



Principal's Message

When major cuts were being made to arts education in the mid-1980s, several Los Angeles leaders had the vision to found a specialized public high school that would be the training ground for the region's most promising young artists. More than 20 years later, the award-winning Los Angeles County High School for the Arts continues to nurture and challenge our most creative and talented young minds.

Our tuition-free school offers conservatory-style training in the visual and performing arts along with college-preparatory academic instruction. While admission to Arts High is a competitive process, formal training in the arts is not necessarily required. But the school's demanding full-day program is one in which passion, hard work and dedication are definitely prerequisites.

Prospective students and their parents/caregivers can learn more about the Arts High admissions process and about the school by going to our website, www.artshigh.org.

I hope you find this School Accountability Report Card an informative look at our unique learning community.

George Simpson, Principal

Los Angeles County High School for the Arts

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School Profile

The Los Angeles County High School for the Arts (Arts High) offers a specialized program combining college-preparatory academic instruction and conservatory-style training in the visual and performing arts. Founded in 1985, the tuition-free public school is run by the Los Angeles County Office of Education in partnership with and on the campus of California State University, Los Angeles (CSLA).

Arts High—

- Serves up to 600 culturally and socioeconomically diverse students from communities across the Los Angeles region.
- Selects students through a competitive process of juried auditions or portfolio reviews into one of four departments: Dance, Music (Instrumental or Vocal), Theatre and Visual Arts. (Additional coursework offered in Musical Theatre and Television/Film.)
- Draws its distinguished arts faculty from Los Angeles' rich and thriving creative community — arts instructors are working professionals who provide high-quality training combined with real-world experience.
- Offers an academic program that is fully accredited and meets all high school graduation and university entrance requirements.
- Consistently exceeds academic performance targets set by the state of California
- Is a model small learning community located on the campus of Cal State L.A. — offering students a direct connection to higher education.
- Sends more than 95 percent of graduates — significant numbers with university credit earned at Cal State L.A. — to four-year colleges and universities. Other students go directly to work in their chosen art field.
- Graduates receive more than \$1 million in scholarships each year to pursue higher education.
- Graduates are recruited by and attend prestigious arts institutes and conservatories, such as: Art Center College of Design, Art Institute of Chicago, Berklee School of Music, California Institute of the Arts, Cooper Union; The Juilliard School, Tisch School of the Arts, and many others.

Selected Awards

- California Distinguished School for Academic Excellence
- Golden Bell (for outstanding visual arts program)
- Bravo Award (Music Center of Los Angeles County)
- GRAMMY Signature School (music program)

Student Enrollment by Ethnic Group

2007-08

| | Percentage |
|-------------------------|------------|
| African American | 10.5% |
| American Indian | 2.1% |
| Asian | 11.3% |
| Caucasian | 47.6% |
| Filipino | 2.1% |
| Hispanic or Latino | 17.8% |
| Pacific Islander | 0.0% |
| Multiple or No Response | 8.7% |

Arts High Foundation

The nonprofit Los Angeles County High School for the Arts Foundation works to bridge the gap between available public funds and the actual costs of operating the high school's award-winning arts training programs. This is achieved by cultivating and sustaining relationships with individuals (including alumni and parents), foundations and corporations within the Los Angeles community and beyond.

Parent Involvement

The Arts High Parent Council supports the objectives of the school by:

- Establishing and maintaining a close working relationship among Arts High's parents, teachers, staff, administration and community. The Parent Council advises the Principal on matters relating to the individual arts departments as well as the academic program.
- Informing and promoting the appropriate (academic and art) school activities and events to the parent body, and the general public.
- Supporting fund-raising efforts
- Providing support through coordination of volunteer programs for all school activities
- Sponsoring and promoting/facilitating programs of interest to the Arts High community.

The Arts High Parent Council consists of nine elected parents/guardians who have a child currently enrolled at the school.

Numerous other parent involvement opportunities are available. For information, contact the Principal at 323-343-2787.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

| Enrollment Trend by Grade Level | | | |
|---------------------------------|---------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 |
| 9th | 136 | 138 | 138 |
| 10th | 159 | 143 | 155 |
| 11th | 132 | 161 | 131 |
| 12th | 141 | 129 | 150 |

Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

| | Class Size Distribution | | | | | | | | | | | |
|----------------|-------------------------|----|----|------------------------|----|---|----------------|----|----|--------------|---|---|
| | Average Class Size | | | Classrooms Containing: | | | | | | | | |
| | 06 | 07 | 08 | 1-20 Students | | | 21-32 Students | | | 33+ Students | | |
| English | 27 | 26 | 26 | 5 | 2 | 9 | 14 | 15 | 11 | 3 | - | 3 |
| Mathematics | 29 | 27 | 26 | 6 | 4 | 5 | 6 | 11 | 11 | 6 | 3 | 2 |
| Science | 22 | 20 | 19 | 6 | 11 | 8 | 10 | 6 | 8 | - | - | - |
| Social Science | 27 | 23 | 26 | 4 | 6 | 2 | 9 | 8 | 15 | 5 | 4 | 1 |

Safe School Plan

A comprehensive School Safety Plan is in place. It is revised and reviewed annually by staff, parents and other stakeholders during the months of January, February and March. The updated plan is completed and submitted to the Los Angeles County Office of Education in March of each year.

The School Safety Plan has the following key elements:

- Disaster procedures, routine and emergency
- Safe and orderly school environment plans
- Rules and procedures on school discipline
- Procedures regarding teacher notification of dangerous students pursuant to Ed. Code 49079
- Child abuse reporting procedures
- Sexual harassment policy
- Hate crime reporting procedures
- Provisions of any school-wide dress code

In addition, Arts High has the support of CSLA campus police when emergencies arise.

Discipline & Climate for Learning

Arts High is a public school of choice. Students opting to attend Arts High reside in numerous different school districts. For this reason, Arts High cannot expel students, but may refer students back to their school district of residence if appropriate.

School Facilities

Arts High is fully integrated on the campus of CSLA. Arts High uses university facilities for all classroom instruction, administrative offices, rehearsals and other activities.

CSLA is responsible for maintenance and upkeep of facilities. Facilities are cleaned on a regular basis. The university addresses Arts High's facilities concerns as they arise in as timely a manner as possible.

Teacher Assignment

The Los Angeles County Office of Education recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Arts High had 19 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

| | Teacher Credential Status | | | |
|--------------------------|---------------------------|-------|-------|----------|
| | School | | | District |
| | 05-06 | 06-07 | 07-08 | 07-08 |
| Fully Credentialed | 21 | 18 | 19 | 702 |
| Without Full Credentials | 1 | 1 | 0 | 107 |
| Working Outside Subject | 0 | 0 | 0 | 0 |

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

| | Misassignments/Vacancies | | |
|--|--------------------------|----------|----------|
| | 06-07 | 07-08 | 08-09 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Misassignments of Teachers (other) | 0 | 0 | 0 |
| Total Misassignments of Teachers | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

| NCLB Compliant Teachers | | |
|----------------------------------|--|--|
| | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School | 100.0% | 0.0% |
| District | 93.0% | 7.0% |
| High-Poverty Schools in District | 96.2% | 3.8% |
| Low-Poverty Schools in District | 92.8% | 7.2% |

Counseling & Support Staff

All school counselors and program specialists are credentialed. They are assigned to provide educational support to students. Psychologists provide assessment, educational counseling, special education coordination and crisis management. Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

*Arts High does not need to employ a school nurse as CSLA's on-campus health center is available to students.

| Counseling & Support Services Staff | | |
|-------------------------------------|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| Counselor | 3 | 3 |
| Psychologist | 1 | 1 |
| Resource Specialist Aide | 1 | 1 |
| Speech/Language/Hearing Specialist | 1 | 1 |

Curriculum Development

Arts High offers all students a coherent, rigorous and relevant academic curriculum. The core instructional program is directly aligned with California's Content Standards and Curriculum Frameworks. Approved by the Los Angeles County Board of Education, the course of study covers language arts, mathematics, science, history/social science, health, visual and performing arts and physical education.

Arts High maintains a traditional two-semester 10-month calendar; every student participates in a program that runs from 8:00 a.m. to 4:00 p.m. five days a week. Students typically spend the morning in academic classes and two and one-half hours in the afternoon receiving instruction in their chosen art discipline (see department descriptions below). Throughout the school year, students spend additional time in rehearsals and performances.

Dance Department

- All students trained in ballet, modern and jazz dance techniques
- Additional training in choreography, movement exploration, pointe, urban tap and ethnic dance styles
- Spring concert presents full-length ballet and original student choreography
- Performances and informal presentations of student work held throughout the school year
- Master classes with guest artists and access to auditions for professional work

For information, contact Gina Buntz, department chair, 323-343-5123.

Music Department

- Offers an array of courses in instrumental and vocal music—from music theory to performance-oriented classes for orchestra, choir, jazz ensembles and chamber groups
- Emphasis on developing listening and performance skills
- Non-performance electives in music technology, orchestration, film scoring and more
- Numerous public performance opportunities throughout the school year, including annual gala
- Opera Workshop presents annual musical and grand opera

For information, contact Dan Castro, department chair, 323-343-2659.

