



LOS ANGELES COUNTY HIGH SCHOOL FOR THE ARTS



Community Handbook 2026-2027



Los Angeles County
Office of Education

Serving Students • Supporting Communities • Leading Educators

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OUR MISSION STATEMENT

Students at LACHSA, through powerful learning experiences will embrace and excel in arts and academics while preparing for their vision of the future.

EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLR)

A S P I R E

ACADEMIC AND ARTISTIC EXCELLENCE

All students will be given an academic foundation that can adequately prepare them for a higher level of education.

All students will develop skills and professionalism in their chosen art form and an understanding and respect for other areas of art.

SOcial RESPONSIBILITY

All students will become self-sufficient and be able to determine academic and vocational choices.

PREPARATION FOR GLOBAL CITIZENSHIP

All students will develop respect and tolerance for diversity and will demonstrate appropriate methods of conflict resolution.

All students will develop technological proficiency and an understanding of the application of technology to their academic and artistic endeavors.

INTEGRITY

All students will make informed choices and will accept responsibility for their actions.

RIGOR

All students will meet or exceed the statewide standards in their academic classes.

EFFECTIVE COMMUNICATION

All students will effectively communicate through traditional means of oral and written expressions and through their art.

ADMINISTRATION, FACULTY, AND STAFF

ADMINISTRATION

Tina Vartanian
Nick Abruzzo
Sue Freitag

Principal
Assistant Principal
Assistant Principal

OFFICE STAFF

Greg Baumann
Abby Echanique
Maria Baghasarian
Jenniffer Martin
Paulette Miller
Donna Jones
Evelyn Gonzales
Yadyra Del Carpio
Felicia Cain
Esmeralda Xochitl Flores
Teresa Martinez

Counselor, L-Z
Counselor, A-K
Mental Health Practitioner
School Administrative Secretary
Senior School Clerk
School Nurse
Senior Accountant
Senior Accounting Clerk
Admissions Coordinator
Senior Program Activities Specialist
Community Outreach Associate

CAROLINE'S LOFT / ANTONOVICH AMPHITHEATRE

Liz Cypinski
Armand Jahangiri

Technical Director
Technical Director

ACADEMIC FACULTY

English

Giovanni Boskovich
Gregory Brown
Laura McNamara
Barry Pohlmann

Science

Dana Beas
John Freeman
Cosmin Ion

Social Studies

Mario Cracchiolo
John Rodriguez

Physical Education

Ray Alcala
Jovanny Miranda Lua

Student Support

Jerry Freedman

Special Education

Dulce Rodriguez
Serena Mansur
Sandy Frias
Diane Pawar
Kayson Capati
Pedro Perez
Emily Puga

Mathematics

Mary Cholko
Mikel Edillon
Rachel Kaplan
Kelsey Holehan

World Languages

Lidia Hill
Emily Rogers
Myriam Van Zeebroeck

ARTS FACULTY

Cinematic Arts

Drew McClellan, chair
Adriana Benevento, dept asst
Grant Babbitt
David Beier
Thomas Colley
Darren Dalton
Rob Davidson
Glenna Gordon
Chaz Hall
Farial Khan
Eliza Loyola
Brit Middleton
Jeffrey Obrow
Devon Waggoner

Music

Joshua Gronlund, chair
H. Dornell Carr, dept asst
Luca Alemanno
Aleta Braxton
Francisco Castillo
Lisa Crawford
Ian Ellison
Courtney Fortune
Anthony Fung
Christina Galisatus
Nelly Ghazarian
Lawrence Grey
Patti Kilroy
Susan Larson
Alan Mautner
Evan Roberts
Sachi Rodriguez
Daniel Rotem
Nina Serova
Bob Stevenson
Matthew Stubbs
Lydia Wu
Jack Zager
Mike Zonshine

Dance

Evan Williams, chair
Johanna Blunt
Challyce Brogdon
Quron Clarks
Hai Cohen
Stephanie Dai
Lee Daniel
Kristen De Paula
Yuka Fukuda
Alexa Kershner
Abby Quinn
Cindy Ricalde
Victoria Vargas

Visual Arts

Lisa Ruiz, chair
Cyrani Ackerman
David Angelo
Fiona Baler
Kyle Denman
Joel Freeman
Alejandro Gehry
Glenna Gordon
Christina (TT) Hernandez
Mia Hernandez
Andres Langarica
Diana Madriaga
Wendy Markowitz
Frank Mejia
Atilio Pernisco
Natasha Pirouzian
Sandi Silbert
Nate Wolf
Melissa Zafarana

Musical Theatre

Erica Robson
Chanel Castaneda
Chris Hunter
Jennifer Lin

Design & Production

Liz Czypinski, tech dir
Armand Jahangiri, tech dir
Martin Carrillo
Efrain Corona
Vance Redmon
Tuffet Schmelzle
Patricia Tripp

Theatre

TBD, chair
Michael Lea, dept asst
Devon Armstrong
Chanel Castaneda
Julie Daniels
Corey Dorris
Kara Royster
Eddie Ruiz
Tuffet Schmelzle
Victoria Tamez
Susie Tanner
Patricia Tripp
Kimiko Warner-Turner
Dylan Wittrock

WHOM TO CONTACT WHEN

Admin Appointments

Jennifer Martin

- Martin_Jennifer@LACOE.edu

Attendance

Paulette Miller

- Miller_Paulette@LACOE.edu

Free & Reduced Lunch Program

Paulette Miller

- Miller_Paulette@LACOE.edu

ARTS DEPARTMENT QUESTIONS & EVENT INFO

Cinematic Arts Department

Drew McClellan

- McClellan_Drew@LACOE.edu

Dance Department

Evan Williams

- Williams_Evan@LACOE.edu

Theatre Department

TBD

- TBD@LACOE.edu

Musical Theatre Program

Erica Robson

- Robson_Erica@LACOE.edu

Music Department

Joshua Gronlund

- Gronlund_Joshua@LACOE.edu

Visual Arts Department

Lisa Ruiz

- Ruiz_Lisa@LACOE.edu

Academic Counseling & Aeries

Abby Echanique

- Echanique_Abby@LACOE.edu

Greg Baumann

- Baumann_Greg@LACOE.edu

Student Support / Behavior / Mediation

Nicholas Abruzzo

- Abruzzo_Nick@LACOE.edu

Susan Freitag

- Freitag_Susan@LACOE.edu

Medical / Health Concerns

Donna Jones

- Jones_Donna@LACOE.edu

Mental Health

Maria Baghasarian

- Baghasarian_Maria@LACOE.edu

Office of Community Engagement

Esmeralda X. Flores

- Flores_Esmeralda@LACOE.edu

Teresa Martinez

- Martinez_Maria1@LACOE.edu

Felicia Cain

- Cain_Felicia@LACOE.edu

Finances / Checks / Payments

Yadyra Del Carpio

- DelCarpio_Yadyra@LACOE.edu

Fundraising / Donations

Trena Pritchford

- TPritchford@LACHSAfoundation.org

TELEPHONE DIRECTORY

WEBSITE – www.lachsa.net

Main Office – 323-343-2550

Fax – 323-343-2549

Tina Vartanian, <i>principal</i>	323-343-2550
Sue Freitag, <i>assistant principal</i>	323-343-2711
Nick Abruzzo, <i>assistant principal</i>	323-343-2550
Abby Echanique, <i>A-K counselor</i>	323-343-5251
Greg Baumann, <i>L-Z counselor</i>	323-343-2550
Dulce Rodriguez, <i>school psychologist</i>	323-343-2550
Diane Pawar, <i>education specialist teacher</i>	323-343-2551
Serena Manjur, <i>education specialist teacher</i>	323-343-2550
Maria Baghasarian, <i>school social worker/mental health lead</i>	323-343-2550
Jenniffer Martin, <i>school administrative secretary</i>	323-343-2598
Paulette Miller, <i>senior school clerk</i>	323-343-2550
Teresa Martinez, <i>community outreach & marketing</i>	323-343-2565
Esmeralda X. Flores, <i>equity coordinator & partnerships</i>	562-774-6991
Felicia Cain, <i>admissions coordinator</i>	323-343-2566
Donna Jones, <i>school nurse</i>	323-343-2554

ARTS DEPARTMENTS

Drew McClellan, <i>cinematic arts department</i>	323-343-2479
Evan Williams, <i>dance department</i>	323-343-5123
Joshua Gronlund, <i>music department</i>	323-343-2659
TBD, <i>theatre, musical theatre, CTE departments</i>	323-343-6579/6365
Lisa Ruiz, <i>visual arts department</i>	323-343-2559

LACHSA FOUNDATION

Trena Pitchford, <i>executive director</i>	213-266-5341
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LACOE ADMINISTRATION

Debra Duardo, <i>superintendent</i>	562-922-6111
Mario Marcos, <i>chief of school support and transformation</i>	562-922-6111
Jose Gonzalez, <i>director III, division of student programs</i>	562-401-5367

EMERGENCY

Campus Police	323-343-3700
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ACADEMIC FACULTY

Ray Alcala, <i>Physical Education</i>	alcala_ray@laoe.edu
Dana Beas, <i>Science</i>	beas_dana@laoe.edu
Greg Brown, <i>English</i>	brown_gregory@laoe.edu
Giovanni Boskovich, <i>English</i>	boskovich_giovanni@laoe.edu
Mary Cholko, <i>Mathematics</i>	cholko_mary@laoe.edu
Mario Cracchiolo, <i>Social Studies</i>	cracchiolo_mario@laoe.edu
Mikel Edillon, <i>Mathematics</i>	edillon_mikel@laoe.edu
Jerry Freedman, <i>Social Studies</i>	freedman_gerald@laoe.edu
John Freeman, <i>Science</i>	freeman_john@laoe.edu
Sandy Frias, <i>Special Education</i>	frias_sandy@laoe.edu
Lidia Hill, <i>Spanish</i>	hill_lidia@laoe.edu
Kelsey Holehan, <i>Mathematics</i>	holehan_kelsey@laoe.edu
Cosmin Ion, <i>Science</i>	ion_cosmin@laoe.edu
Rachel Kaplan, <i>Mathematics</i>	kaplan_rachel@laoe.edu
Serena Manjur, <i>Special Education</i>	manjur_serena@laoe.edu
Jovany Miranda Lua, <i>Physical Education</i>	miranda_jovany@laoe.edu
Laura McNamara, <i>English</i>	mcnamara_laura@laoe.edu
Diane Pawar, <i>Special Education</i>	pawar_diane@laoe.edu
Barry Pohlmann, <i>English</i>	pohlmann_barry@laoe.edu
John Rodriguez, <i>Social Studies</i>	rodriguez_john@laoe.edu
Emily Rogers, <i>Spanish / ASB Advisor</i>	rogers_emily@laoe.edu
Myriam Van Zeebroeck, <i>French</i>	vanzeebroeck_myriam@laoe.edu

ARTS FACULTY

Contact arts teachers directly through the specific art department chair. Arts faculty can also be reached via email by going to LACHSA > About Us > Staff Directory and clicking the link to email individual teachers.

