Collegiate Charter High School of Los Angeles
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Collegiate Charter High School of Los Angeles
Street	725 S. Indiana St.
City, State, Zip	Los Angeles, CA 90023
Phone Number	(213) 304-7077
Principal	Sean Riordan/Hector Alvarado
Email Address	hectoralvarado@collegiatecharterhighschool.org
School Website	collegiatecharterhighschool.org
County-District-School (CDS) Code	19-64733-0131821

2023-24 District Contact Information

District Name	Collegiate Charter High School of LA
Phone Number	(213) 304-7077
Superintendent	Edward Morris
Email Address	tedmorris@collegiatecharterhighschool.org
District Website	collegiatecharterhighschool.org

2023-24 School Description and Mission Statement

Collegiate Charter High School, is a WASC-accredited tuition-free public school serving approximately 166 students in grades 9-12. Collegiate is co-located on the campus of Stevenson Middle School in Boyle Heights neighborhood of Los Angeles.

We are very proud of delivering on the promise of our mission to prepare all students in grades nine through twelve for success in four-year colleges, professional careers, leadership in their communities, and lives of opportunity. In 2023 100% of our graduating seniors were accepted to 4-year colleges and universities. This was the fourth time in five years that we achieved that goal.

All students participate in a rigorous, standards-aligned college preparatory educational program, offering UC A-G approved courses, through a culturally responsive approach. We focus on pedagogical strategies that spark students' behavioral, cognitive, and emotional engagement to ensure students achieve content mastery and personal success. Collegiate's instructional design is grounded from extensive research of successful school design to meet the needs of low-income, first-generation college-going students.

VISION
We believe that all children, regardless of race, ethnicity, socioeconomic status, gender, gender identity, disability, home language, country of origin, or religion, must have access to excellent educational opportunities for their K-12 years. This includes access to an excellent high school, regardless of home zip code. We believe that it is the job of educators to be creative, compassionate, relentless, and results-oriented on behalf of children in order to ensure that every student's learning time is optimized and that every student realizes their potential.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	29
Grade 10	55
Grade 11	33
Grade 12	45
Total Enrollment	162

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.5%
Male	60.5%
Asian	0.6%
Black or African American	1.2%
Hispanic or Latino	96.9%
White	1.2%
English Learners	30.9%
Homeless	1.2%
Socioeconomically Disadvantaged	93.2%
Students with Disabilities	24.7%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.30	22.69	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	9.62	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.40	43.17	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.50	24.33	1060.30	3.90	12115.80	4.41
Unknown	0.00	0.00	1651.30	6.07	18854.30	6.86
Total Teaching Positions	10.40	100.00	27194.20	100.00	274759.10	100.00

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

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)	3.60	40.82	23128.20	84.33	234405.20	84.00
Intern Credential Holders Properly Assigned	3.90	43.36	804.50	2.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.77	1474.90	5.38	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	14.93	1009.60	3.68	11953.10	4.28
Unknown	0.00	0.00	1009.30	3.68	15831.90	5.67
Total Teaching Positions	9.00	100.00	27426.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	4.40	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.40	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	2.50	0.30
Local Assignment Options	0.00	0.90
Total Out-of-Field Teachers	2.50	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	1.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	33.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Collegiate underwent an external audit conducted by the LA County Office of Education (LACOE) on September 29, 2023 to determine the sufficiency of instructional materials for all students. The result of the audit confirmed that "all students have access to instructional materials."

Year and month in which the data were collected	September, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	• Odell Education High School Literacy Program (2023) • Achievement First High School English Fundamentals (2023) • Textbooks approved by the College Board for Advanced Placement Language and Composition (2023) • Common Core recommended texts (2023)	Yes	0
Mathematics	• Illustrative Mathematics IM 9-12 Math (2023) • Achievement First High School Math Fundamentals of Instruction (Achievement First Open Source Curriculum Hub) (2023) • Textbooks approved by the College Board for Advanced Placement Calculus AB (2023)	Yes	0
Science	• Discovery Education (2023) • Achievement First High School Science Fundamentals of Instruction (Achievement First Open Source Curriculum Hub) (2023) • Textbooks approved by the College Board for Advanced Placement Biology and Physics 1 (2023)	Yes	0
History-Social Science	• Achievement First High School History Fundamentals of Instruction (Achievement First Open Source Curriculum Hub) (2023) • Textbooks approved by the College Board for Advanced Placement World History, US History, US Government (2023) • McGraw Hill Textbook (2023)	Yes	0
Foreign Language	Vista Higher Learning: • Descubre 1 for Spanish I (2023) • Descubre 2 for Spanish II, Spanish N I (2023) • Descubre 3 for Spanish III, Spanish N II (2023) • Temas Para Español B for AP Spanish (2023) • AP Spanish Language and Culture Exam Preparation for AP Spanish (2023)	Yes	0
Health	Teacher-created materials		0
Visual and Performing Arts	Teacher-created materials, varies by subject		0