Theatre Department

- Curriculum incorporates beginning to advanced techniques in acting, voice and speech, movement, stagecraft design and literature/criticism
- Emphasis on individual growth and personal discovery, with an ensemble approach to acting
- Students exposed to historical, contemporary, multicultural and cutting-edge theatre concepts
- Numerous dramatic productions throughout the school year
- Graduates leave as trained actors, critical thinkers and advocates for the theatre arts

For information, contact Lois Hunter, department chair, 323-343-2154.

Visual Arts Department

- Offers a rigorous studio-based curriculum that exposes students to a wide range of disciplines in the fine art and design fields, building skills and techniques in various media
- Freshman foundation year focuses on basic skills, concepts and theory in 2-D and 3-D art and design
- Advanced courses in drawing, painting, sculpture, photography, ceramics, new genres, graphics, illustration, fashion, fabric design, industrial design and animation
- Classes supplemented by visiting artists and field trips to museums and galleries
- Student work exhibited throughout the school year in professional venues and produced in an annual visual arts portfolio

For information, contact: Leslie Karten, department chair, 323-343-2559.

In addition, students may take electives in musical theatre, film/television and technical theatre. They audition for these electives after being accepted into one of the four arts departments.

Instructional Materials

Following is a list of standards-aligned textbooks and instructional materials in use at Arts High in the core subjects of English/language arts, mathematics, science, and history-social science.

Textbooks and instructional materials are adopted by the State Board of Education or the Los Angeles County Board of Education and are consistent with the state textbook adoption cycle. The Instructional Materials Sufficiency Study and Report concluded that LACOE's Educational Programs, which includes Arts High, were sufficient in all core disciplines in 2007-08.

All Arts High students have copies of textbooks and instructional materials to use in class and to take home for assignments. **For a complete list of textbooks, visit: http://www.axiomadvisors.net/livesarc/files/19101991933399Textbooks_1.pdf**

Teacher & Administrative Salaries

The charts below provide data on the average salaries for teachers and administrators employed by the Los Angeles County Office of Education.

Average Salary Information Teachers - Principal - Superintendent 2006-07

| | District | State |
|------------------------------|-----------|-------|
| Beginning Teachers | \$41,090 | - |
| Mid-Range Teachers | \$46,340 | - |
| Highest Teachers | \$76,290 | - |
| Elementary School Principals | \$104,916 | - |
| Middle School Principals | \$104,916 | - |
| High School Principals | \$104,916 | - |
| Superintendent | \$247,149 | - |

Salaries as a Percentage of Total Budget

| | | |
|-------------------------|---|---|
| Teacher Salaries | - | - |
| Administrative Salaries | - | - |

Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Physical Fitness

This table shows the percent of Arts High students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period.

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone 2007-08 Test Results

| 9th Grade | |
|------------------|-------|
| School | |
| School Overall | 22.1% |
| School (Boys) | 45.3% |
| School (Girls) | 6.4% |
| District | |
| District Overall | 15.1% |
| District (Boys) | 16.3% |
| District (Girls) | 13.0% |
| State | |
| State Overall | 35.6% |
| State (Boys) | 36.7% |
| State (Girls) | 34.5% |

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test

The California Standards Tests (CST) determine students' knowledge of the state's academic content standards. The tests provide information about student performance given what they are expected to know in each grade level and subject.

Because these tests measure how well students achieve academic standards rather than how well they do compared with other students, the results are reported as performance levels. The five performance levels are: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards) and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA).