Joshua Gronlund, <i>Music Department Chair</i>	gronlund_joshua@laoe.edu
Drew McClellan, <i>Cinematic Arts Department Chair</i>	mcclellan_drew@laoe.edu
Lisa Ruiz, <i>Visual Arts Department Chair</i>	ruiz_lisa@laoe.edu
Evan Williams, <i>Dance Department Chair</i>	williams_evan@laoe.edu
TBD, <i>Theatre Department Chair</i>	TBD@laoe.edu

DAILY BELL SCHEDULE 2026 – 2027

BELL SCHEDULE				
Monday	Tuesday	Wednesday	Thursday	Friday
Morning Greet + Breakfast + Teacher Office Hours & Prep 8:00 – 8:30a				
PERIOD 1 8:30 - 9:10a PERIOD 2 9:15 - 9:55a PERIOD 3 10:00 - 10:40a Break 10:40 - 10:50a PERIOD 4 10:55 - 11:35a PERIOD 5 11:40a - 12:20p PERIOD 6 12:25 - 1:05p	PERIOD 1 8:30 - 9:50a	PERIOD 4 8:30 - 9:50a	PERIOD 1 8:30 - 9:50a	PERIOD 4 8:30 - 9:50a
	Break 9:50 - 10:00a			
	PERIOD 2 10:05 - 11:25a	PERIOD 5 10:05 - 11:25a	PERIOD 2 10:05 - 11:25a	PERIOD 5 10:05 - 11:25a
	PERIOD 3 11:30a - 12:50p	PERIOD 6 11:30a - 12:50p	PERIOD 3 11:30a - 12:50p	PERIOD 6 11:30a - 12:50p
	Lunch 12:50 - 1:30p			
Lunch 1:05 - 1:35p				
Arts 1:35 - 4:00p				T3 Academic Intervention 1:50 - 2:50p

BELL SCHEDULES 2026 – 2027

4-DAY SCHEDULE

In effect when the school week is shortened to 4 days due to holidays, pupil-free days, etc.

Day 1	Day 2	Day 3	Day 4
PERIOD 1 8:30 - 9:50a	PERIOD 4 8:30 - 9:50a	PERIOD 1 8:30 - 9:50a	PERIOD 4 8:30 - 9:50a
Break 9:50 - 10:00a			
PERIOD 2 10:05 - 11:25a	PERIOD 5 10:05 - 11:25a	PERIOD 2 10:05 - 11:25a	PERIOD 5 10:05 - 11:25a
PERIOD 3 11:30a - 12:50p	PERIOD 6 11:30a - 12:50p	PERIOD 3 11:30a - 12:50p	PERIOD 6 11:30a - 12:50p
Lunch 12:50 - 1:30p			
Arts 1:35 - 4:00p			

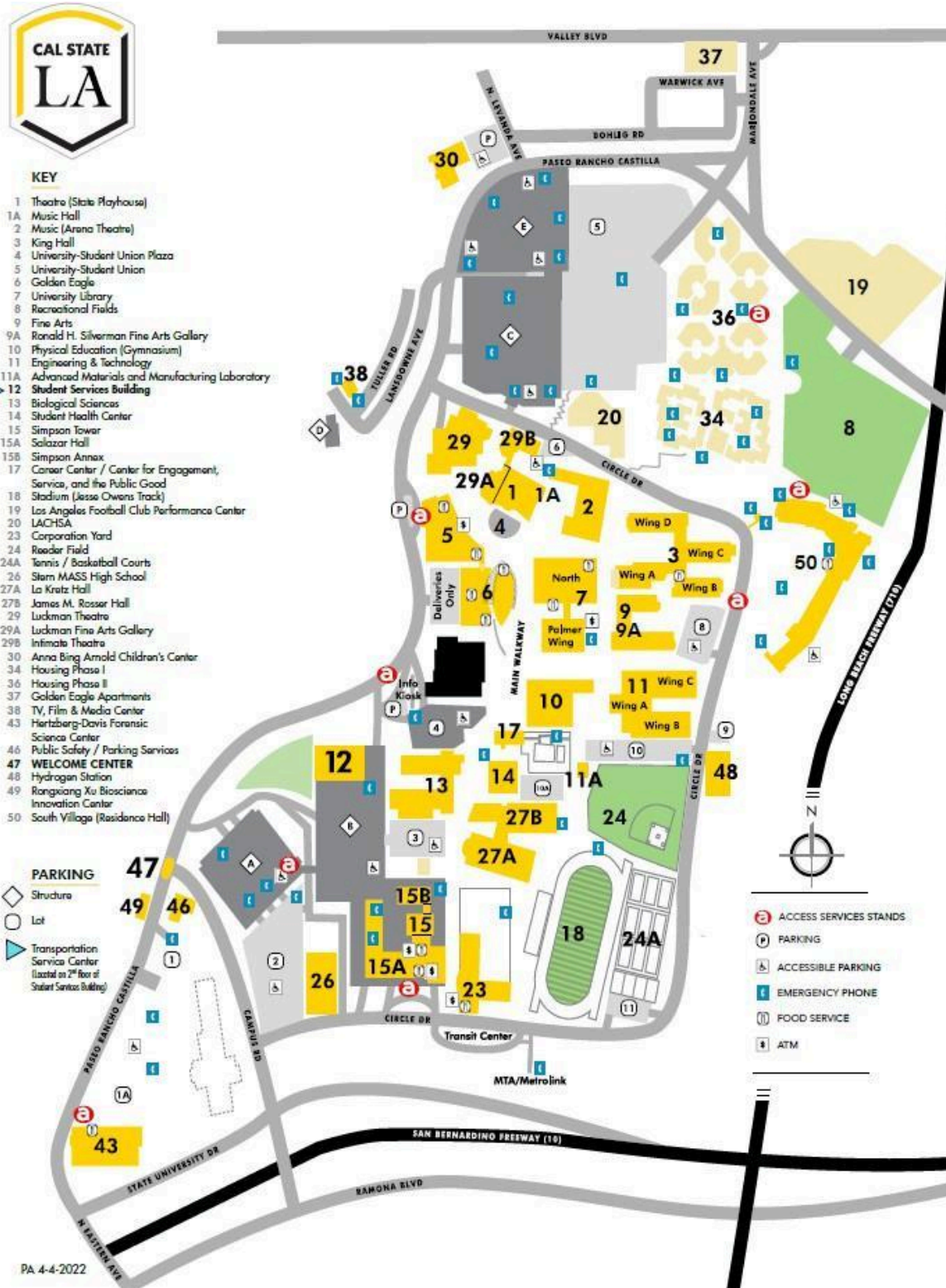
FINAL EXAM SCHEDULE

	8:30-10:30am	11:00am-1:00pm
Day 1	Period 1	Period 2
Day 2	Period 4	Period 3
Day 3	Period 5	Period 6

OBSERVED HOLIDAYS AND VACATIONS

LABOR DAY	Monday, September 7, 2026
VETERAN'S DAY	Wednesday, November 11, 2026
FALL BREAK	Monday, November 23 - Friday, November 27, 2026
WINTER BREAK	Monday, December 21, 2026 - Friday, January 8, 2027
MARTIN LUTHER KING, JR., DAY	Monday, January 18, 2027
PRESIDENT'S DAY	Monday, February 15, 2027
SPRING BREAK	Monday, March 22- March 26, 2027
FARMWORKERS DAY	Monday, March 29, 2027
MEMORIAL DAY	Monday, May 31, 2027

CSULA CAMPUS MAP



ATTENDANCE POLICY

LACHSA is a school of choice. Student success in school is directly tied to attendance. Satisfactory attendance is an absolute requirement in both the academic and art classes. In accordance with California Education Code 48260, it is the responsibility of the parent/guardian to ensure their student attends school to guarantee their physical safety under school supervision and support student learning. Multiple absences can cause a student to fall behind in course content, overburden school resources in the effort to restore student learning, indirectly harm achievement of classmates, and undermine the fiscal solvency of LACHSA's programs.

In California *Education Code (EC)* Section 60901(c)(1), a chronic absentee is defined as a pupil who is absent 10% or more of the school days in the school year. Chronic absenteeism has causal association with the following sobering facts:

- lower academic achievement, even when the absences are “excused” or understandable
- significantly increased likelihood of dropping out of school
- disproportionate impact on historically marginalized communities
- increases in risky behaviors like substance abuse and entanglement with criminal justice
- indirect negative impact on the achievement of other students in the classroom
- negative impact on future adult health outcomes including significant increase in mortality

California Education Code 48293 requires the parent to ensure their child attends school. Moreover, LACOE Board Policy establishes the expectation that this attendance will be in-person (not remote). Furthermore, LACHSA expects families to prioritize attendance at school by maintaining absenteeism below 10 absences per school year. To clear attendance, LACHSA requires parents to submit a signed 2025-26 Absence Verification Form (available at LACHSA.net/forms) within three (3) school days of the student's absence.

Responsibility for attending class and doing so punctually is also with each student whose developing maturity may not always reconcile with the impact of their actions on themselves. Families will assume responsibility for reinforcing LACHSA's attendance expectations and consequences with the student to compensate for developing maturity.

In accordance with Board Policy 5121, LACHSA teachers may issue a failing semester grade to a student because of excessive unexcused absences. Teachers will identify their policy regarding unexcused absences in their syllabus at the start of the year or semester. When a student reaches the number of unexcused absences defined as excessive in board policy, the student and parent/guardian shall again be notified of LACOE's policy regarding excessive unexcused absences.

LACHSA receives funding from the State of California for students who are present at school. Maintaining a high fidelity to perfect attendance is a great way for students to succeed and support their school.

ABSENCES

If a student is absent from class, an Absence Verification form must be submitted within three (3) school days from an absence. This is called clearing an absence.

