%	16.80%
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/25/23

Types of Services Funded (Fiscal Year 2021–22)

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 additional support services. Professional development was provided to ensure effective implementation. Provide additional professional development to reinforce the Teach Like a Champion strategies.

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.

Mathematics

Incorporated CPM curricula to academically prepare all students for advanced placement and college-level coursework. Increased use of manipulatives to reinforce mathematics standards. Increased collaboration with science to reinforce mathematics standards.

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.

Visual and Performing Arts

Acquired additional instruments to ensure ongoing development in the music program. Strengthened partnerships with community agencies to provide additional arts experiences to students. For example, the Los Angeles Theatre Company (LATC) provides free or reduced tickets to productions throughout the year. Woodcraft Rangers provides additional arts programming beyond school hours.

Other Supports

Before and after school academic support is available to all students via teacher office hours or through the afterschool program partnership with Woodcraft Rangers. Additional before school academic support is available to English language learners and students with disabilities. Expanded athletic activities which require minimum GPAs to participate. Allocated funding to maintain low-class size so that teachers can personalize instruction and develop positive relationships with students. Provided increased professional development activities such as meeting the needs of English language learners (SDAIE), special education students, using data to guide instruction, and arts integration. Promoted student self-advocacy and goal setting through the implementation of student growth notebooks during the advisory period. Continued Support for the Students' Non-Academic Needs The athletic program began in 2012 and has expanded. Joining the California Interscholastic Federation (CIF) as an associate member, girls and boys soccer was 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 after-school program provider, Woodcraft Rangers. Student government now plans and coordinates student activities. Daily after-school 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 many of our student body to counseling or other types of intervention or support. 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 food service program has expanded so that hunger is not a barrier to learning. Breakfast was moved to the first 10 minutes of the first period. Breakfast participation increased exponentially ever since the change. Snack is provided to students who stay for after-school programming. We continue to identify community partners to provide additional resources for our students and families. Many of the aforementioned activities and interventions were driven by feedback from students and other stakeholders provided at the semiannual retreat and in the annual school climate survey. The board and administration will continue utilizing these tools to ensure continuous school improvement. Meeting the nonacademic needs of students is necessary to increase student engagement and school persistence. The inclusion of all stakeholders is necessary for continuous school improvement. Regular school retreats occur and include and participants include: board members, faculty, staff, students, and parents. Among others, retreat workshops included studying successful charter school models, data analysis, and school-wide learner outcomes. Obstacles and challenges were identified to ensure that high expectations and an infrastructure enabling the same continued. Due to the successful outcomes of the retreats, the governing board determined that retreats would be a fundamental annual platform for self-evaluation and collaboration amongst all stakeholders. Students also participated in school development and leadership activities as well as culture and community improvement activities. Within the past few years, the board has adopted policies to increase academic expectations of students. These include promotion guidelines for both middle and high school students and the elimination of the "D" grade. These policies have yielded increased student outcomes. Beyond students, high expectations are expected of the leadership, faculty, staff, and parents. Additional resources have been provided to enable the professional development of leadership, faculty, and staff. Faculty and staff professional development includes cultural relevance and the needs of disadvantaged learners, as further detailed above. Parents have also been provided with additional opportunities for participation. These opportunities have yielded increased parental engagement, including the development of the parent teacher organization(PTO). LCAP goals were designed in consultation with all stakeholders to increase student achievement and improve school culture.

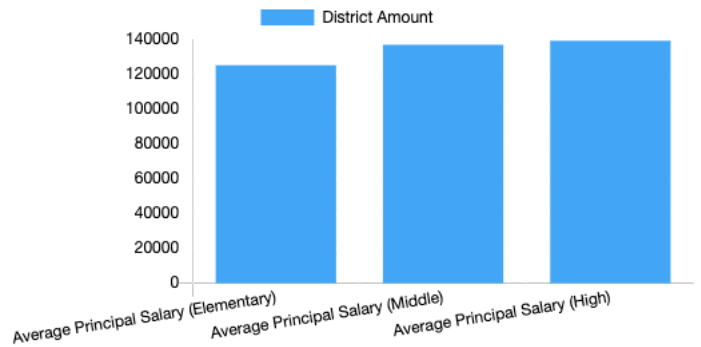
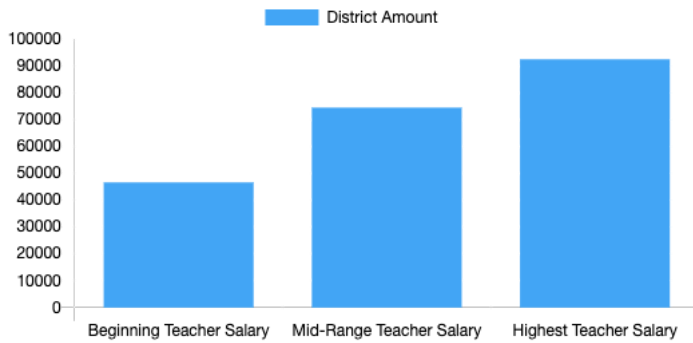
Last updated: 1/18/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
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Beginning Teacher Salary	\$46587.00	\$51080.95
Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	\$74412.00	\$77514.16
Highest Teacher Salary	\$92389.00	\$105763.62
Average Principal Salary (Elementary)	\$124878.00	\$133420.78
Average Principal Salary (Middle)	\$136594.00	\$138593.75
Average Principal Salary (High)	\$138948.00	\$153391.60
Superintendent Salary	\$350000.00	\$298376.74
Percent of Budget for Teacher Salaries	27.02%	31.60%
Percent of Budget for Administrative Salaries	4.66%	4.97%

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



Last updated:

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	1
Foreign Language	2
Mathematics	1
Science	1
Social Science	1
Total AP Courses Offered*	6.00%

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

Last updated: 1/18/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	55	55	55

Last updated: 1/18/23