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

| | Language Arts | | | | | | | | | Social Science | | | | | |
|--|---------------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------------|-----------|-----------|-----------|-----------|-----------|
| | 9 | | | 10 | | | 11 | | | 10 | | | 11 | | |
| | 06 | 07 | 08 | 06 | 07 | 08 | 06 | 07 | 08 | 06 | 07 | 08 | 06 | 07 | 08 |
| All Students | | | | | | | | | | | | | | | |
| School | 84 | 87 | 87 | 82 | 75 | 83 | 74 | 75 | 70 | 62 | 52 | 67 | 75 | 65 | 67 |
| District | 26 | 29 | 31 | 18 | 18 | 21 | 13 | 13 | 13 | 14 | 10 | 20 | 11 | 13 | 13 |
| State | 44 | 47 | 49 | 37 | 37 | 41 | 36 | 37 | 37 | 30 | 29 | 33 | 35 | 35 | 38 |
| Males | | | | | | | | | | | | | | | |
| School | 83 | 90 | 83 | 81 | 68 | 84 | 71 | 73 | 67 | 64 | 56 | 83 | 82 | 61 | 67 |
| District | 18 | 21 | 24 | 13 | 11 | 15 | 6 | 9 | 8 | 11 | 10 | 17 | 7 | 8 | 9 |
| State | 40 | 43 | 45 | 33 | 33 | 37 | 33 | 33 | 33 | 33 | 34 | 38 | 37 | 37 | 40 |
| Females | | | | | | | | | | | | | | | |
| School | 84 | 85 | 90 | 83 | 80 | 82 | 76 | 77 | 74 | 60 | 48 | 55 | 72 | 67 | 66 |
| District | 40 | 42 | 43 | 28 | 30 | 31 | 26 | 24 | 26 | 19 | 12 | 24 | 20 | 23 | 23 |
| State | 48 | 53 | 53 | 42 | 41 | 45 | 39 | 41 | 41 | 27 | 26 | 29 | 34 | 33 | 36 |
| Socioeconomically Disadvantaged | | | | | | | | | | | | | | | |
| School | * | * | * | 59 | * | * | * | * | * | 53 | * | * | * | * | * |
| District | 8 | 13 | 14 | 6 | 5 | 6 | 3 | 4 | 3 | 5 | 4 | 4 | 4 | 2 | 4 |
| State | 27 | 32 | 33 | 21 | 21 | 26 | 21 | 22 | 22 | 17 | 17 | 20 | 21 | 22 | 24 |
| African American | | | | | | | | | | | | | | | |
| School | 57 | 75 | 80 | 55 | 46 | 64 | 59 | 40 | 36 | 25 | * | 43 | 76 | 35 | 36 |
| District | 12 | 11 | 19 | 6 | 7 | 9 | 6 | 5 | 4 | 4 | 4 | 7 | 5 | 4 | 4 |
| State | 28 | 33 | 34 | 22 | 23 | 26 | 21 | 22 | 22 | 15 | 15 | 19 | 19 | 19 | 21 |
| Asian | | | | | | | | | | | | | | | |
| School | 100 | 100 | 90 | 90 | 88 | * | 83 | 77 | 85 | 64 | * | * | 92 | 64 | 71 |
| District | 74 | 57 | 71 | 46 | 60 | 42 | 34 | 42 | 40 | 38 | 41 | 47 | 36 | 39 | 42 |
| State | 65 | 71 | 73 | 58 | 58 | 64 | 55 | 57 | 58 | 53 | 51 | 55 | 54 | 54 | 58 |
| Hispanic or Latino | | | | | | | | | | | | | | | |
| School | 64 | 62 | 77 | 63 | 52 | 68 | 63 | 69 | 42 | 46 | 43 | 52 | 58 | 40 | 41 |
| District | 19 | 19 | 23 | 12 | 11 | 13 | 7 | 7 | 7 | 8 | 8 | 11 | 6 | 6 | 9 |
| State | 28 | 32 | 34 | 21 | 23 | 27 | 21 | 23 | 22 | 17 | 18 | 21 | 21 | 22 | 25 |
| Caucasian | | | | | | | | | | | | | | | |
| School | 92 | 94 | 93 | 92 | 86 | 88 | 86 | 88 | 84 | 75 | 57 | 70 | 81 | 80 | 80 |
| District | 60 | 74 | 65 | 54 | 54 | 58 | 53 | 44 | 48 | 46 | 29 | 50 | 41 | 46 | 42 |
| State | 63 | 66 | 68 | 54 | 55 | 57 | 50 | 52 | 53 | 45 | 44 | 49 | 48 | 48 | 51 |

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

| API School Results | | | | | |
|----------------------|-------|-------|-------|-----------------------|--|
| | 05-06 | 06-07 | 07-08 | 2008 API Growth Score | |
| Statewide Rank | 9 | 10 | 10 | | |
| Similar Schools Rank | 7 | 8 | 4 | | |
| All Students | | | | | |
| Actual Growth | 10 | -6 | 9 | 840 | |
| African American | | | | | |
| Actual Growth | - | - | - | - | |
| Hispanic or Latino | | | | | |
| Actual Growth | -7 | - | - | 787 | |
| Caucasian | | | | | |
| Actual Growth | 6 | 23 | -13 | 867 | |

Adequate Yearly Progress

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal

| Adequate Yearly Progress (AYP) | | | | |
|--------------------------------|-------------------------|-------------|-------------------------|-------------|
| Made AYP Overall | School | | District | |
| | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Met AYP Criteria | | | | |
| Participation Rate | Yes | Yes | Yes | No |
| Percent Proficient | Yes | Yes | No | No |
| API School Results | Yes | | Yes | |
| Graduation Rate | Yes | | No | |

