Los Angeles County High School for the Arts

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Los Angeles County High School for the Arts
Street	5151 State University Drive
City, State, Zip	Los Angeles, CA 90032-4221
Phone Number	(323) 343-2550
Principal	Dr. Tina M. Vartanian
Email Address	vartanian_tina@lacoe.edu
School Website	http://www.lachsa.net
Grade Span	9-12
County-District-School (CDS) Code	19101991933399

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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 Los Angeles 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. Additionally, we have two new departments,

2025-26 School Description and Mission Statement

Commercial Music and Design & Production (Stage Tech), which live under the umbrella of the Music and Theatre departments. 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	135
Grade 10	144
Grade 11	143
Grade 12	129
Total Enrollment	551

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	65.9
Male	30.3
Non-Binary	3.8
American Indian or Alaska Native	0.2
Asian	9.6
Black or African American	8.3
Filipino	1.8
Hispanic or Latino	30.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	10.9
White	34.1
English Learners	0.5
Homeless	0.5
Socioeconomically Disadvantaged	20
Students with Disabilities	9.1

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.

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)	21	22.36	327.8	57.81	234405.2	84
Intern Credential Holders Properly Assigned	1.8	2.01	27.1	4.79	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	40.8	7.21	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	62.1	66.17	137	24.16	11953.1	4.28
Unknown/Incomplete/NA	8.8	9.44	34.1	6.03	15831.9	5.67
Total Teaching Positions	93.9	100	567.1	100	279044.8	100

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.

2022-23 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)	18.5	61.01	308.4	61.53	231142.4	83.24
Intern Credential Holders Properly Assigned	0.9	3.19	30.9	6.17	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	84.1	16.78	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	9.3	30.69	64.1	12.8	11746.9	4.23
Unknown/Incomplete/NA	1.5	5.07	13.6	2.71	14303.8	5.15
Total Teaching Positions	30.3	100	501.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	17.6	48.08	282.2	60.77	230039.4	100
Intern Credential Holders Properly Assigned	0.8	2.4	26.7	5.75	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.7	4.85	64.3	13.85	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	13.7	37.46	63.1	13.6	12112.8	4.34
Unknown/Incomplete/NA	2.6	7.19	28	6.03	13705.8	4.91
Total Teaching Positions	36.7	100	464.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1.7
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	1.7

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0	0
Local Assignment Options	62.00	9.3	13.7
Total Out-of-Field Teachers	62.10	9.3	13.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	40.2	12.6	13.1

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Cal Collections: 9 - Houghton Mifflin 2017 Cal Collections: 10 - Houghton Mifflin 2017 Cal Collections: 11 - Houghton Mifflin 2017 Cal Collections: 12 - Houghton Mifflin 2017	0%
Mathematics	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	0%
Science	Dis Edition: Sci Techbook Living Earth 2019 Dis Ed: Sci Thk Chem & Earth System 2019 Dis Ed: Science Techbook Physics Uni 2019	0%
History-Social Science	World History: Patterns of Interaction 2012 Ways of the World - Strayer 2011 The Americans - Danzer, De Alva, Krieger American Pageant	0%
Foreign Language	Vistas 6th Edition - Blanco, Donley T'es Branche 1 - Joseph Myers T'es Branche 2, 3, 4 - 2014	0%
Health	Teen Talk	0%

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

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

School Facility Conditions and Planned Improvements

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 91%.