School Facility Conditions and Planned Improvements

Based on the Facility Inspection Tool conducted on December 11, 2023, the overall rating of the school was good and the percentage of the eight categories evaluated resulted in a 96.88%. The school takes the following measures to ensure students are safe on school grounds, for the school facility to support teaching and learning, and for there to be ongoing efforts to promote the safety and cleanliness of the school facility:

Student Safety On School Grounds

The school ensures that the facility is secure and functioning at all times. The operations team reports any deficiencies to the maintenance and custodial team on an immediate basis. The Plant Manager of the school submits work orders for any fixes that need to be made on room lights, fire alarms, door locks, air conditioning, outlets, floors, and any running system and physical area of the school. The Plant Manager and the operations team work together to ensure all fixes are done in a timely manner for the safety of the students. Fire alarms are tested and floors are waxed in the summer to ensure they are working properly for the coming school year and before the students return from their summer break. Internal walkthroughs of the classrooms and hall of the school are done by the operations team throughout the school year to ensure the physical space of the school is in working condition and that chairs, tables, furniture and other items in the classroom do not block access to safety such as emergency exits. On a daily basis, a custodial member of the school cleans all rooms, checks for any damaged furniture to remove from the classroom, and looks out for any deficiencies that need to be reported to and addressed by the school's Plant Manager and Director of School Operations. Being proactive about any facility issues helps the school promote and maintain the safety of students. The school is co-located with an LAUSD school and follows all safety procedures as mandated by the district.

Support of Teaching and Learning

The school is co-located with an LAUSD school site, and uses 13 rooms total to lead teaching in classrooms, one to one student services, administrative work and day to day needs of the school. Students and staff have room to conduct their lessons in, and collaborate in. Outdoor areas support the physical education, and academic outdoor activities as well as events of the school. The custodial and maintenance staff work together to ensure all spaces of the school are secure and promote the learning and safety of all students and staff.

Cleaning Schedule of the School

As indicated in our FIT report, the general condition of the school is good. The cleaning schedule and procedures of the school support the safety and presentation of the school. The school has a Plant Manager and Director of School Operations that work together to direct the cleanliness schedule of the school. On a daily basis, custodial team members remove trash from the school's hall and inside every classroom three times a day, restrooms are sanitized and cleaned at the end of every school day and as needed throughout the day, tables are wiped, and rooms are sanitized, as needed. Teachers are also provided with cleaning tools that they are trained to use and which are safe to use in the rooms. The school upholds the value of physical spaces to be welcoming, presentable and in good condition for the safety of all students.

Year and month of the most recent FIT report	12/11/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical		X		Repair Needed: Improper usage of extension cords or extension cord trip hazard. Improper usage of surge protectors or daisy chain of surge protectors. Action Planned and Taken: Extension cord hazards have been removed and new extension cords will replace the daisy chains for the three classrooms they are needed for.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	58	53	41	41	47	46
Mathematics (grades 3-8 and 11)	27	22	27	29	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	32	32	100.00	0.00	53.13
Female	13	13	100.00	0.00	69.23
Male	19	19	100.00	0.00	42.11
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	32	32	100.00	0.00	53.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100.00	0.00	63.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	32	32	100.00	0.00	21.88
Female	13	13	100.00	0.00	23.08
Male	19	19	100.00	0.00	21.05
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	32	32	100.00	0.00	21.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100.00	0.00	26.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	32.35	15.56	20.02	20.46	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	45	45	100.00	0.00	15.56
Female	22	22	100.00	0.00	22.73
Male	23	23	100.00	0.00	8.70
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	44	44	100.00	0.00	15.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	32	100.00	0.00	9.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Collegiate Charter High School of Los Angeles does not offer a CTE program.

2022-23 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	100

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	94.4	94.4	94.4	94.4	94.4

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.

2023-24 Opportunities for Parental Involvement

At Collegiate Charter High School parent input in decision-making takes place through the following committees (that includes parents of Unduplicated Pupils and SWD):

English Language Advisory Committee ELAC/DELAC
Parent Advisory Committee (PAC)
Collegiate Charter High School provides all parents including those of unduplicated students and Students with Disabilities with numerous opportunities to engage as partners in their scholar's education.

The Bilingual Admissions & Families Coordinator communicates with families, facilitates parent workshops , and leads outreach especially with families of unduplicated pupils to increase parent engagement in their scholar's education. 100% of our office staff are bilingual (Spanish/English) to encourage communication between families and the school.

Collegiate staff uses ParentSquare to communicate with families, in addition to email, postal mail, phone calls, and texts.

Collegiate families also have access to PowerSchool SIS Parent Portal to view their child's academic grades, attendance, coursework, and to communicate with their teachers.?

