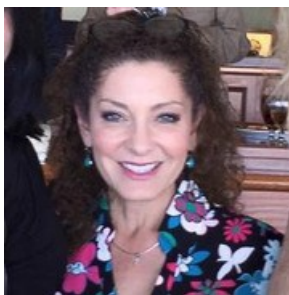


# Los Angeles County High School for the Arts

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Los Angeles County High School for the Arts
<b>Street</b>	5151 State University Drive
<b>City, State, Zip</b>	Los Angeles, CA 90032-4221
<b>Phone Number</b>	(323) 343-2553
<b>Principal</b>	Dr. Tina Vartanian
<b>Email Address</b>	vartanian_tina@lacoedu.edu
<b>School Website</b>	<a href="http://www.lachsa.net">http://www.lachsa.net</a>
<b>County-District-School (CDS) Code</b>	19101991933399

## 2022-23 District Contact Information

<b>District Name</b>	Los Angeles County Office of Education
<b>Phone Number</b>	(562) 922-6111
<b>Superintendent</b>	Dr. Debra Duardo
<b>Email Address</b>	duardo_debra@lacoedu.edu
<b>District Website Address</b>	www.lacoedu.edu

## 2022-23 School Overview

Welcome to Los Angeles County High School for the Arts (LACHSA). It's my great pleasure to extend a warm welcome to the entire LACHSA community of students, parents, faculty, and staff. LA County High School for the Arts is a specialized, tuition-free public school open to aspiring young artists throughout Los Angeles County. LACHSA was founded in 1985 under the direction of the LA County Office of Education, and is located on the campus of California State University, Los Angeles.

Over 500 young artists develop their artistry at LACHSA, and are accepted through juried auditions or portfolio reviews into one of five departments: Cinematic Arts, Dance, Music, Theatre or Visual Arts. Students hail from over 100 cities and neighborhoods, 50 school districts, and 180 zip codes, making LACHSA a truly unique and socioeconomically diverse environment.

Working actors, exhibitors, award-winning singers, choreographers, active musicians, seasoned filmmakers, nonprofit leaders, and more comprise our diversely talented arts faculty. With this access to professional expertise combined with the raw passion and skills of our young artists, LACHSA students routinely receive local, statewide, and national recognition for their achievements.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	110
Grade 10	148
Grade 11	141
Grade 12	128
Total Enrollment	527

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	63.4
Male	35.9
American Indian or Alaska Native	0.0
Asian	10.2
Black or African American	6.3
Filipino	2.1
Hispanic or Latino	29.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	8.3
White	34.5
English Learners	1.3
Foster Youth	0.0
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	17.8
Students with Disabilities	6.8

#### 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

## 2020-21 Teacher Preparation and Placement

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)	21.20	24.04	314.10	59.37	228366.10	83.12
Intern Credential Holders Properly Assigned	0.90	1.10	13.10	2.48	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	42.50	8.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	62.10	70.29	139.00	26.27	12115.80	4.41
Unknown	4.00	4.56	20.20	3.82	18854.30	6.86
<b>Total Teaching Positions</b>	<b>88.40</b>	<b>100.00</b>	<b>529.00</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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.

## 2021-22 Teacher Preparation and Placement

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						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	62.10	
<b>Total Out-of-Field Teachers</b>	62.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	54.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	Cal Collections: 9 - Houghton Mifflin 2017 Cal Collections: 10 - Houghton Mifflin 2017 Cal Collections: 11 - Houghton Mifflin 2017 Cal Collections: 12 - Houghton Mifflin 2017	Yes	0%
<b>Mathematics</b>	Big Ideas Math: Alg I - Larson, Boswell 2019 Big Ideas Math: Geo - Larson, Boswell 2019 Big Ideas Math: Alg II - Larson, Boswell 2019 Cal for AP 1st Ed - Larson, Battaglia 2019	Yes	0%
<b>Science</b>	Dis Edition: Sci Techbook Living Earth 2019 Dis Ed: Sci Thk Chem & Earth System 2019 Dis Ed: Science Techbook Physics Uni 2019	Yes	0%
<b>History-Social Science</b>	World History: Patterns of Interaction 2012 Ways of the World - Strayer 2011 The Americans - Danzer, De Alva, Krieger American Pageant	Yes	0%
<b>Foreign Language</b>	Vistas 6th Edition - Blanco, Donley T'es Branche 1 - Joseph Myers T'es Branche 2, 3, 4 - 2014	Yes	0%
<b>Health</b>	Teen Talk	Yes	0%

### School Facility Conditions and Planned Improvements

The Los Angeles County Office of Education takes great effort to ensure that all its Educational Program sites are clean, safe and functional. The Site Safety Committee conducts a monthly inspection of each site. A Facilities Inspection Checklist is used to record conditions observed and to recommend corrective action for all unsafe conditions. If any unsafe conditions are noted during the inspection, the information is sent to LACOE Risk Management for oversight and follow-up. A request for services is sent to LACOE Building Services if on-site staff cannot correct the condition. Facility reports can be found by contacting the Building Services Department in LACOE at 562-922-6111. The most recent inspection rated the overall facility as "Good" with a rating of 90.80%.