Year and month of the most recent FIT report	January 2026

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Stained and damaged water supply line insulation --- Resolved. Schedule to get HVAC fins hosed off in chiller yard Replace old, rusted overhead grill on Westside 2nd floor exit --- Resolved
Interior: Interior Surfaces		X		Wooden flooring, splitting planks. Multiple damaged or stuck roller shades throughout school.Entry door paint scratched and peeling Missing piece of cove base. Rear column Touchup paint and drywall at entrance touch up paint and drywall at elevator entrance Touch up wall paint near mechanical 119 Touch up wall paint outside 119/120 Touch up wall paint outside 127 Right Touch up paint outside 129/128 26780 1/6/2026 WO# 32720 Touch up paint outside 123/124 26783 1/6/2026 WO# 32744 Touch up paint outside 121/122
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Used for storage. To be cleaned out by 8/31/25. Graffiti on east stairwell second floor landing --- Resolved Graffiti on electrical box by vending machine --- Resolved Pressure wash front of school. Quad and walkways Storage of materials and chiller yard. Five boxes of pop up tents Machine room used to as storage due to be cleaned out by 8/31/25 Unsecured overhead storage.
Electrical			X	Three lightbulbs not working in hallway. Flickering lightbulb. Square recessed light not working at entrance --- Resolved. Replace old (non functional) TV monitor in entry. One of two skylight louvers is not working office 109 Lamps burned out Recessed light not working at entry of Restroom 211 Missing light cover in hall by RR 212 Multiple exterior lights not working through out site Cord covers needed. Multiple cord trip hazards. Electrical panels blocked

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			. Loose toilet. Third stall from left. --- Resolved Second faucet from left not working. Button stuck/does not engage Clean roof and roof drains
Safety: Fire Safety, Hazardous Materials	X			Repair overhead illuminated exit sign at second floor West side exit doors --- Resolved Plug in air freshener (removed) --- Resolved
Structural: Structural Damage, Roofs	X			East side of building has settled. Evidenced by buckled metal landing on third floor, doors that are out of square and binding, large cracks found in electrical room, broken concrete steps and water runs back into elevator shaft when it rains. Damage concrete steps east side of building
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Door closer needs to be adjusted. Will not close all the way on its own. --- Resolved. Exit doors on East side. Right side out of square. Needs adjusting to close properly Tree stump trip hazard in amphitheater

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	86	89	44	45	47	48
Mathematics (grades 3-8 and 11)	44	42	28	28	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	139	132	94.96	5.04	89.39
Female	94	88	93.62	6.38	88.64
Male	41	41	100.00	0.00	90.24
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	86.67
Black or African American	11	11	100.00	0.00	72.73
Filipino	--	--	--	--	--
Hispanic or Latino	46	44	95.65	4.35	90.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	18	94.74	5.26	94.44
White	44	40	90.91	9.09	90.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	29	29	100.00	0.00	82.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	7	53.85	46.15	--

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	139	130	93.53	6.47	42.31
Female	94	86	91.49	8.51	38.37
Male	41	41	100.00	0.00	51.22
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	80.00
Black or African American	11	11	100.00	0.00	36.36
Filipino	--	--	--	--	--
Hispanic or Latino	46	43	93.48	6.52	25.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	17	89.47	10.53	52.94
White	44	40	90.91	9.09	47.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	29	29	100.00	0.00	37.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	7	53.85	46.15	--

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	40.17	39.47	34.16	33.61	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	283	282	99.65	0.35	43.62
Female	186	185	99.46	0.54	44.32
Male	87	87	100.00	0.00	44.83
American Indian or Alaska Native	0	0	0	0	0
Asian	28	28	100.00	0.00	71.43
Black or African American	21	21	100.00	0.00	28.57
Filipino	--	--	--	--	--
Hispanic or Latino	84	84	100.00	0.00	39.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	38	100.00	0.00	34.21
White	106	105	99.06	0.94	45.71
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	60	100.00	0.00	40.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	19.23

2024-25 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 2024-2025 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 2024-25 school year, an additional 33% of LACHSA students completed a CTE course. The primary representative of the district's CTE program is Jose R. Gonzalez, CTE Specialist. This year, 2025-2026, we will have the first full year of graduates that have completed the full curriculum for their years at LACHSA.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	83
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	83.74

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	96	96	96	96	96

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.

