

# California School of the Arts - San Gabriel Valley

## 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

## 2025-26 School Contact Information

<b>School Name</b>	California School of the Arts - San Gabriel Valley
<b>Street</b>	1401 Highland Avenue
<b>City, State, Zip</b>	Duarte
<b>Phone Number</b>	6573214000
<b>Principal</b>	Nicole Read
<b>Email Address</b>	nicole.read@sgv.csarts.net
<b>School Website</b>	<a href="https://sgv.csarts.net/">https://sgv.csarts.net/</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	19 64469 0134858

## 2025-26 District Contact Information

<b>District Name</b>	California School of the Arts - San Gabriel Valley
<b>Phone Number</b>	6573214000
<b>Superintendent</b>	Nicole Read
<b>Email Address</b>	Administration@sgv.csarts.net
<b>District Website</b>	<a href="https://sgv.csarts.net/">https://sgv.csarts.net/</a>

## 2025-26 School Description and Mission Statement

The award-winning California School of the Arts – San Gabriel Valley (CSArts-SGV) provides a creative, challenging, and nurturing environment that offers bright and talented students unparalleled preparation for higher education and a profession in the arts.

Founded in 2017, CSArts-SGV currently serves a diverse student body of approximately 1,300 gifted students in grades 6-12 from more than 80 cities within and outside of the San Gabriel Valley. While middle school students receive their academic instruction through Duarte Unified School District (DUSD) and their arts instruction through CSArts-SGV, high school students attend both academic and arts classes full-time on the CSArts-SGV campus. In addition to a college-preparatory academic

## 2025-26 School Description and Mission Statement

program, CSArts-SGV offers pre-professional arts training in a variety of conservatories within the Schools of Dance, Fine & Media Arts, Music, and Theatre. This innovative public charter school embraces and encourages artistic creativity and academic excellence, producing lifelong learners who matriculate to top tier colleges, universities, and conservatory programs. CSArts-SGV is accredited by the Western Association of Schools and Colleges (WASC).

As a public charter school, CSArts-SGV is donation dependent, but no student is offered or denied admission based on financial capacity. Through a public-private partnership, the State of California provides funding for the academic instructional program offered at CSArts-SGV; however, the school must privately raise approximately \$5 million to fund the arts conservatory programs each year. CSArts-SGV relies heavily on its families and the community-at-large to reach this goal.

### Mission Statement

We provide an unparalleled arts and academic education in a creative, challenging, and nurturing environment to a diverse student body passionate about the arts, preparing them to reach their highest potential.

### Core Values

Student growth and education comes first.

Commitment to excellence, innovation, professionalism, and integrity.

Foster a nurturing environment of creativity, respect, and collaboration.

Commitment to life-long artistic and scholarly development.

Based on the belief that creative artistry is fueled by intellectual insight, California School of the Arts – San Gabriel Valley (CSArts-SGV) provides a rigorous, college-preparatory academic program to students in grades 9-12, which aligns with Common Core State Standards and includes an array of Advanced Placement classes. CSArts-SGV is accredited by the Western Association of Schools and Colleges (WASC) and has been recognized for its high standard in arts and academic programming by the Arts Schools Network as a recipient of the New and Emerging School Award.

Through an innovative partnership with Duarte Unified School District (DUSD), students in grades 6-8 are assigned to attend academic classes at one of two DUSD K-8 academies, Maxwell Academy or Royal Oaks STEAM Academy, based on their CSArts-SGV arts conservatory or program. Once the academic day has concluded, middle school students are able to receive exemplary arts instruction provided by CSArts-SGV faculty in a variety of art forms. Once students reach grade 9, they can seamlessly transition to receiving full-day academic and arts instruction on the CSArts-SGV campus for their high school careers.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	241
Grade 10	249
Grade 11	249
Grade 12	235
<b>Total Enrollment</b>	<b>974</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	64.1
Male	30.1
Non-Binary	5.9
Asian	12.8
Black or African American	1.8
Filipino	2.6
Hispanic or Latino	37.7
Native Hawaiian or Pacific Islander	0.1
Two or More Races	10.6
White	23.2
English Learners	1.6
Homeless	0.4
Socioeconomically Disadvantaged	19.7
Students with Disabilities	12