**Year and month of the most recent FIT report**

8/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Dampener squeaking in ductwork. Leaking HVAC in hallway resolved.
<b>Interior:</b> Interior Surfaces		X		Wall fabrics dirty and stained. Light not working in hallway. Rear wall fabric dirty, stained. Multiple areas of damaged paint in hallway and alcoves. Caused by peeling tape, nails and screws. - Resolved. Anchor bookshelf. - Resolved. Touch up wall paint North wall - Resolved. Multiple damaged or stuck roller shades throughout the school. Wood flooring, splitting planks.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Graffiti - Girls ADA Stall - resolved. Four 6 x 12 temporary fence panels stored - Resolved. Accumulated props, wood and equipment stored outside. Overhead storage. Equipment blocking electrical panels.
<b>Electrical</b>		X		Loose light cover. Lights not working in locker room. Loose light cover. Light not working over middle toilet. Lights not working in boys entryway. Damaged wall paint. Missing elevator button 2nd floor. Two sets of

## School Facility Conditions and Planned Improvements

			lights not working flickering. Missing light cover in hallway.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		Sink faucet not working. - Resolved. Urinal not working - Resolved. Temporary hand washing station in quad has standing water and not stocked. - Resolved. Water fountains are dirty. - Resolved. Portable hand washing station not stocked and dirty. -Resolved.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		Roof Scuppers (drains) need to be cleared. Leaves and debris accumulating. Roof area near chiller yard has accumulated debris and trash. - Resolved. Roof area over electrical room has accumulated debris and trash - Resolved. Office 109 has an active leak in the ceiling.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Missing screw in door catch plate- resolved. Door 313-adjust closer - Resolved. Door 302 - handle get stuck. Missing letters on exterior marquee.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	76	N/A	38	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	34	N/A	22	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	137	114	83.21	16.79	76.11
<b>Female</b>	83	69	83.13	16.87	78.26
<b>Male</b>	53	44	83.02	16.98	72.09
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	14	14	100.00	0.00	92.86
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	39	35	89.74	10.26	61.76
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	39	33	84.62	15.38	81.82
<b>White</b>	38	26	68.42	31.58	84.62
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	28	24	85.71	14.29	56.52
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	11	7	63.64	36.36	--

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	137	97	70.80	29.20	34.04
<b>Female</b>	83	58	69.88	30.12	29.31
<b>Male</b>	53	38	71.70	28.30	42.86
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	14	13	92.86	7.14	76.92
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	39	28	71.79	28.21	26.92
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	39	29	74.36	25.64	24.14
<b>White</b>	38	23	60.53	39.47	36.36
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	28	19	67.86	32.14	26.32
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	11	4	36.36	63.64	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	50	26.55	31.21	27.78	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	127	113	88.98	11.02	26.55
<b>Female</b>	85	76	89.41	10.59	22.37
<b>Male</b>	42	37	88.1	11.9	35.14
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	12	11	91.67	8.33	27.27
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	32	30	93.75	6.25	16.67
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	14	77.78	22.22	14.29
<b>White</b>	54	48	88.89	11.11	35.42
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	16	16	100	0	31.25
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 Career Technical Education Programs

The Los Angeles County High School of the Arts offers nine Career Technical Courses with three two-sequence courses to students grades 9-12. The courses represent the Film and Theatre industries that align to the needs and interests of our student body. During the 2021-2022 school year, courses offered focused on the Arts and Media Entertainment. Our CTE pathway courses offered are Audio Production (Design and Media Arts) and Theatre (Performing Arts-Professional Theatre). Our CTE courses are designed using the CTE Model Curriculum Standards, ensuring that our students are developing key skills needed to succeed in both school and their future workplace. Our teachers are trained to provide the best possible instruction for all of our students, including those in CTE pathways. During the 2021-22 school year, 23% of LACHSA students completed a CTE course. The primary representative of the district's CTE program is Mary Sanchez, Program Coordinator, Career Technical Education Division of Student Programs.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	9
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the 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	68.66

## B. Pupil Outcomes

### 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.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	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
Grade 9	98%	97%	99%	97%	100%

## 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.

#### 2022-23 Opportunities for Parental Involvement

At LACHSA, the Parent Association is instrumental in supporting the school's administration, teachers, students, parents and LACHSA Foundation. The purpose of the LACHSA Parent Association is to support the objectives of LACHSA by:

- (a) Establishing and maintaining a close working relationship among LACHSA's parents, teachers, staff, administration and community.
- (b) Supporting the Principal's mission on matters relating to the individual arts departments as well as the academic program.
- (c) Informing and promoting school-wide activities and events to the parent/student body, and the general public.
- (d) Assisting in the fund raising efforts of Parent Association and the Arts High Foundation which support LACHSA.
- (e) Providing support through coordination of volunteer programs for any official school activities, such as the College Fair, graduation, teacher appreciation, auditions and other events that require community support. PAB will act at the request and in coordination with the LACHSA administrator overseeing the event.
- (f) Sponsoring, promoting and facilitating programs of interest to the LACHSA community.
- (g) Coordinating communications within the parent community.
- (h) The Parent Association Board serves as the governing body of the Parent Association.