- Absence Verification Form & E-Form can be obtained from the LACHSA website at LACHSA.net, under the Parents > Forms tab on the right side of the home page.
- A completed form, **signed by a legal parent or guardian**, must be returned to the main office or emailed to Miller_Paulette@laoe.edu **no later than three (3) school days** after the last date of absence; short illness, funeral service, religious reason, court appearance, partial day late arrival, and unexcused absence can alternatively be submitted through the Absence Verification E-Form. Please note after three (3) school days, uncleared absences will remain as unverified absences permanently.
- **Valid absence verification forms must match the current school year (2026-2027).**

Excused Absences

Section 48205 of the California Education Code, provides that, when verified, the following absences are excused absences:

1. **Illness (I)** – A doctor's note is required for absences of more than three (3) consecutive days and must accompany the required Absence Verification Form. Both are due within three (3) school days from the student's absence.
 - Failure to submit a doctor's note will result in the issuance of an unexcused absence.
 - If a student has been absent due to illness nine (9) or more times in a semester, a medical note is required to excuse any additional absences due to illness. (See Education Code 60901 regarding chronic absences.)
2. **Medical (X)** – including dental or optometry appointments (a note from a medical provider must be attached to the student's absence form).
3. **Funeral service (O)** – For member of immediate family – one (1) day in state, three (3) days outside California
4. **Religious Reasons (O)** – Holiday or ceremony
5. **College visits/tours/interviews/auditions (O)** – Two weeks prior to your absence, you must submit your absence form and attach a copy of your letter or email confirmation(s) from the university for your audition, tour, or interview. You will submit this information to the absence verification form submission box in the main office.
 - College visits and auditions cannot exceed five (5) consecutive school days or ten (10) full school days total per school year.
 - College visits, tours, interviews, and auditions may not conflict with any LACHSA performance that the student is expected to participate in. LACHSA's performances take precedence over college/university visits and auditions.
 - It is the student's responsibility to make necessary arrangements with their teachers to obtain and complete make-up work in advance.
6. **Court Appearances (O)**
7. **Professional Opportunities and Obligations (O)** – Absences relating to professional job opportunities must be pre-approved by the LACHSA administration and must not exceed 5 consecutive days annually. A student who holds a permit for working in the entertainment industry is permitted a maximum of 5 absences per semester.
8. **School Activity (V)** – Typically used by school administration to excuse absences related to school activities like field trips that take students out of the classroom but maintain fidelity to our school and district goals.

Reminder: All absences must be cleared within 3 school days of the student's absence.

Unexcused Absences

Examples of unexcused absences include, but are not limited to, car trouble, traffic, driver's license or permit test, personal problems, vacation during school days, taking care of a family member, babysitting, going to work with a parent or family member. In general, any school day, in which a student misses 30 minutes or more of instruction without a valid excuse, is considered an unexcused absence.

Assignments Missed due to Absence

For excused absences, California Education Code 48205 (b) states: "A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit, therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence."

In compliance with the above California Education Code, LACOE Board Policy 6154 is as follows: Students who miss schoolwork because of an excused absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.

For all absences due to school-related activities, work must be turned in or extensions must be arranged with teachers prior to the absence. Teachers may elect to give equivalent work, but not necessarily identical assignments given to classmates who were present the day of the student's absence.

Absences due to professional opportunities and obligations must have prior approval from the administration and arts chair. A student who holds a permit for working in the entertainment industry is permitted a maximum of five consecutive days for each job (Education Code 48225.5). Opportunities that require more than five consecutive days will require that the student withdraws from LACHSA with the possibility of returning upon completion of the opportunity.

All students attending college tours, interviews, or auditions must have their absences excused prior to the scheduled absence. To receive full credit for makeup assignments, the following steps must be taken:

1. Obtain an official letter from the college or university, indicating your scheduled tour(s), interview(s), or audition(s)
2. Fill out 2026-27 Absence Verification Form. Only signatures from legal parents or guardians will be accepted.
3. Email the official letter and absence verification form to Miller_Paulette@LACOE.edu
4. An administrator will review your request. Please follow up the day after you have submitted the request if you have questions.
5. Check in with your teacher(s) to ensure you have and understand all assignments and due dates.

It is each teacher's discretion whether or not an unexcused student is allowed to make up any missed work.

TARDIES

School begins each morning promptly at 8:30 am. The faculty and staff of LACHSA believe that being on time to class is one of the most important factors in maximizing learning. Arriving to ANY class after the bell has rung will be considered tardy and teachers will record the attendance accordingly.

If you arrive to class late, report directly to your class.

Students who are tardy to any class period are subject to natural consequences, including missing instruction, an assignment, time on task, or a lowered citizenship grade. Late assignments are generally not marked down solely as a consequence of tardiness due to LACOE Board Policy 5121(a).

If you arrive at school or class thirty (30) or more minutes late, you will be marked absent. If you are less than 30 minutes late, you will be marked tardy. In either case, report directly to your class; do not report to the Main Office.

Student tardiness will be reported home via automated phone call.

UNEXCUSED ABSENCE, TRUANCY, & FAMILY RESPONSIBILITY

Students who are absent from class for **30 minutes or more without a valid excuse** have an **unexcused absence** for that school day. Students who have unexcused absences on **3 or more distinct school days in a given semester** are **truant** according to state law. For continued truancy, students who are **thrice truant in a given semester** are designated as a **habitual truant** according to state law. Work or tests missed as a result of unexcused absences may not be made up. Moreover, progressive and responsive consequences will be applied (as outlined in the table below) to support improved attendance for truants and habitual truants. When absences are not excused by the parent/guardian, as explained in the section above, or students falter in their responsibility to attend classes and to do so punctually, unexcused absences will be counted and responded to as follows:

Unexcused Absences	Progressive Interventions & Consequences
Every absence	Automated phone call home. Grade may be impacted. (See Effect of Unexcused Absence on Grade). Teachers will notify parent/guardian if student grade is impacted due to unexcused absences.
Two unexcused absences/semester	Parent/guardian should review policy in the Handbook for clearing absences, check the parent portal daily, and reinforce school attendance expectations with their student.
Three unexcused absences/semester	Student is classified as a truant, according to state law, and parent/guardian notified by email of progressive interventions and consequences for continued truancy.
Six unexcused absences/semester	Conference with family to complete attendance success plan, review consequences of continued truancy, and facilitate voluntary transfer to alternative education program, if family feels truancy factors are unavoidable and trend may continue.

Unexcused Absences	Progressive Interventions & Consequences
Nine unexcused absences/semester	Student is classified as a habitual truant, according to state law, transfer option revisited, and interventions & consequences applied: - Indefinite extracurricular restrictions which end after: 10 hours of verified community service - OR - A semester of fewer than three unexcused absences 2. Possible SART* review
Twelve unexcused absences/semester	Student negligently persists as a habitual truant, transfer option revisited, and progressive interventions & consequences applied: - Indefinite extracurricular and arts restrictions which end after: - Additional 10 hours of verified community service - A semester of fewer than three unexcused absences - Failure* due to unexcused absences (F/UA) in all classes with 5 or more unexcused absences (Periods 1-6), 1-2 or more unexcused absences (Arts Block) for the semester (per SART* review) - Possible SARB* review

EFFECT OF UNEXCUSED ABSENCES ON GRADES ON ANY COURSE

In accordance with Board Policy 5121, LACHSA teachers may issue a failing semester grade to a student because of excessive unexcused absences. Teachers will identify their policy regarding unexcused absences in their syllabus at the start of the year or semester. When a student reaches the number of unexcused absences defined as excessive in board policy, the student and parent/guardian shall again be notified of LACOE's policy regarding excessive unexcused absences.

At LACHSA, a teacher may issue a failing grade to a student if they have unexcused absences for more than ten percent of the course periods in a given semester as follows:

Course meets 1 time per week (Arts Block)

Two (2) unexcused absences in the same class period for such a course in a semester is excessive and exposes students to a failing grade based on attendance alone. When a student earns a total of three (3) unexcused absences taken collectively from all classes, LACHSA will notify the parent/guardian about progressive interventions and consequences for truants and habitual truants and warn about the eventual risk of *failure due to unexcused absences* (F/UA) in this course if student negligently persists beyond designation as a habitual truant.

Course meets 2 times per week (Arts Block)

Four (4) unexcused absences in the same class period for such a course in a semester is excessive and exposes students to a failing grade based on attendance alone. When a student earns a total of three (3) unexcused absences taken collectively from all classes, LACHSA will notify the parent/guardian about progressive interventions and consequences for truants and habitual truants and warn about the eventual risk of *failure due to unexcused absences* (F/UA) in this course if student negligently persists beyond designation as a habitual truant.

Course meets 3 times per week (Periods 1-6)

Five (5) unexcused absences in the same class period for such a course in a semester is excessive and exposes students to a failing grade based on attendance alone. When a student earns a total of three (3) unexcused absences taken collectively from all classes, LACHSA will notify the parent/guardian about progressive interventions and consequences for truants and habitual truants and warn about the eventual risk of *failure due to unexcused absences* (F/UA) in this course if student negligently persists beyond designation as a habitual truant.

PERMISSION TO LEAVE SCHOOL DURING THE SCHOOL DAY

LACHSA is a closed campus (LACOE Board Policy 5112.5-open/closed campus). The LACHSA campus boundary encompasses the LACHSA building and surrounding grounds. The food court at CSULA may only be utilized during lunch hours and before or after school. Unauthorized areas include, but are not limited to, being in trees, bushes, rooftops, parking lots, loading docks, stairwells when not used to travel to and from class), streets, and parts of the campus that are not directly related to LACHSA classes or instruction.

No student is to leave campus at any time during the school day or during school activities without approval from the Main Office. Early release from school for a medical or dental appointment must be pre-arranged (using the 2026-27 Absence Verification Form available at LACHA.net/forms). You must bring a parent-signed absence verification form for early dismissal to the Main Office **before school or during nutrition** to obtain a copy of the absence verification form. When it is time to leave school, you must present the copy of the absence verification form to your teacher and sign out at the Main Office before leaving campus. **Failure to do so will result in an unexcused absence.**

No student may be released from school without parent approval. Students who are ill must come to the main office to see the nurse to obtain parent permission and are required to sign out prior to leaving LACHSA. **Failure to do so will result in an unexcused absence.**

Please note: You may not leave campus during the school day for school-related activities without a teacher or administrator present.

PERMISSION TO LEAVE CAMPUS DURING LUNCH



Lunch Pass Policy - 11th/12th Grade ONLY

WHAT is this new policy?

This new Lunch Pass system has been created to protect the safety of students leaving campus during lunch.

WHO is eligible?

11th and 12th graders only! Students who are in good standing at LACHSA with 2.0 GPAs or better, no more than 10 absences, and no behavior infractions. Students must also have parent/guardian signed permission to receive a lunch pass.

WHY do I need a lunch pass?

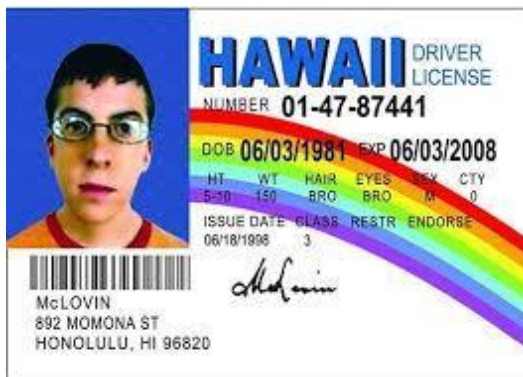
Legally, we cannot have students driving or riding with another student driver during school hours without parent or guardian permission.

HOW do I get one?