2025-26 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

2025-26 Opportunities for Parental Involvement

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 fundraising efforts of the Parent Association and the LACHSA 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 a LACHSA administrator in overseeing the events.
(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 throughout the year.

We also have a parent representative on our SDMC (shared-decision making council) and parents also take on leadership roles in their child's art department. A parent also holds a position on the School Safety Committee and Various Affinity Groups (BIPOC, Jewish Families, SPECIAL NEEDS and Substance Abuse prevention)

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	8.8	7.7	3.9	13.8	14.4	7.3	8.2	8.9	8
Graduation Rate	91.2	92.3	96.1	77.2	75.9	83.4	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	128	123	96.1
Female	79	78	98.7
Male	43	39	90.7
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	17	17	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	37	35	94.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	12	11	91.7
White	48	46	95.8
English Learners	0	0	0.00
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	33	31	93.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	15	13	86.7

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.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	556	556	113	20.3
Female	367	367	80	21.8
Male	168	168	31	18.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	52	52	7	13.5
Black or African American	46	46	11	23.9
Filipino	--	--	--	--
Hispanic or Latino	171	171	35	20.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	59	59	11	18.6
White	190	190	42	22.1
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	125	125	35	28.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	57	57	17	29.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.26	0.72	1.26	5.74	6.26	6.49	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0.02	0.05	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.26	0.00
Female	0.27	0.00
Male	3.57	0.00
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	1.75	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.39	0.00
White	1.05	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.80	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.75	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

LACHSA's Comprehensive School Safety Plan is updated annually. The school faculty, community and School Site Council, which include student and parent representatives as well as California State University, Los Angeles (CSULA) Security Personnel, review the plan and make recommendations. The Safety Plan is also reviewed by Law Enforcement, the Fire Department in collaboration with CSULA and significantly developed through a public meeting held on November 10th 2025 toward LACOE Board approval. 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. The Safety Plan was last reviewed with stakeholders on November 19th 2025, and adopted on December 5th 2025.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	23	10	12	2
Mathematics	21	15	5	3
Science	23	8	2	4
Social Science	21	11	6	3

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	25	6	13	4
Mathematics	22	10	12	3
Science	25	6	7	4
Social Science	29	3	10	8

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	24	7	16	
Mathematics	20	17	8	1
Science	21	12	5	
Social Science	24	8	11	4

2024-25 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
Pupils to Academic Counselor	551

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.9

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
School Site	14,651	1,689	12,962	106,539
District	N/A	N/A	25,273	
Percent Difference - School Site and District	N/A	N/A	-64.4	
State	N/A	N/A	$11,146	
Percent Difference - School Site and State	N/A	N/A	15.1	

Fiscal Year 2024-25 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 Paraeducators provide support to students on IEPs. A full-time nurse is available to all students. LACHSA also has a School Wellness Team, which provides mental health support to students in need, access and navigation support for general resources, and develops and hosts school events that build on the overall school culture of wellness and inclusivity. In addition to the psychologist and school nurse, the School Wellness Team includes one full-time mental health lead/school social worker and two interns who provide counseling and mental health support to students. Additionally, two full time academic counselors that assist and monitor student progress towards completion of high school graduation and post-graduate studies and the Equity Coordinator, who collects data and progress on student efforts, supports school-wide events, and works closely with staff to address additional needs with under-represented communities. Teachers hold office hours before academic class hours to provide tutoring and additional support for students. All students are provided 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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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		

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	37.8

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	3
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	0
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	12

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 ongoing and embedded in best practices that are aligned with the LCAP, SPSA, and WASC goals and objectives. LACHSA dedicates Thursdays 1:46-3:00 PM to Professional Development. Professional Development Goals include: 1) Building Connections between Arts and Academics, 2) Data-driving collaborations on quarterly intervention strategies for struggling learners, 3) Increasing student connections to their high school experience. They also dedicate Wednesdays, 1:46 - 3:00, in grade-level and departments to address the aforementioned goals and how they can support students, both individually and as a whole.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	4