All current LACHSA parents are members of the Parent Association, but only the elected representatives are members of the Board. Information for parents is maintained at LACHSA.net. Volunteer forms can be completed and submitted for parents to actively engage with the school.

## C. Engagement

### 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		9	4.6		23.8	13.4		8.9	7.8
Graduation Rate		90.3	94.6		60	72.7		84.2	87

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

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	130	123	94.6
Female	88	82	93.2
Male	42	41	97.6
American Indian or Alaska Native	0	0	0.0
Asian	12	10	83.3
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	32	31	96.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	11	10	90.9
White	56	54	96.4
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	40	37	92.5
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	533	527	98	18.6
Female	341	336	72	21.4
Male	188	187	26	13.9
American Indian or Alaska Native	0	0	0	0.0
Asian	54	54	10	18.5
Black or African American	32	32	8	25.0
Filipino	11	11	0	0.0
Hispanic or Latino	158	156	22	14.1
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	44	43	6	14.0
White	183	181	44	24.3
English Learners	7	7	0	0.0
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	100	100	23	23.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	42	42	12	28.6

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. 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.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.37	7.95	2.45
Expulsions	0.00	0.01	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.56	1.87	4.48	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.56	0.00
Female	0.59	0.00
Male	0.53	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	0.63	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.27	0.00
White	0.55	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 School Safety Plan

LACHSA's Comprehensive School Safety Plan is updated annually. The school faculty, community and School Site Council (which include student representatives) review the plan and make recommendations. The Safety Plan is also reviewed by Law Enforcement, the Fire Department in collaboration with Cal State LA. A Public Meeting was held in August 2022. Key elements included in the Safety Plan: Visitor Procedures, Child Abuse reporting procedures, Disaster and Crisis Intervention, Pandemic School Compliance Team, Suicide Prevention, School Discipline, Sexual Harassment, Hate Crimes Policies, etc.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	14	9	2
Mathematics	21	12	8	
Science	24	8	6	2
Social Science	20	7	11	2

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	20	10	2
Mathematics	35	4	6	10
Science	27	3	10	2
Social Science	22	7	11	1

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	19	9	2
Mathematics	27	8	6	6
Science	24	6	7	2
Social Science	20	14	6	1

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
<b>Pupils to Academic Counselor</b>	175.67

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	3.0
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1.0
<b>Social Worker</b>	1.0
<b>Nurse</b>	1.0
<b>Speech/Language/Hearing Specialist</b>	0.3
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	2.2

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	9,727	850	8,878	75,220
<b>District</b>	N/A	N/A	23,076	
<b>Percent Difference - School Site and District</b>	N/A	N/A		
<b>State</b>	N/A	N/A	\$6,594	
<b>Percent Difference - School Site and State</b>	N/A	N/A		

## 2021-22 Types of Services Funded

A wide variety of services are provided to students based on individual needs. LACHSA offers 504s and Individual Education Plan accommodations and modifications. Individual Education Plans are developed in collaboration with a full time psychologist, students, family, academic counselors, faculty, and support staff. Two Resource Specialists and two para educators provide support to students on IEPs. A full time nurse is available to all students. A school psychologist and Wellness Team provide mental health support to students in need. The Wellness Team includes one full time mental health lead/school social worker and two interns who provide counseling and mental health support to students. Two full time counselors assist and monitor students progress towards completion of high school graduation and post graduate studies. Teachers hold office hours before academic class hours to provide tutoring and additional support for students. All students have access to Naviance. Students who participate in after school performances and rehearsals are offered "arts buyback time", which allows students to use time in arts classes to work on academic homework and study. Breakfast and lunch are available to all students.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	33.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	6
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	9

## Professional Development

The Division of Student Programs provides administrators, support staff, Paraeducators and teachers with evidence-based professional learning opportunities that address the social, emotional and academic goals of all students as indicated by assessment data results. Educators participate in professional learning designed to be on ongoing and embedded in best practices that are aligned with the LCAP goals and objectives. LACHSA dedicates Thursdays from 1:30-2:45 PM to Professional Development. Professional Development Goals include: 1) Building Connections between Arts and Academics, 2) Working with students experiencing Probation due to Attendance, Grades and Behavior, 3) Increasing student connections to their high school experience.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3