You earn it! Keep your attendance and grades up, don't give your teachers a hard time, and you will be rewarded with a lunch pass!

WHEN can I get my lunch pass?

Once your permission slip is received, we will issue you a pass. You must show your ID and Lunch pass daily when leaving and returning to campus.





**LACHSA LUNCH PASS
PERMISSION SLIP**

The parent or guardian of LACHSA student _____ Grade 11 12
gives permission for the student to leave the LACHSA/Cal State campus during lunch time.

This permission is authorized for the school year 2026-2027. We understand that this lunch pass is only valid as long as the student maintains a 2.0 GPA in academics, does not exceed 10 absences within the semester, and remains in good standing with all of their teachers. Revoking the lunch pass at any time remains at the discretion of administration.

- Student MAY NOT leave campus at any other time without parent checking them out through the attendance office.
- Student must present lunch pass each time they are leaving campus for lunch.
- Student may not take any students off campus that are not authorized to leave campus. This includes students that do not have a valid lunch pass in hand.
- Student must be courteous and respectful while in the community during lunch. Inappropriate behavior will result in the student's lunch pass being revoked as well as additional disciplinary consequences.
- Students with off-campus lunch passes and their parents/guardians are responsible for where the student goes for lunch and transportation.
- LACHSA assumes no extra liability for any accident or injury incurred in the exercise of this lunch pass.

I have read and understand the requirements and conditions of the off-campus lunch pass. I understand that the off-campus lunch pass can be revoked for failure to meet the requirements set forth in this agreement. I understand that my student and I are responsible for their behavior and actions while off campus and in no way will I hold LACHSA responsible for my child's actions while off campus.

_____ Parent Signature	_____ Date
_____ Student Signature	_____ Date
_____ Administrator Approval	_____ Date

READING YOUR ATTENDANCE REPORT

You are responsible for checking your attendance on the parent portal. Attendance reports contain the school days of the week with the class periods for each particular day.

The following codes are used to denote the attendance:

I = Illness	A = Absence (unverified)	J = Justified Tardy (excused)
O = Other than Illness	U = Unexcused Absence	T = Tardy (unexcused)
V = School Activity	R = Truancy	
X = Doctor's Appointment	S = Suspension	

If you believe your attendance report is incorrect, check immediately with the Main Office.

COLLEGE VISITS/AUDITIONS

Trips to visit colleges must be scheduled during LACHSA's vacation periods, where possible, including Thanksgiving break. Where this is not possible, prior arrangements and approval from Administration must be secured. College auditions require an official notice from the institution stating date and time of audition. Print written confirmation of college visit/audition and staple to LACHSA's attendance form. Bring the form to an Administrator two weeks prior to the college audition/visit. College visits and auditions should not exceed five (5) days. Students must not schedule visits or auditions opposite LACHSA performances. LACHSA's performances take precedence over college visits and auditions. College visits/auditions are only granted to juniors and seniors.

MEDICAL AND DENTAL APPOINTMENTS

Medical and dental appointments should be scheduled before or after school hours whenever possible.

LEAVING SCHOOL FOR SCHOOL-RELATED ACTIVITIES

Educational field trips are considered a valuable part of the curriculum. Before a student may participate in a school-sponsored trip, the school must obtain a Parent Consent for Field Trip and Medication Authorization form. In addition, whenever a trip involves water activities, the parent/guardian must provide specific approval and waiver for their student to participate.

Faculty must get written permission from both their department chair and the administration prior to taking students on any field trip. Faculty is responsible for submitting a field trip form to the administration and completing the field trip checklist prior to the trip.

All persons making the field trip or excursion shall be deemed to have waived all claims against LACOE or the State of California for injury, accident, illness, or death occurring during, or by reason of, the field trip excursion. All parents/guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims (Education Code 35330).

STUDENT TRANSPORTATION

Minors who have a provisional driver's license are prohibited from transporting individuals under the age of 20 without supervision from a licensed driver, unless the passenger is an immediate family member (California Vehicle Code section 12814.6(b)). A student with a learner's permit may not transport another student if they are not an immediate family member.

COMMUNICATION WITH PARENTS

FACULTY/STAFF RESPONSE TIME

As our families come from across Los Angeles County we understand the importance of maintaining effective communication. Our commitment to our families is to **respond to all communication within two working days**. However, if communications involve derogatory content (as qualified by administration), more time may be needed. Moreover, during emergencies, administration will triage incoming parent communications to prioritize those most relevant to student safety while information responsive to all others will be streamlined into general messaging through ParentSquare. We are able to communicate with families by phone, email, or in-person. All faculty and staff email contact information can be accessed through our website www.lachsa.net under the “About Us” tab.

INSTRUCTIONAL SUPPORT MEETINGS

Instructional Support Meetings are held to help students identified as needing support. Academic Teachers and Arts Chairs may contact parents and students to discuss their progress with the curriculum, and design ways to ensure the student will be successful. As always, we encourage parents to review students’ grades and attendance on the Parent Portal. Parents are encouraged to attend their student’s Art Department picnics or other meetings held during the first two months of the school year. During these meetings, parents will be able to learn about the department’s program and expectations for students. If more specific help is needed, please arrange a time to meet with the department chair.

EVENINGS WITH YOUR ADMINISTRATORS

Evenings With Your Administrators is a series of meetings hosted by administration to provide parents with an opportunity for receiving information and engaging in conversation. These gatherings are an effective way for LACHSA administration to hear the concerns of parents and communicate important information about the direction of the school.

LACHSA AERIES PARENT PORTAL

As part of our continuing efforts to provide information regarding your student’s progress and status, parents may view information regarding their students from our school database using the LACHSA AERIES.net Portal. Through our secure server (online), you will be able to view your student’s demographic data, grades, transcripts (unofficial), attendance records, class schedule, progress toward completion of graduation requirements, and emergency contact information. Access to the LACHSA AERIES.net Portal sign-in screen is through the AERIES.net Portal tab under the Parent Section of the LACHSA website. To support our busy families and keep them abreast of student progress, all teachers will email missing assignment reports to parents weekly through AERIES.net, so it is imperative that family contact information is correct in the Portal. Please note that the full functionality of the Aeries user interface is only available on the desktop version. Viewing Aeries on cellphone apps may exclude key information visible in the desktop view, and may not reflect the teacher’s organization and sequence of class records.

PARENTSQUARE

ParentSquare is our new communications platform to ensure two-way communication between our parents and LACHSA. ParentSquare, will allow LACHSA to unify all parent communication from the district and school under one umbrella. With ParentSquare you’ll be able to receive all school communication via email, text or app, view the school calendar, and more.

ONLINE POSTING OF ASSIGNMENTS

All Arts and academic teachers are expected to post all graded assignments (both classwork and homework) to their Aeries grade books prior to or on the day in which the work is assigned. All postings must include the points possible, grading rubric, relevant handout attachments, and clear instructions for student completion. Moreover, if teachers also use Google classroom or a personal website, they will ensure parent access to these platforms and consistently title assignments on these platforms to directly correspond to the titles listed in the grade book.

SEMESTER-AT-A-GLANCE ONE-PAGERS

To support executive function, especially among our most vulnerable learners, and to build and leverage self-efficacy, teachers have been given administrative guidance to supplement their syllabus and gradebook with a one-pager outlining all assignments and assessments due during that semester which will itemize points/weights possible, due dates, and function as a worksheet for students to record scores and tally progress in the class.

INSTRUCTIONS TO ACCESS THE LACHSA AERIES PARENT PORTAL

The following information is required prior to creating a LACHSA Parent Portal account.

Valid Email Account

Student Permanent Identification number – a unique number assigned to each student, available from the Main Office.

Valid Area Code & Telephone Number – Visit your school to set up an account if you do not have a telephone number

Verification Code – a random code containing numbers and uppercase letters, provided in the letter.

STEP-BY-STEP INSTRUCTIONS

Step 1 - Logging On

Access to the LACHSA AERIES.net Portal sign-in screen is through the AERIES.net Portal tab on the www.lachsa.net web page under the Parents Menu or at:

lachsa.asp.aeries.net

Create a new account with your email address and a password you create. You will be asked to input a student ID and verification code. These will be provided to you via email from LACHSA Registration.

Step 2 - Accessing Student Information

Once logged in you will be given access to a number of tabbed choices including Student Info, Attendance and Grades. A link to “Options” to *Change Password* and *Logout* is located toward the top right of the screen.

Please note: All information is current. You will be able to view or print any of the information.

Please note: Transcripts printed from the LACHSA AERIES.net Portal are unofficial and will not be accepted by other schools or colleges. For additional information and interpretation of transcripts please request a transcript via Parchment.com (LA County High School for the Arts) or contact your student’s counselor.

Step 3 - Logging Out

LACHSA AERIES.net Portal will automatically log you out after 20 minutes of inactivity. It is imperative that you log out and close the Internet browser when you have finished using the LACHSA AERIES.net Portal on a public computer (any non-home computer). Failing to close the Internet browser may make your student’s personal record available to users who use the computer after you. They may be able to view and/or print out information contained in your student’s personal record.

If you have difficulty accessing your account, please contact the main office.

COLLEGE CENTER AND COUNSELING SERVICES

COLLEGE COUNSELING

LACHSA's counselors provide students with personalized guidance services including educational planning, college planning, study and organizational skills, school-related issues, and social/personal concerns. Students are encouraged to discuss their future plans with their counselor and their art department chair to ensure that they will not only meet the high school graduation requirements, but also the requirements necessary for collegiate, technical, or vocational training after high school.

TRANSCRIPTS

Requests for transcripts may be ordered online at parchment.com. Please review how to request transcripts by visiting lachs.net/transcripts.

COURSE REQUESTS AND SCHEDULE CHANGE REQUESTS

In Spring, current LACHSA students will submit online course requests and complete the Course Request Form. Based on these course requests, LACHSA builds a master schedule and works to schedule each student into their desired courses. In the event a student is unable to enroll in a course due to a course conflict, please contact the student's counselor for alternate options.

For every course a student drops, a student must add a course in its place. You may request to add or drop a class in the first three (3) weeks of a semester by completing an Add/Drop form. The form must be signed by a legal parent or guardian and must be submitted to the box outside the main office. Counselors can approve course request additions or drops during the first three weeks of a semester based on course availability. Any request to drop a class after the third week of a semester will require approval from LACHSA Administration.

In accordance with LACOE Board Policy 5121, a student who drops a course during the first six (6) weeks of the grading period may do so without any entry on their permanent record card. A student who drops a course after the first six (6) weeks of the grading period shall receive an "F" grade on their permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

COLLEGE APPLICATIONS

Part of our counselors' responsibilities is to provide expert assistance to our students and families throughout the college application process. This may include advice, assistance with applications, and writing of letters of recommendation.