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	47.6	79.75	191.4	74.93	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0.6	1	0.6	0.23	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.1	1.94	4.1	1.61	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	24.1	9.45	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	10.3	17.31	35.1	13.77	15831.9	5.67
<b>Total Teaching Positions</b>	59.7	100	255.5	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	52.8	87.56	207.5	71.01	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	3.6	1.25	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.8	4.64	9.4	3.22	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	55.9	19.14	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	4.6	7.76	15.6	5.37	14303.8	5.15
<b>Total Teaching Positions</b>	60.3	100	292.2	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	60.3	93.06	225.7	69.7	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	1.3	0.41	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.2	1.93	15.6	4.85	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	71.7	22.15	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	3.2	5.01	9.3	2.89	13705.8	4.91
<b>Total Teaching Positions</b>	64.8	100	323.8	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
<b>Permits and Waivers</b>	0.00	0.6	0
<b>Misassignments</b>	1.10	2.2	1.2
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.10	2.8	1.2

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	57.5	29.1	19.7
<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)	25	11.3	0.7

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

The Los Angeles County Office of Education completed an Instructional Materials Review Fall 2025 and determined a sufficiency of instructional materials exists.

<b>Year and month in which the data were collected</b>	August 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Just Mercy: A Story of Justice and Redemption 9780812984965 A Midsummer Night's Dream 9780743477543 A Raisin in the Sun 9780679755333 Advanced Language & Literature 1319244289 Between the World and Me 9780812993547 Bless Me, Ultima 0446600253 Born a Crime 9780399588198 Ceremony 9780140086836 Children of Blood and Bone 9781250170972 Death of a Salesman 9780140481341 Foundations of Language and Literature 9781319121587 Girl in Translation 9781594485152 Home of the Brave 9780545154154 How the Garcia Girls Lost Their Accents 9781565129757 In the Time of the Butterflies 9781565129764 Into Thin Air 9780385494786 Julius Caesar 9780743482745 Life of Pi 9780156027328 Literature & Composition 1457682516 Macbeth 9780743477109 Measure for Measure 9780743484909 Much Ado About Nothing 9781476788555 Of Mice and Men 9780140177398 Persepolis: The Story of a Childhood 9780375714573 The Absolutely True Diary of a Part-Time Indian 9780316013697 The Alchemist 9780062502186 The Crucible 9780142437339 The Language of Composition 978131905614 The Lone Ranger and Tonto Fistfight in Heaven 9780802141675 The Namesake 9780358062684 The Narrative of the Life of Frederick Douglas 0486284999 The Round House 9780062065254 The Stranger 9780679720201 The Woman Warrior 9780679721888	0

	<p>Their Eyes Were Watching God 9780061120060  Tropic of Orange 978156689064  Bless Me Ultima 446600253  The Chosen 449213447  On the Come Up 62498584  The Alchemist 62315005  The Curious Incident of the Dog in the Nighttime  9781400032716  Narrative of the Life of Frederick Douglass 9780486284996  Born a Crime: Stories from a South African Childhood  9780399588198  EL Excellence Everyday  The ELL Teacher's Toolbox  Station Eleven: A Novel  Parable of the Sower  Never Let Me Go  Elantris (Brandon Sanderson)  I Wish You All the Best (Mason Deaver)  The Kite Runner  The Round House  Slaughterhouse Five  Mistress of Spices  Americanah  Never Let Me Go  The Measure  The Handmaid's Tale</p>	
<b>Mathematics</b>	<p>Calculus for AP 9781429250740  Calc Medic and AP Classroom Online  Illustrative Mathematics 360, Integrated Math 1, Units 1-3  9798765797259  Illustrative Mathematics 360, Integrated Math 1, Units 4-6  9798765797266  Illustrative Mathematics 360, Integrated Math 1, Units 7-9  9798765797273  Illustrative Mathematics, High School Math, Geometry, Student  Workbook, Book 1, Units 1-2 9781524991326  Illustrative Mathematics, High School Math, Geometry, Student  Workbook, Book 2, Units 3-5 9781524991333  Illustrative Mathematics, High School Math, Geometry, Student  Workbook, Book 3, Units 6-8 9781524991340  Algebra 2 Units 1-2 9781524991180  Algebra 2 Units 3-5 9781524991197  Algebra 2 Units 6-7 9781524991203  Math Medic Online  Youcubed Data Science Online  Math Medic Online  Math Modeling Digital  Math Medic Online  Calc Medic &amp; AP Classroom Digital  Next Gen Personal Finance Digital</p>	0
<b>Science</b>	<p>AP Environmental Science Environmental Science for AP or  Teacher Generated Materials 9781464108686  AP Physics College Physics 2e for AP Courses and teacher  generated materials  Physics Physics: High School and Teacher Generated Materials  Gizmos Subscription Digital  AP Biology Biozone WORLD (digital access) and teacher  generated materials Product Code: BW-APB1</p>	0