Dropout & Graduation Rates

This table provides information about progress toward reducing dropout rates over the most recent three-year period. It shows grade 9 through 12 enrollment, the number of dropouts and the one-year dropout rate. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

| Graduation & Dropout Rates | | | |
|----------------------------|---------|---------|--------|
| | 04-05 | 05-06 | 06-07 |
| Dropout Rate | 0.00% | 0.00% | 2.10% |
| Graduation Rate | 100.00% | 100.00% | 97.60% |

UC/CSU Course Completion

This table shows the number and percent of students enrolled in courses required for University of California (UC) and/or California State University (CSU) admission. Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.

| UC/CSU Course Enrollment | |
|--|------------|
| | Percentage |
| % of Student Enrollment in Courses Required for UC/CSU Admission | 84.9% |
| % of Graduates Who Completed All Courses Required for UC/CSU Admission | 96.0% |

** Duplicated Count (one student can be enrolled in several courses).*

Advanced Placement Classes

This table shows the number of Advanced Placement (AP) courses and classes offered, and the enrollment in various classes.

The most significant benefit of students enrolling in AP courses is that they generate college credit. The vast majority of Arts High students enroll in the College Credit Program at California State University, Los Angeles. It is not unusual for Arts High graduates to have earned enough college credits at CSLA to bypass their freshman year and enter with sophomore standing when accepted at a university, college or conservatory.

| Advanced Placement Classes | | |
|-----------------------------------|--------------|------------|
| | # of Courses | Enrollment |
| Mathematics | 1 | 37 |
| Social Science | 2 | 83 |
| Totals | 3 | 120 |
| Percent of Students in AP Courses | | 4.4% |

Staff Development

The majority of professional development for LACOE-run schools is coordinated centrally by the Professional Development, Curriculum & Instruction Unit. Training opportunities for all staff are driven by current and evidence-based research, and are connected to curriculum guides/pacing plans, instructional materials, county-state-federal laws, and the Office's overall goals and instructional focus.

LACOE provides leadership institutes for administrators and has established professional learning communities, teaching and learning study groups, and classroom/campus walkthroughs.

Professional development opportunities for teachers and administrators cover intervention strategies for struggling students and differentiated instructional strategies to teaching English/Language Arts, Mathematics (Algebra and Geometry), Science, and History-Social Science courses.

LACOE Educational Programs serve a large population of students who are identified as English Learners (EL). Teachers are offered staff development opportunities that focus primarily on building their skills and strategies for teaching EL students.

LACOE Educational Programs and Human Resource Services (HRS) have collaboratively established criteria and processes to ensure that teachers are highly qualified as outlined under the requirements of the federal No Child Left Behind Act. Additionally, Educational Programs and HRS collaborate in supporting new teachers through the pre-intern and Beginning Teacher Support and Assessment (BTSA) programs.

Overall, Professional Development supports improving the skills of teachers, paraeducators and administrators to promote student academic achievement and to enhance student's ability to become socially responsible citizens.

Data Sources

Data within the SARC was provided by Los Angeles County Office of Education, retrieved from the 2007-08 SARC template and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education, which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

| CAHSEE By Subject | | | | | | | | | |
|-------------------|---------|----------|-------|---------|----------|-------|---------|----------|-------|
| | 2005-06 | | | 2006-07 | | | 2007-08 | | |
| | School | District | State | School | District | State | School | District | State |
| English | 88.6 | 38.3 | 51.1 | 88.4 | 42.5 | 48.6 | 85.5 | 45.1 | 52.9 |
| Mathematics | 74.0 | 30.3 | 46.8 | 73.4 | 36.2 | 49.9 | 77.2 | 43.8 | 51.3 |

| CAHSEE By Student Group | | | | | | |
|-------------------------|----------------|------------|----------|----------------|------------|----------|
| | English | | | Mathematics | | |
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students | 14.5 | 49.7 | 35.9 | 22.8 | 44.1 | 33.1 |
| Male | 13.8 | 56.9 | 29.2 | 15.4 | 43.1 | 41.5 |
| Female | 15.0 | 43.8 | 41.2 | 28.8 | 45.0 | 26.2 |
| African American | 26.7 | 40.0 | 33.3 | 57.1 | 28.6 | 14.3 |
| Hispanic or Latino | 30.8 | 46.2 | 23.1 | 29.6 | 51.9 | 18.5 |
| White | 10.0 | 51.4 | 38.6 | 20.0 | 37.1 | 42.9 |

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.