FEE WAIVERS

Students must return the completed “Request for Fee Waiver Application” in order to be eligible for fee waivers for college exams and applications. The applications identify students and families who are eligible for fee waivers for standardized exams and free/reduced cost meals.

WITHDRAWAL FROM LACHSA

If you will be transferring from LACHSA, you must allow a full school day for the withdrawal procedure to take place. You must deliver to the Main Office a signed and dated letter from your parent requesting to be withdrawn from LACHSA on the specified date. This letter must include the name, address, and telephone number for the school of which you plan to transfer. You must clean out your locker, return all books and all materials to the teachers, obtain teacher's signatures and the current grade for each class on the withdrawal card, and obtain a zero-balance receipt from Cal State LA's Library. The completed withdrawal card must be returned to the Main Office where you will receive a copy of the withdrawal card with the transferring grades. You will also receive a copy of your immunization record to present with the withdrawal card to the new school. The official transcript will not be sent to the new school until that school makes a formal request in writing. If there are any questions, please see your counselor.

When a student withdraws from LACHSA, the student will forfeit their seat. If the student who has withdrawn desires to return to LACHSA, the student may have to audition and may be admitted provided program enrollment is not at capacity. Any student requesting a return to LACHSA must earn a minimum GPA of 2.0 at their current school, with no failing grades, and must submit an official transcript prior to re-enrollment.

TESTING AT LACHSA

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS SYSTEM

On January 1, 2014, California Education Code Section 60640 established the California Assessment of Student Performance and Progress (CAASPP) system. The CAASPP – CalEdFacts Web page provides a more detailed overview of the system at www.cde.ca.gov/ta/tg/ai/cefcaaspp.asp. All students in Grade 11 are expected to take part in the CAASPP Smarter Balanced Assessment in English and Mathematics, and Grade 10 students are expected to take part in the CAASPP California Science Test (CAST). Moreover, English, Math, and Science teachers for grades 9-11 will prepare students for this assessment by proctoring and data-driving responsive instruction with CAASPP interim assessments in Fall and in Winter.

PSAT/NMSQT: MANDATORY FOR ALL JUNIORS

The Preliminary Scholastic Assessment Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT) will be given in October on campus to 11th grade students. All LACHSA juniors are requested to take this assessment unless LACHSA receives a written statement from the educational rights holder stating otherwise. The PSAT-NMSQT is usually a good indicator of how the student will perform on the SAT and other scholastic qualifying tests. Students who score exceptionally high may qualify for the National Merit Scholarship Program or other financial aid programs.

SAT/ACT

While the SAT and ACT assessments are still optional at some universities and colleges, students are encouraged to investigate for specific schools of interest whether SAT and ACT have been reinstated for the current admissions cycle, and/or if an SAT or ACT score will help their chances of admittance. During junior and senior years, students can take the SAT or ACT off campus. The exam can be taken more than once. Seniors are responsible for checking college admission materials, which indicate when ACT/SAT scores can be submitted. Most colleges will accept the higher composite scores. A copy of the test schedule can be obtained from the SAT or ACT websites.

ELPAC

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) transitioned from the California English Language Development Test (CELDT) to the ELPAC as the state ELP assessment in 2018. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP. If LACHSA is your child's first public school, they are required to take the initial exam. Please see the California Department of Education website for additional information: <https://www.cde.ca.gov/ta/tg/ep/>

FITNESSGRAM

In California, every student in grades 5, 7, & 9 is required to participate in Physical Fitness Testing (PFT). The FITNESSGRAM is a battery of fitness tests that will be administered between February and May. The main goal of the test is to provide students an opportunity in developing life-long habits of regular physical activity. Aspects for the PFT will be provided during physical education classes. If there are any questions or concerns, please direct those to Mr. Ray Alcalá - alcala_ray@laoe.edu.

AP EXAMS

All students enrolled in an AP course must take the corresponding AP exam in order to receive AP credit. Please review the LACHSA AP Course Contract (*see next page*) for more details. An AP contract from each student for each course taken must be on file. Students who prepare independently to sit for AP exams proctored at LACHSA without enrolling in LACHSA's AP courses, also must sign the AP contract, pay the exam fees on time, and email this intention to Mr. Baumann by October 1. LACHSA does not proctor AP Exams for subjects currently not offered at LACHSA. LACHSA does not proctor exams that are not taken on the College Board regular assigned date.

TESTING ACCOMMODATIONS & WAIVERS

It is the parent's responsibility to initiate requests to school counselors for assistance with reporting accommodations to third-party vendors (like College Board or ACT, Inc.). Please contact Mr. Baumann if your student has a disability and will require accommodations for SBAC, PSAT, SAT, ACT, or AP exams. Testing accommodations should be requested at least three (3) months prior to the testing date. Students who qualify for a testing fee waiver for the ACT or SAT should contact Mr. Baumann at least one (1) month prior to signing up for the test to obtain the appropriate paperwork.

LACHSA Advanced Placement Course Contract

Complete a **separate contract** for each of the AP courses you will be taking this year (if you are taking more than one, fill out a separate contract for **each** of those courses).

Payment in full for all exams is due by October 16, 2026.

Student Name: _____
CLEARLY PRINT NAME LAST FIRST

Name of AP Course: _____

LACHSA is committed to providing an environment in which all students have equal access to a rigorous academic experience, including Advanced Placement (AP) courses. AP courses are considered to be college level. Students can possibly earn an extra point (on their transcript's weighted GPA) for each AP course they successfully complete (take the AP Exam in May 2027 and receive a grade of C or better in the class).

By initialing each of the 6 requirements listed below, I understand the commitment I am making for successfully completing this LACHSA AP course. My parents/guardians and I agree with the following:

1. _____ I realize that this form must be signed by me and a parent or legal guardian and returned to Mr. Baumann by **Tuesday, September 8, 2026.**
2. _____ I realize that I must activate my AP Exam by **joining the MyAP/AP Classroom system at <http://myap.collegeboard.org>** using the teacher specific join code/access code that will be provided. I understand I must complete this join step on <http://myap.collegeboard.org> by **September 15, 2026.**
3. _____ I realize that an exam fee of **\$102 is due per AP Exam.** This fee includes the fee that College Board charges LACHSA (\$99 per exam) as well as 3rd party payment company service fee (\$3 per exam). For students who qualify for the Free or Reduced Lunch Program, the cost for each exam is reduced to **\$65.** Exams are ordered and LACHSA pays for exams in early October (not in May when the exam is taken). LACHSA uses a 3rd party payment company (APTS). APTS will issue customized invoices by email to each student enrolled in AP Courses in MyAP and at LACHSA. More information will be available in August at <http://aptsusa.com/lachsa>.
4. **Payment in full for all exams is due by October 16, 2026.**
5. _____ I realize that I have until **September 15, 2026,** to withdraw from this AP course and enroll in a subject equivalent course without it showing up on my transcript by simply filling out a Schedule Change Form and giving it to Mr. Baumann. This may, however, significantly change my current class schedule.
6. _____ I realize that if I withdraw from the AP course, or do not take the AP exam in early May 2027, the AP designation **will be removed** from my transcript for both the Fall and Spring semesters and I will not be refunded for the exam ordered.
7. _____ After having discussed the requirements for this AP course with my parents/guardians, I am confident that I have the skills, dedication and financial resources necessary to complete this AP course and take the AP exam in May 2027.

Student Signature and Date _____

Parent/Guardian Signature and Date _____

LACHSA ACADEMIC COURSE OFFERINGS AND GRADUATION PLANNER

Students will not be promoted in any subject without passing the previous core course

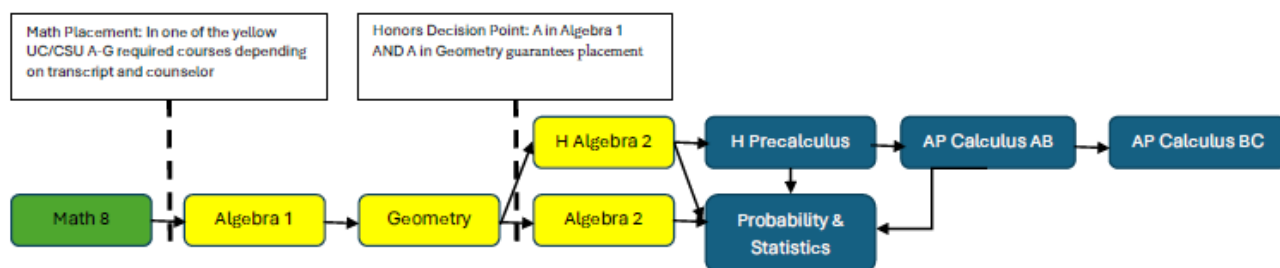
UC A-G Requirements	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Social Science (3 years required for graduation)				
History/social science ("a") – Three years, including one year of world history, culture and historical geography and one year of USH, or one-half year of USH and one-half year of American government or civics.	Ethnic Studies	World History AP World History* (A in English 9)	US History (Pass WH/ APWH) AP US History* (A in WH, or B or better in APWH)	Econ & Gov (Pass USH/ APUSH) Honors American Government* (A in USH, B or better in APUSH)
English (4 years required for graduation)				
English ("b") – Four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.	English 9	English 10 (Pass English 9) Honors English 10* (A in English 9)	English 11 (Pass English 10) AP English Lang* (A in English 10, or B or better in H English 10)	English 12 (Pass English 11) AP English Lit* (A in English 11, or B or better in AP Lang)
Mathematics (2 years required for graduation)				
Mathematics ("c") – Three years of college-preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.	Algebra I Geometry* (Pass Alg1) Algebra II* (C or better in 2nd semesters of Alg1 & Geom) Honors Algebra II* (A's in Alg1 & Geom)	Geometry* (Pass Alg1) Algebra II* (Pass Alg1 & Geom with C or better in 2nd sem) Honors Algebra II* (A's in Alg1 & Geom) Honors Precalc* (B or better in HAlg2)	Algebra II* (Pass Alg1 & Geom with C or better in 2nd sem) Honors Algebra II* (A's in Alg1 & Geom) Honors Precalc* (B or better in HAlg2) AP Calculus AB* (B or better in H Precalc)	Honors Precalc* (B or better in HAlg2) Probability/Stats* (C or better in 2nd semester of Alg2/HAlg2) AP Calculus AB* (B or better in H Precalc) AP Calculus BC* (B or better in AP Calc AB)
Science (2 years required for graduation)				
Laboratory science ("d") – Two years of lab science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics. One year of life science and one year of physical science required.	Biology [life]	Biology [life] Chemistry* [physical] (Pass Biology) Honors Chemistry* (A in Biology)	Chemistry* [physical] (Pass Biology) Honors Chemistry* [physical] (A in Biology) Physics* [physical] (Pass Alg2/HAlg2 and Chem/HChem with C or better 2nd sem)	Physics* [physical] (Pass Alg2/HAlg2 and Chem/HChem with C or better 2nd sem) AP Physics* (B or better in Alg2/ HAlg2 and HChem)