<b>History-Social Science</b>	<p>American History 9780076738304  American History: A Very Short Introduction 9780195389142  American Government 3rd Edition (PDF online ed.)  9781951693381  American Government or teacher generated material Online  American Government 3rd Edition (PDF online ed.)  9781951693381  Principles of Economics Online  Freedom on My Mind: A History of African Americans (3rd Edition) 9781319579821  World History: Modern 9781531129163  Advanced Placement United States History, 4th Edition  1690305509  A Different Mirror for Young People 9781609804169  A History of the World in 6 Glasses 802715524  American Government 2e 9781947172661  Principles of Economics 3e Online  "Is College Still Worth the High Price? Weighing Costs and Benefits of Investing in Human Capital" Online  "Career Technical Education and Labor Market Outcomes: Evidence from California Community Colleges" Online  Gentrification and Small Business: Threat or Opportunity? Online  The Multiplier Effect of Education Expenditure Online  International Trade: Competition and Cooperation in a Globalized World Online  Principles of Macroeconomics 2nd Edition for AP Classes (PDF online ed) 9781947172432  Psychology 2e Online</p>	<p>0</p>
<b>Foreign Language</b>	<p>AP Spanish 9780133238013  El Armario Algunos secretos no deben salir a la luz  9781985769045  Frida Kahlo 9781940408361  World Language 9788418907067  Vida y Muerte en la Marasalvatrucha 9781935575184  Integrated Chinese 4 and teacher generated material  9781622911516  Integratred Chinese 3 and teacher generated materials  9781622911561  La Distancia Entre Nosotros 9781476710402  Las Sombras Corre y no mires atras 9781981433933  Susan you mafan and teacher generated materials  9781946626042  Garbanzo Subscription Digital  Papalotl 978-1-64498-519-9  Los quince de Raquel 9781641593557  Pandarella and teacher generated materials 978-0615838731  Reporteros 3 (Fall Pilot Program) 9788418907067  Reporteros 4 (Fall Pilot Program) 9788418907098  Generación AP (Fall Pilot Program) 9788411573078  Las Apariencias Engañan 978-1985247871.  Reporteros 1 (Fall Pilot Program) 9788418224263  Noche de Oro 1940408016  Robo en la Noche 1934958573  Reporteros 2 (Fall Pilot Program) 9788418907043  Somos Online/Digital  Cajas de Carton 978-0618226160</p>	<p>0</p>
<b>Health</b>	<p>Edmentum California Health 2.0 online curriculum.</p>	<p>0</p>

<b>Visual and Performing Arts</b>	We have hundreds of arts classes as an arts school. This link to the Curriculum Handbook will take to you the section where each conservatory's Scope & Sequence is linked, which describes courses and materials: <a href="https://docs.google.com/document/d/1k7FFaySZCohl_YiiJMwrfSLvmpZbFaKstto1XQq8DBg/edit?tab=t.0#heading=h.r708v6pu04bk">https://docs.google.com/document/d/1k7FFaySZCohl_YiiJMwrfSLvmpZbFaKstto1XQq8DBg/edit?tab=t.0#heading=h.r708v6pu04bk</a>	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Lab science equipment	0

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

## School Facility Conditions and Planned Improvements

The campus is a beautiful example of an arts school - full of color and interesting spaces for students to develop in their skills such as a scenic lab, ceramics lab, multiple arts spaces, performing spaces, orchestra rooms, practice rooms, creative writing library, and dance studios. According to our most recent California Healthy Kids Survey, from October 2024, students reported High Perceived Safety: 83-84% of students across all grades reported feeling very safe or safe at school. Additionally, 71% of our students reported satisfied or very satisfied with the facilities upkeep. The main reported issues are disruption to bathrooms due to plumbing challenges. This continues to be a focus for the school in current and future improvement projects. From our 10/03/2025 Williams Facility Inspection: We scored a 99.09% rating of "exemplary." The school is maintained in great repair.