To get involved with an advisory council or for volunteer opportunities, families are encouraged to reach out to the school at (213) 304-7077 or noemimorales@collegiatecharterhighschool.org or via ParentSquare.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	12.5	0	5.9	8.1	7.8	8.5	9.4	7.8	8.2
Graduation Rate	52.5	80.6	80.4	83.5	87.4	86.1	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	51	41	80.4
Female	23	19	82.6
Male	28	22	78.6
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	50	40	80.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	11	8	72.7
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	50	40	80.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	186	177	66	37.3
Female	79	74	34	45.9
Male	107	103	32	31.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	4	3	2	66.7
Filipino	0	0	0	0.0
Hispanic or Latino	179	171	62	36.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	2	2	1	50.0
English Learners	60	57	14	24.6
Foster Youth	0	0	0	0.0
Homeless	5	5	3	60.0
Socioeconomically Disadvantaged	172	165	62	37.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	44	44	13	29.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	1.61	0.00	0.46	0.55	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.02	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.61	0
Female	3.8	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.68	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.16	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

As a charter school co-located on an LAUSD campus, we work closely with the District and our school partner in creating and implementing our Safety Plan.

The School Safety Plan was reviewed and updated with the input of school staff, stakeholders, and guidance from the County and State Health Department. Collegiate Charter High School of Los Angeles conducts monthly drills with our co-location partner. Further, the school ensures compliance with CA Education Codes 32270-32289.5 which includes:

Child abuse reporting procedures
Disaster procedures, routine, and emergency, including adaptations for students with disabilities
Suspension/expulsion policies and procedures
Procedures to notify teachers of dangerous pupils
Discrimination and harassment policy that includes hate crime reporting procedures/policies
Prohibition of gang-related apparel
Procedures for safe ingress and egress of pupils, parents, and school employees to and from school
A safe and orderly environment conducive to learning at the school
Rules and procedures for school discipline
Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions
For COVID-19 safety protocols, the school employs the following:

Recommended use of PPE including face coverings, hand sanitation, and campus cleaning as appropriate
Response based testing and COVID-19 screening when returning from extended vacations, as needed
Each classroom is equipped with an emergency kit, that contains a first aid kit, classroom student roster (for each period), emergency contact information, and an evacuation plan. The school has a supply of food and water on campus for all students

2023-24 School Safety Plan

and staff in the event of an emergency. The evacuation plan is posted on the wall of every classroom.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	1	4	2
Mathematics	33		5	1
Science	34		3	3
Social Science	37		1	3

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	5	5	
Mathematics	16	7	5	
Science	20	8	3	
Social Science	23	2	5	

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	18	9	1	0
Mathematics	16	9	1	0
Science	18	6	3	0
Social Science	18	5	1	0

2022-23 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	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	18,933,64	6,782.13	12,141.51	65,057
District	N/A	N/A		$81,337
Percent Difference - School Site and District	N/A	N/A		21%
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	37%	26%

Fiscal Year 2022-23 Types of Services Funded

In addition to our standards-based instructional program, Collegiate offers the following programs and services:

Winter Academy and Summer Academy for students who are at risk of not earning course credit
College counseling and placement assistance
1:1 laptops for all students
Daily tutoring (four days a week)
Extra-curricular clubs
New teacher induction for clearing preliminary teaching credentials
Two weeks in the summer and several additional pupil-free days throughout the year for teacher and staff professional development
A robust special education program for our students with IEPs
Teaching assistants who push in to math and English classes for extra student support, including support for English learners
Counselors to meet our students' social-emotional needs
Interim student progress analysis using the IXL program, followed by group and individual student-level action planning

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$48,916	$55,550
Mid-Range Teacher Salary	$78,133	$80,703
Highest Teacher Salary	$97,008	$109,418
Average Principal Salary (Elementary)	$124,723	$137,703
Average Principal Salary (Middle)	$136,178	$143,760
Average Principal Salary (High)	$139,415	$159,021
Superintendent Salary	$440,000	$319,443
Percent of Budget for Teacher Salaries	25.32%	30.35%
Percent of Budget for Administrative Salaries	4.83%	4.87%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	27.2

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	0
Fine and Performing Arts	0
Foreign Language	2
Mathematics	1
Science	1
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	5

Professional Development

Collegiate has weekly professional development (PD) every Wednesday afternoon. Students are dismissed early on Wednesdays to allow for an hour for teachers and staff to convene for this weekly training. In the 2023-34 school year, we will have 36 of these weekly meetings.

In addition, we have an additional 14 full-day PDs that all of our teachers and teaching assistants attend. Ten of these days happened in August to prepare for the new school year. The other 4 occur periodically throughout the year, mostly as an opportunity to evaluate interim student data to inform instruction.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	64	52	50