UC A-G Requirements	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Foreign Language (2 years required for graduation)				
Language other than English (“e”) – Two years of the same language other than English or equivalent to the second-level of high school instruction.	Spanish 1 Spanish 2* (C or better in 2nd sem of Span1) French 1 French 2* (C or better in 2nd sem of Fren1)	Spanish 2* (Pass Span1 with C or better in 2nd sem) Spanish 3* (Pass Span2 with C or better in 2nd sem) French 2* (Pass Fren1 with C or better in 2nd sem) French 3* (Pass Fren2 with C or better in 2nd sem)	Spanish 3* (Pass Span2 with C or better in 2nd sem) Spanish 4* (Pass Span3 with C or better in 2nd sem) French 3* (Pass Fren2 with C or better in 2nd sem) French 4* (Pass Fren3 with C or better in 2nd sem)	Spanish 4* (C or better in 2nd sem of Span3) French 4* (C or better in 2nd sem of Fren3)
Physical Education (2 years required for graduation)				
	PE Course 1	PE Course 2* (Pass PE1)		
Electives				
Visual and performing arts (“f”) – One year chosen from cinema, dance, drama/theater, music or visual art. College-preparatory elective (“g”) – One year chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.	Ethnic Studies HS Math Readiness	Beginning Film Beginning Piano Yearbook Musical Thtr Prod** Leadership**	Home Study (3.0 GPA or higher) Beginning Film Advanced Film* (Completion of Beginning Film) Beginning Piano Intermediate Piano* (Completion of Beginning Piano) Yearbook** Musical Thtr Wksp** Musical Thtr Prod** Leadership**	Home Study (3.0 GPA or higher) Beginning Film Advanced Film* (Completion of Beginning Film) Beginning Piano Intermediate Piano* (Completion of Beginning Piano) Yearbook** Musical Thtr Wksp** Musical Thtr Prod** Leadership** Financial Literacy

* Successful completion of prerequisites required for course enrollment and, for any Honors/AP courses, student and parent must sign the Honors/AP Contract

** An audition or application or election is required for course enrollment in these courses – you may sign up for the course, but enrollment in the course will be dependent on successful audition or application or election.

LACHSA Math Placement & Pathways



LACHSA GRADUATION REQUIREMENTS (225 credits)**

- 4 years English
- 3 years Social Science
- 2 years Lab Science – Biological and Physical science
- 2 years Language Other than English – must be same language for both years
- 2 years Math – (must pass Algebra I)
- 2 years Physical Education
- 1 year – Visual and Performing Arts (VAPA) Electives (65 credits)

* All courses must be UC approved.

UC/CSU A-G ADMISSION REQUIREMENTS (recommended)

- 4 years English
- 3 years Social Science
- 2 years Lab Science – 1 Biological, 1 Physical (UC – 3 years recommended)
- 3 years Math – Algebra I, Geometry, Algebra 2 (UC – 4 years recommended)
- 2 years Language Other than English – (same language) (UC – 3 years recommended)
- 1 year – VAPA
- 1 year – UC approved elective

Required a-g courses must be completed with a grade of “C” (or better) to meet UC/CSU entrance requirements. The grade of “D” will meet LACHSA graduation requirements but not college entrance requirements. There is however an exception for a Fall semester D, in which a Spring semester C (or better) will validate the entire year as a-g compliant but this exception only applies to Math and LOTE courses. The grade of F will meet neither college entrance nor LACHSA graduation requirements.

All LACHSA graduation requirements must be completed in high school. Course work completed in 8th grade may count toward UC/CSU entrance requirements, but it will not count toward LACHSA graduation requirements.

GRADUATION

In accordance with LACOE Board Policy 5127, High school graduation ceremonies shall be held to recognize those students who have earned a diploma by successfully completing the required course of study, satisfying Los Angeles County Office of Education (LACOE) standards, and passing any required assessments. The Los Angeles County Board of Education believes that these students deserve the privilege of a public celebration that recognizes the significance of their achievement and encourages them to continue the pursuit of learning throughout their lives.

COMMENCEMENT/DIPLOMA

Successful completion of all graduation requirements is a requirement, a real accomplishment, and signals a milestone achievement for our graduates. In accordance with Board Policy 5127, students from LACHSA who have earned either a diploma or a Certificate of High School Curriculum Completion will be eligible to participate in commencement.

To earn a LACHSA diploma, students must complete all required coursework on the LACHSA school campus. There are four exceptions to this policy:

- Academic Acceleration: students may take external coursework to advance study in UC/CSU requirement categories C and E, provided they have:
 - o completed LACHSA's foundational coursework,
 - o will be accelerating academically along the LACHSA course pathway (for categories C and E) and
 - o will otherwise be unable to access this academic achievement within four years of high school.
- Scheduling Challenge: with guidance counselor consultation and approvals students may take a UC/CSU A-G required course externally when LACHSA cannot find a scheduling solution to provide the student access to the course on campus
- Concurrent Enrollment: With guidance counselor approval, through local community colleges, students may take early college program courses off campus to earn LACHSA college preparatory elective credits (UC/CSU requirement G) with no limit on the number of credits.
- Credit Recovery: With guidance counselor approval, through approved credit recovery programs, students who have earned a D or F in a UC/CSU A-G required course may recover up to 10 credits (two semesters) of LACHSA coursework. Any credits recovered beyond this 10-credit limit will count toward a LACOE diploma instead of a LACHSA diploma.

Participation in commencement is a privilege, not a given right. Students who complete the graduation requirements for LACHSA (*see Requirements for Graduation from LACHSA above*) will be eligible for a diploma and participation in the commencement ceremony. However, any senior who exhibits excessive habitual truancy or violates the terms of a disciplinary or arts corrective intervention during the second semester of their senior year may lose the privilege of participating in commencement exercises.

Participation in the commencement ceremony also requires participation in related rehearsals. Students who do not attend the graduation rehearsals in their entirety may forfeit the privilege of participating in the commencement ceremony.

Any student opting to graduate early must spend a minimum of two years at LACHSA to receive a LACHSA diploma.

The diploma, transcripts and grades will be withheld if a student fails to return property of the school including locks, textbooks, supplemental books/materials, CSF/Leadership stoles, CSULA library books/videos, or fails to pay for outstanding fees or school obligations. Parents and students can and should regularly check their AERIES.net portal and the Fee/Fine page to review any obligations.

SELECTION OF VALEDICTORIAN AND SALUTATORIAN

LACHSA's process for determining the valedictorian will be in accordance with LACOE Board Policy 5127, Graduation Ceremonies and Activities. In addition, LACHSA's selection process is not subject to an appeal process.

The following criteria will be used to select LACHSA's valedictorian and salutarian:

- The valedictorian and salutarian are selected based on the highest and second highest cumulative LACHSA GPA respectively.
- Eligible students must be enrolled at LACHSA for all four high school years and take all required classes on campus.
- The GPA calculation includes all 9th-12th grades (including arts) through the end of the first Semester senior year.
- LACHSA will include grades completed at another school or online in the GPA calculation if LACHSA offers that same class to LACHSA students in that same year and the student was unable to take the class at LACHSA because of scheduling conflicts. However, Honor or AP Classes taken at another school or online will not receive a bump in the GPA. This is to prevent any unfair advantage in the GPA calculation from taking advanced courses not available to other LACHSA students or to avoid a particular course at LACHSA because of LACHSA's higher academic rigor.
- It is possible to have multiple valedictorians and/or salutatorians due to ties in GPA. In the case of multiple valedictorians tying and being selected, there will be no selection of a salutarian.

COLLEGE COURSEWORK & SUMMER SCHOOL

As part of our commitment to preparing LACHSA students for the rigors of college, students are limited to one remote or off-site class on their transcript to replace any core A-G academic offering. Students may be additionally required to demonstrate proficiency in academic writing through a designated skills-development lab class as a condition of graduation with a LACHSA diploma.

Before signing up for an online, summer school course, or other external course, students must receive approval from a LACHSA Counselor. If the student does not receive approval prior to registering for the course, the course may not be approved and it may not count towards the student's GPA, graduation requirements, or be placed on a LACHSA transcript.

Taking Required Courses Outside LACHSA

LACHSA provides a rigorous four-year program of college-prep academics and conservatory-level arts instruction. We are consistently ranked as the top public arts high school in the nation, and the outcomes for alumni speak for themselves.

As a small school of only 550 students, LACHSA is not able to offer the course and teacher selection that a larger school might. Because of this, students do not have many options when taking required classes. We cannot eliminate a required course.

Taking a class outside of LACHSA is **not permitted**, except for two circumstances:

- The student wishes to accelerate academically, i.e. A 9th grader takes Geometry in the summer in order to take Algebra 2 at LACHSA in the fall.
- The student has taken the course at LACHSA and failed. In this case, they need to recover the credits in a summer or online course and provide an official course transcript to their counselor. Any credits recovered beyond the 10-credit limit will count toward a LACOE diploma instead of a LACHSA diploma.

If the counselor cannot fit a required course into a student's schedule, that course may be taken externally (all external courses must be approved in advance by a counselor to qualify for LACHSA credit).

Please direct any questions regarding external classes or summer school to your counselor:

- Abby Echanique, Echanique_Abby@laoe.edu
- Greg Baumann, Baumann_Greg@laoe.edu

GRADING POLICY

In accordance with LACOE Board Policy 5121, teachers shall base a student's grades on impartial, consistent observation of the quality of the student's work and their mastery of course content and standards. Students shall have the opportunity to demonstrate mastery through a variety of methods such as classroom participation, homework, tests, and portfolios.

ACADEMIC COURSES ONLY:

As part of planning for each course, teachers will determine the types of work that constitute the basis of the grade for a given course. Graded work can be, but is not limited to, various forms of written assessments, projects, lab reports, outlines, presentations, or reflections. Teachers have the discretion on distribution of weights/points for each category or assignment, which contributes to a student's overall course grade. The teacher will provide the student with a clear explanation as to how the work will be graded at the time the work is assigned. This explanation can be provided to the student in written form i.e.: a grading rubric or verbally reviewed in class.

Any work requiring a submission deadline will be posted to Aeries by the end of the workday, but every effort will be made to post by the end of the period. **There should be at least one graded assignment per week in each academic class.** Teachers understand the importance of providing meaningful feedback for student learning. Teachers will utilize a variety of ways to provide feedback, i.e. verbal or written. Teachers will strive to enter grades to assignments within 5 days of submission (except for larger-than-typical work such as extended reports, research papers, etc., which would be graded and posted no later than 10 school days).

To better support students, teachers will provide a notice via Aeries grading system of a missing assignment within 5 days of submission deadline.

In accordance with LACOE Board Policy 5121, if a student is failing a course, the teacher shall arrange a conference with or shall make a written report to the parent/guardian. Excessive unexcused absences may lead to a failing grade due to missing instructional time.