<b>Year and month of the most recent FIT report</b>	October 2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Gym - peeling wall paint, will fix ASAP
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Damaged plywood decking, overhead plywood, and skirting on classrooms 400 and 408 - repaired January 2026
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	88	87	47	48	47	48
<b>Mathematics</b> (grades 3-8 and 11)	40	50	27	29	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	247	240	97.17	2.83	86.67
Female	150	148	98.67	1.33	87.84
Male	80	77	96.25	3.75	83.12
American Indian or Alaska Native	0	0	0	0	0
Asian	32	32	100.00	0.00	84.38
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	105	102	97.14	2.86	85.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	50	48	96.00	4.00	89.58
White	52	50	96.15	3.85	90.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	43	43	100.00	0.00	86.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	30	85.71	14.29	60.00

## 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
<b>All Students</b>	247	240	97.17	2.83	50.42
<b>Female</b>	150	148	98.67	1.33	43.24
<b>Male</b>	80	77	96.25	3.75	62.34
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	32	32	100.00	0.00	68.75
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	105	102	97.14	2.86	36.27
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	50	48	96.00	4.00	66.67
<b>White</b>	52	50	96.15	3.85	54.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	43	43	100.00	0.00	32.56
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	30	85.71	14.29	13.33

## 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
<b>Science</b> (grades 5, 8 and high school)	52.55	64.66	29.92	34.37	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
<b>All Students</b>	480	471	98.13	1.87	61.15
<b>Female</b>	301	298	99.00	1.00	60.07
<b>Male</b>	147	143	97.28	2.72	65.73
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	63	63	100.00	0.00	79.37
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	12	12	100.00	0.00	58.33
<b>Hispanic or Latino</b>	202	198	98.02	1.98	52.02
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	87	85	97.70	2.30	69.41
<b>White</b>	108	105	97.22	2.78	63.81
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	84	83	98.81	1.19	50.60
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	67	60	89.55	10.45	31.67

## 2024-25 Career Technical Education Programs

CSArts-SGV offers CTE courses and CTE Pathways to all enrolled students through a conservatory model. All conservatories, including the Creative Writing, Visual Arts, Integrated Arts, Ballet & Contemporary Dance, Commercial Dance, Acting, Musical Theatre, Production & Design, Vocal Arts, Popular Music, and Instrumental Music Conservatory, offer CTE pathways that are aligned to the model curriculum standards. In these conservatories, student completers have the opportunity to complete the Design, Visual, & Media Arts Pathway, the Production & Managerial Arts Pathway, or the Performing Arts Pathway under the Arts, Media, & Entertainment Industry Sector.

All of the conservatory have a program sequence:

- CSArts-SGV Acting Conservatory CTE Pathway Map
- CSArts-SGV Classical & Contemporary Dance Conservatory CTE Pathway Map
- CSArts-SGV Commercial Dance Conservatory CTE Pathway Map
- CSArts-SGV Creative Writing Conservatory CTE Pathway Map
- CSArts-SGV Instrumental Music Conservatory CTE Pathway Map
- CSArts-SGV Integrated Arts Conservatory CTE Pathway Map
- CSArts-SGV Musical Theatre Conservatory CTE Pathway Map
- CSArts-SGV Popular Music Conservatory CTE Pathway Map
- CSArts-SGV Production & Design Conservatory CTE Pathway Map
- CSArts-SGV Visual Arts Conservatory CTE Pathway Map

## 2024-25 Career Technical Education Programs

### CSArts-SGV Vocal Arts Conservatory CTE Pathway Map

During the academic part of the day, we have a Software & Systems Development CTE pathway, a part of the overarching Information and Communication Technology Industry Sector. In our state-of-the-art computer lab, which is also host to our budding ESPORTS program, students take classes such as Introduction to Computer Science, AP Computer Science Principals, and AP Computer Science A.

We have also recently launched a Patient Care CTE pathway under the Health Science and Medical Technology Industry Sector as well, which thus far includes Biomed with plans to expand and operationalize internships with local hospitals.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	983
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	57.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	91.1

## 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	99.69
Graduates Who Completed All Courses Required for UC/CSU Admission	86.08

## 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	98	98	98	98	98

## 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

CSArts-SGV offers many ways for parents to be involved in the school. We have several stakeholder committees including operations, restorative practices, LCAP, equity, safety, and WASC focus groups.

The Family Action Network (FAN) provides an opportunity for parents and family members to stay connected to what's happening at CSArts-SGV, while maximizing the school experience for all CSArts-SGV students. The mission of the Family Action Network is to provide meaningful volunteer opportunities; support the school in enhancing students' academic, artistic, physical, and emotional growth; and help CSArts-SGV parents and family members to stay involved through an inclusive, diverse, and collaborative community. FAN runs teacher appreciation events, participates in planning senior activities, and supports fundraising initiatives.

Encore is a fun, social membership group through the CSArts-SGV Foundation that provides an opportunity for parents to connect and socialize while helping fund major schoolwide initiatives through membership contributions.

The Conservatory Parents Arts Council (PAC) creates volunteer opportunities for parents within their child's arts conservatory.

ParentConnect is a program designed to allow for parents to "find" each other in their local communities, get together, form networks, or even arrange carpooling.

## 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	0.4	0.4	0	22.6	24.5	24.2	8.2	8.9	8
Graduation Rate	99.2	99.2	100	37.9	41.5	42.8	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](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	236	236	100.0
Female	155	155	100.0
Male	66	66	100.0
Non-Binary	15	15	100.0
American Indian or Alaska Native	0	0	0.00
Asian	33	33	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	96	96	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	16	16	100.0
White	56	56	100.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	75	75	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	36	36	100.0

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	998	991	118	11.9
Female	641	636	74	11.6
Male	301	299	33	11.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	131	129	7	5.4
Black or African American	19	19	2	10.5
Filipino	26	26	1	3.8
Hispanic or Latino	372	370	49	13.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	106	105	11	10.5
White	231	229	31	13.5
English Learners	16	16	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	249	248	46	18.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	136	135	24	17.8

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
1.98	6.02	2.91	1.24	1.3	0.8	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
0.1	0.52	0	0.05	0.05	0	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	2.91	0.00
Female	2.81	0.00
Male	3.32	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.76	0.00
Black or African American	10.53	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.96	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.72	0.00
White	2.60	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.02	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.88	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

Our School Safety Committee meets regularly to update our Comprehensive School Safety Plan. Our most recent plan (2024-2025) is posted to our website.

Our Safety Committee meets monthly.

Our CSSP includes:

- Our school safety planning process and assessment of key areas of safety
- Mandated procedures, policies, and trainings, and where they are all located
- Emergency response procedures
- School safety drills, trainings, and education
- Community partners
- Annual safety goals and metrics

## 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	30	0	27	5
Mathematics	29	0	29	2
Science	28	4	16	7
Social Science	30	4	24	8

## 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	30	2	22	10
Mathematics	27	8	15	8
Science	28	8	11	8
Social Science	30	3	18	11

## 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	29	2	25	6
Mathematics	26	5	25	4
Science	27	5	20	3
Social Science	29	2	18	10

## 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	311.67

## 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)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## 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
<b>School Site</b>	\$12,734	\$1,672	11,062	\$78,705
<b>District</b>	N/A	N/A		\$89,034
<b>Percent Difference - School Site and District</b>	N/A	N/A		-12.3
<b>State</b>	N/A	N/A	\$11,146	\$92,686
<b>Percent Difference - School Site and State</b>	N/A	N/A	-0.8	-16.3

## Fiscal Year 2024-25 Types of Services Funded

CSArts-SGV provides the following Services:

- Academic program
- Conservatory extended day program
- Special Education
- EL Program
- Homeless & Foster Youth

CSArts-SGV's Special Services Department uses an inclusive special education model that provides support to students with Individualized Education Programs (IEPs). Students with IEPs attend classes with their general education peers and receive appropriate supports in collaboration with general education teachers. Some students with IEPs are enrolled in Academic Lab classes to receive specialized academic instruction from our education specialists. Currently, the team consists of 6 educational specialists (mild/moderate), 3 full-time school psychologists, several school psychologist interns, and about ten inclusion aides.

In addition to the supports provided in general education class, the special services team facilitates a wellness center on campus. This center operates as a safe location for students with emotional dysregulation and various mental health needs. The center serves students with accommodation plans that call for access to the wellness center and its education specialists, school psychologist, and school psychologist interns. The Wellness Center also houses a special day program for students with Emotional Disturbance. In addition to facilitating academic classes for these students, the staff provides a wellness seminar course for these students.

The school employs other support services personal such as a Learning Specialist who also acts as a member of the administration team. They oversee students with 504 and SST plans, working as an intervention specialist. We also have a Restorative Practices Specialist who works with students in a variety of capacities to build culture and healthy relationships on campus.

School also runs a Health Office with a part time LVN and Health Clerk.

## 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	\$58,179	\$57,978
Mid-Range Teacher Salary	\$84,139	\$89,612
Highest Teacher Salary	\$113,641	\$117,194
Average Principal Salary (Elementary)	\$143,460	\$143,632
Average Principal Salary (Middle)		\$149,447
Average Principal Salary (High)	\$166,608	\$162,334
Superintendent Salary	\$262,140	\$234,076
Percent of Budget for Teacher Salaries	28.96%	27.81%
Percent of Budget for Administrative Salaries	5.66%	5.47%

## 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	45
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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	3
Fine and Performing Arts	2
Foreign Language	2
Mathematics	4
Science	7
Social Science	10
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	28

## Professional Development

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	6	6	6