Every 4.5 weeks academic teachers will issue overall student grades in accordance with the LACHSA grading scale.

A+	97 - 100%	A	93 - 96.9%	A-	90 - 92.9%
B+	87 - 89.9%	B	83 - 86.9%	B-	80 - 82.9%
C+	77 - 79.9%	C	73 - 76.9%	C-	70 - 72.9%
D+	67 - 69.9%	D	63 - 66.9%	D-	60 - 62.9%
F	59.9% and below	I	Incomplete	P	Pass

An Incomplete shall be given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F (Board Policy 5121). It is the LACHSA policy for the six makeup weeks to be defined as "six weeks school is in session" as teachers will not be able to support students during summer or holiday breaks.

If a student or parent feels as though an incomplete should be issued, please contact the student's teacher and/or counselor to discuss your concerns. If a teacher has issued an incomplete grade to a student, they must reach out to the student and parent and hold a conference to discuss a plan for work to be made up. The plan must include due dates for work and a method for the student to contact the teacher should questions arise. All parents and students are expected to review grade books weekly on the Aeries Portal.

A Pass grade shall be issued if a student earns a 60% or above in a Pass/Fail course. At the start of the course, the syllabus will identify the course as a pass/fail course. In addition, at the start of the first semester, some courses will issue a pass or fail grade for the 4.5-week grading period as their sample space of graded student work may not yet be representative of student performance.

GRADE POINT AVERAGE

In accordance with LACOE Board Policy 5121(a), the County Superintendent or designee may as needed calculate a student's GPA using the grade points assigned to each letter grade in accordance with regulation. For grades 9-12, grades for achievement shall be reported for each grading period as follows:

A	[90-100%]	Outstanding Achievement	4.0 grade points
B	[80-89%]	Above Average Achievement	3.0 grade points
C	[70-79%]	Average Achievement	2.0 grade points
D	[60-69%]	Below Average Achievement	1.0 grade points
F	[0-59%]	Little or No Achievement	0 grade points
I		Incomplete	0 grade points

An Incomplete shall be given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

In accordance with LACOE Board Policy 5121(b), because of the more rigorous nature of UC-approved Advanced Placement, an extra point (1.0) is added to the GPA calculation for students receiving a grade of A, B, or C as follows:

A	(90-100%)	Outstanding Achievement	5.0 grade points
B	(80-89%)	Above Average Achievement	4.0 grade points
C	(70-79%)	Average Achievement	3.0 grade points

Because of the rigorous nature of Honors courses, an extra half point (0.5) is added to the GPA calculation for students taking a UC-approved Honors course.

In accordance with LACOE Board Policy 5121(c), when LACHSA has approved a student to receive LACHSA credit for coursework completed at a community college or four-year college, the student shall receive the same letter grade as is granted by the college.

GRADE CHANGES

At LACHSA we believe that our grading should be fair and transparent for our students and families. If questions arise about any grading, please do not hesitate to bring these to the teacher first but no later than the 30th day of the following semester. If in fact an error was made, the teacher may correct the error (in the gradebook) or the teacher will fill out a grade change form and submit it to the student's counselor (for Semester/Transcript Grades). All corrections must be made in the grading period following the grading period in which the error occurred. For example, if an error occurred on the first semester report card, you have until the end of the second semester of the school year to verify the grade change was completed.

In accordance with state law, only the teacher may change a grade, not an administrator or counselor.

Grade Appeal Process

After a student/parent/guardian meets with the teacher regarding a disputed assignment grade within 15 days of the progress report for the quarter in which the assignment was scored, if the teacher agrees that there is a reason to change the grade, the teacher will do so in the working draft of their gradebook OR, after the 4th Quarter (Q4) of the semester, must correct the official transcript using a Change of Grade form in the Counselor's Office. Only grade appeals that meet the timeline for attempting resolution by assignment with teacher first are eligible for review by administration.

If an agreement cannot be made, student/parent/guardian can complete the Request for Review of Grade form available online at <https://lachsa.net> or in the Counseling Office. Completed forms must be submitted to LACHSA administration within the first 30 days of the semester following the one in which the disputed grade is assigned. Incomplete or late forms will not be eligible for review.

LACHSA administration will review, discuss with, and advise the teacher. If the teacher then agrees that a change should be made, they follow the steps above. If they disagree, LACHSA administration will schedule a parent-teacher-admin meeting to review, discuss, and explain teacher rationale.

If the student/parent/guardian wishes to proceed with a district-appeal to a representative of the Superintendent's office, LACHSA administration will provide contact information, and district will repeat the process outlined in the paragraph above.

If the student/parent/guardian wishes to proceed with a board-appeal before the LACOE Board of Education, district will arrange for that opportunity. Student/Parent/Guardian will be given 5 minutes to do so during a closed-session board meeting. LACHSA administration and teacher will be given 5 minutes to respond with their justification of the grade. The Board's decision will be final.

The following are some clarifications of the legal language used in this form, in the grade appeal process, and by the education professionals in making their decision:

- **Clerical (or procedural) mistake** is defined as a good faith error in professional action that impacts semester grade (i.e. the teacher miswrote the grade when transferring a grade from the test page to her grade book; the teacher forgot to offer extended time accommodation to a student with a 504 plan).
- **Mechanical mistake** is defined as a good faith error having relation to, or produced or accomplished by, the use of mechanism or machinery that impacts semester grade (i.e. computer-generated grade calculation with incorrect algorithm or inaccurate data entry).
- **Fraud** is defined here as some deceitful practice or willful device, resorted to with intent to deprive another of his/her right, or in some manner to do injury. It must be intentional. Fraud includes all acts, omissions, and concealments which involve a breach of legal or equitable duty, trust, or confidence justly reposed, and are intentionally injurious to or takes advantage of another.
- **Bad faith** is defined as implying or involving fraud, or a design to mislead or deceive another, or a neglect or refusal to fulfill some duty or some contractual obligation, not prompted by an honest mistake as to one's rights or duties, but by some interested or sinister motive. Here, the bad faith must be in connection with the assignment of the grade.
- **Incompetency** is defined as not properly or well qualified or capable and must be supported by evidence of specific acts (i.e. a teacher who had lost control of classroom discipline, provided inadequate instruction, and failed to correct his faults was considered incompetent). (Perez v. Commission on Professional Competence (1983) 149 Cal. App. 3d 1167, 1175). A teacher impaired by illness or medication when determining the grade or if the grade was determined by an unqualified assistant may be grounds for incompetency.

Any one of these categories may undermine established community expectations outlined in the LACHSA Community Handbook, LACOE Board Policy, LACOE Administrative Regulations, or LACOE Superintendent Policy.

Revised 08/2026

L.A. County High School for the Arts Request for Review of Grade

According to LACOE Board Policy 5121(a) [aligned with CA EC Section 49066]:

“A grade assigned by the teacher shall not be changed by the County Board or the County Superintendent except as provided by law, County Board policy, or administrative regulation. The grade given by the teacher shall be considered final except for an instance of clerical or mechanical mistake, fraud, bad faith or incompetence.”

In general, disagreement with the teacher’s instructional methods, course curriculum or the philosophy of a teacher’s grading criteria is not a basis for changing a grade.

Before requesting a Review of Grade, the student/parent/guardian must first meet to resolve the issue with the teacher in person, by Zoom, by phone, or by email (using [LACOE.edu](https://lacoedu.org) platform) within 15 days of the progress report for the quarter (as scheduled on Page 40 of the Community Handbook) in which the assignment in question was scored AND, for disputes involving hard copy of submitted work that was returned to student, must attach as evidence a scan/copy of the original student work showing teacher feedback. Describe the attempt(s) and result(s) below by quarter:

	Assignment	Mtg Date	Result
Q1			
Q2			
Q3			
Q4			

Requests for a Review of Grade must be submitted within the first 30 days of the semester following the one in which the grade was assigned.

Name of student: _____ Date of request: _____

Year of student (circle): 9 10 11 12 Phone or email of student: _____

Name of parent/guardian: _____ Phone or email: _____

Title of Course: _____ Period _____ Teacher: _____

Grade received: _____ Grade expected: _____

Basis for request of grade change (Mark one or more. See reverse for clarification on these terms.):

☐ Mistake

☐ Fraud

☐ Bad Faith

☐ Incompetency

Specific site or district policy violated:

o [Handbook](#) Page ____ Heading _____

o [Board Policy](#) # _____ Description _____

Describe specific objective facts that support your request for grade change. Attach any documentation and explain how they support your request. Use separate paper if necessary.

Student Signature: _____ Parent Signature: _____ Date: _____

HOMEWORK LOAD

LACHSA students will expect to maintain a homework load appropriate toward meeting the UC/CSU A-G requirements that serve as a school and district mission-aligned goal for all of our students. However, students who take on advanced academic courses designated as Honors (H), Advanced Placement (AP), and/or Early College Program (ECP) will expect their homework load to increase by 1 hour per night per advanced course. According to research on the effects of homework, “over two hours of homework a night can harm students’ stress levels and create a lack of balance in their lives.” (Galloway, Connor, Pope, 2013) Families are encouraged to use caution and knowledge about student assets and limitations in their considerations around electing advanced academic courses at LACHSA.

COMMON PEDAGOGY

LACHSA academic teachers have been given administrative guidance and support to adhere to the following pedagogical principles: Universal Design for Learning for access and inclusion; at least 1 unit with arts-integration to leverage student assets; multiple measures & multiple opportunities to demonstrate mastery and foster growth mindset; at least 1 graded assignment per week with feedback within 5 school days (or 10 for larger assignments) and grade posted to Aeries; all graded assignments and instructions linked to Aeries; all graded assignments standards-based with rubric provided to students, uploaded to Aeries, and accessible to families online on day assigned; every week, Aeries missing assignment reports emailed to parents; every 4.5 weeks, progress grades, including work habits and citizenship marks, posted to Aeries; timely communication and conferences with families of failing students (after each 4.5 week progress mark).

SUMMER ASSIGNMENTS FOR ADVANCED PLACEMENT (AP) & HONORS (H) COURSES

Teachers of AP/H courses at LACHSA may assign summer work to be completed by enrolled students independently over the summer prior to Fall semester instruction. AP/H Teachers have been given guidance by LACHSA administration to limit the weighted value of such an assignment to 10% of the overall Fall semester grade. Moreover, students who are new to LACHSA (accepted during the prior Spring semester) may opt to be excused from any AP/H summer assignment(s) due during their first Fall semester as a LACHSA student but should be advised that they are still responsible for learning the material assigned prior to the start of Fall semester instruction.

WORK HABITS AND CITIZENSHIP

Progress Reports will be issued every 4.5 weeks and will be available for review on the Parent Portal. In addition to letter grades, marks for citizenship and work habits will be included on the student's progress report for each course of enrollment. Parents and students should review these grades in an effort to identify areas for improvement that will likely also improve a student's overall letter grade in the course.

WORK HABITS AND CITIZENSHIP

Progress Report grades will be issued every 4.5 weeks and will be available for review on the Parent Portal.

In addition to a letter grade, a grade for citizenship and work habits will be included on the student's progress report for each course of enrollment. Parents and students should review these grades in an effort to identify areas for improvement that will likely also improve a student's overall letter grade in the course.

Students earning Unsatisfactory Citizenship or Work Habits marks may not be able to participate in extracurricular activities (including field trips) and may be placed on probation. Parents/Guardians are recommended to reach out directly to teachers to discuss any unsatisfactory remarks.

Mark	Citizenship On time to class, respectful of others, takes care of school property, displays integrity	Work Habits Participates, comes prepared, engaged in curriculum, completes work
Outstanding (O)	Always (90-100%)	Always (90-100%)
Satisfactory (S)	Most of the Time (70-89%)	Most of the Time (70-89%)
Needs Improvement (N)	Sometimes (50-69%)	Sometimes (50-69%)
Unsatisfactory (U)	Rarely (less than 50%)	Rarely (less than 50%)

REPORT CARDS AND TRANSCRIPTS

According to AR 5121, academic performance grades will be reported (on the Aeries Parent Portal) at the end of each semester (every 18 weeks). Academic performance progress toward those grades will be reported (on the Aeries Parent Portal) every 4.5 weeks, 9 weeks, and 13.5 weeks. Aeries Parent Portal is located online at www.lachsa.net → Parent → Parent Portal.

Unofficial transcripts can be viewed on the Parent Portal under the Grades Tab. **Official transcripts** can be requested by following the instructions at lachsa.net/transcripts to create a Parchment account.

2026 – 2027 GRADING WINDOW DATES

Semester 1

Qtr	Grading Period	Window opens for teachers to begin to input <i>Recommended deadline for student work</i>	Gradebooks Close	Grades Due @ 11:59pm <i>Deadline for teacher to enter assignment scores and post progress grades</i>	Available on Portal for Parents/Students
1	4.5 week*	September 11	September 18	September 17*	September 22
2	9 week	October 9	October 16	October 15	October 20
3	13.5 week	November 6	November 13	November 12	November 17
4	Semester 1	December 7	Arts: Dec 11 Academics: Dec 18* *exception is finals	December 18 3pm due	December 22

* 4.5 week grades may be reported by teachers as pass / fail or as letter grade.

Semester 2

Qtr	Grading Period	Window opens for teachers to begin to input <i>Recommended deadline for student work</i>	Gradebooks Close	Grades Due @ 11:59pm <i>Deadline for teacher to enter assignment scores and post progress grades</i>	Available on Portal for Parents/Students
5	4.5 week*	February 5	February 12	February 11*	February 16
6	9 week	March 5	March 12	March 11	March 16
7	13.5 week	April 23	April 30	April 29	May 4
8	Seniors Semester 2	May 15	Arts: May 21 Academics: May 21* *exception is finals	Arts: May 21 Academics: May 28	June 3
8	Underclass Semester 2	May 17	Arts: May 21 Academics: June 3* *exception is finals	Arts: May 21 Academics: June 4 3pm due	June 8

* 4.5 week grades may be reported by teachers as pass / fail or as letter grade.

ACADEMIC SUPPORTS

OFFICE HOURS

All academic faculty will hold office hours before 8:30am to assist and support LACHSA students. Office hours provide time for students to receive individual attention, make up tests/assessments, and seek additional support from their teachers in English, Math, Social Studies, Science, Physical Education and World Languages. Part-time teachers may only be available once a week. Please review teachers' syllabi for information regarding office hours.

HELPFUL TIPS FOR STUDENTS

- *Utilize your time well. Ensure you allow enough time to ask questions and process the information given to you.*
- *Be prepared; bring a list of prepared questions.*
- *Take good notes.*
- *Don't wait until you have a problem before you meet with your instructor.*

ACADEMIC INTERVENTION FOR STUDENTS EARNING D OR F

If a student earns a D/F in any A-G academic class, they may be required to meet with a teacher during Friday arts block for the next 4 weeks or until the next progress report is issued. If the student's grade improves at the next progress report (by earning a C- or better) this level of support will be discontinued.

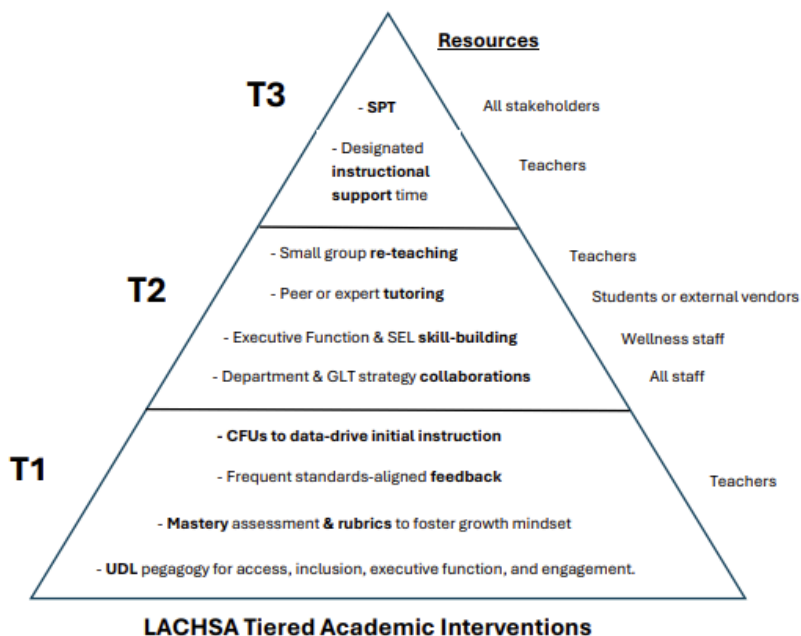
ACADEMIC MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

LACHSA's Academic MTSS (diagrammed below) is a framework used to provide differentiated support to students based on their individual needs, using a proactive, data-driven approach that aims to identify struggling learners early and offer increasingly intensive interventions as needed. Academic teachers have been given administrative guidance to provide Academic MTSS at LACHSA during instructional time and during designated instructional support time to align with LACOE BP 5030 (Student Wellness), CA EC Section 49501.5, and CDE (Adequate Time to Eat) guidelines protecting breakfast and lunch times for students.

TIER 3: Students who are unresponsive to Tiers 1 and 2 also receive **individualized instruction**.

TIER 2: Students who are below grade level receive additional instruction in **small groups**.

TIER 1: All students receive instruction on the **core curriculum**.



STUDENT PLANNING TEAM (SPT)

To address individual student need, LACHSA's Academic MTSS offers, as a responsive Tier 3 resource, the collaboration of families, certificated and classified staff, administrators, and/or the student, as appropriate, in evaluating the strengths and needs of students having academic, attendance, social, emotional, or behavioral difficulties and in identifying strategies and programs that may assist such students in maximizing their academic potential.

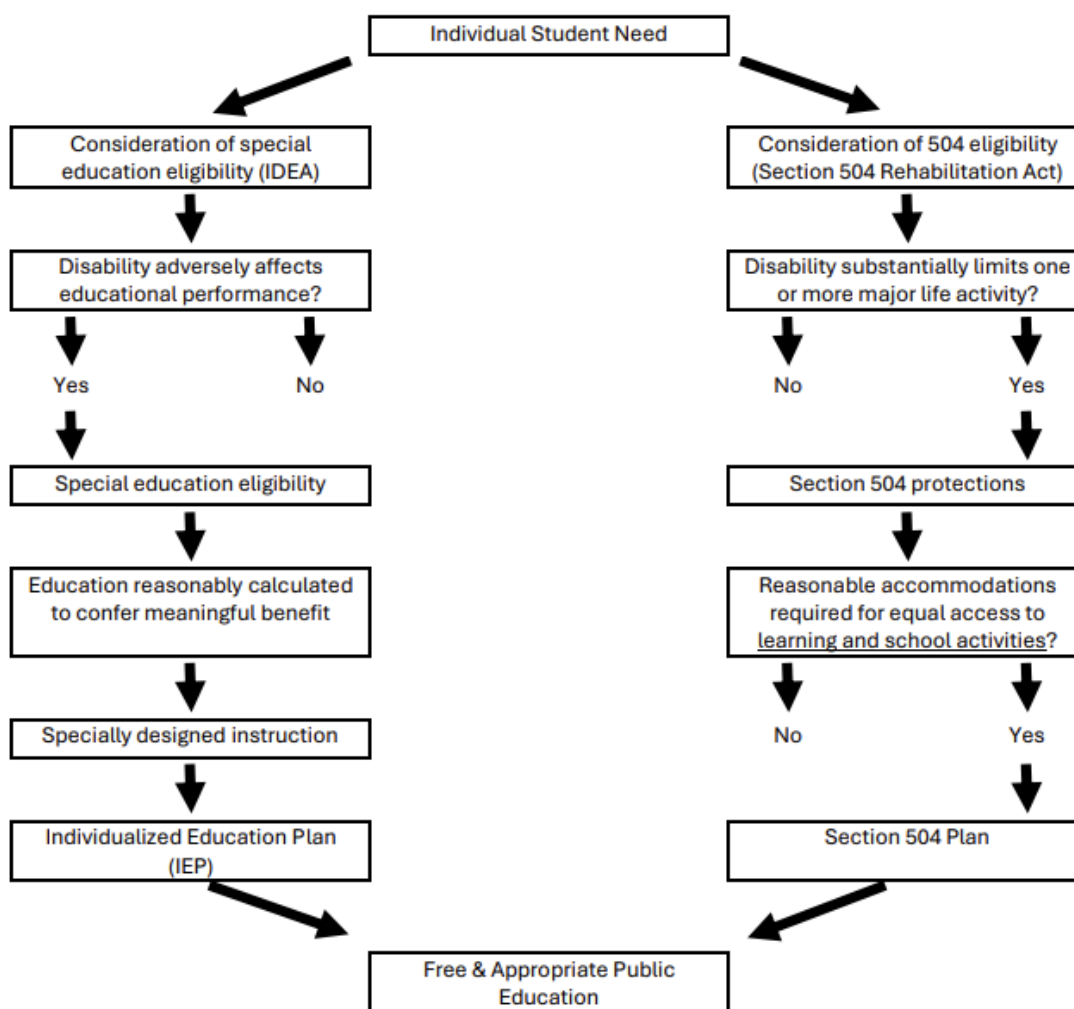
SPT TIMELINE IN CONTEXT OF MTSS & DISABILITY LAW

	Fall Q1 Progress	Q2	Q3	Q4	Spring Q5	Q6	Q7	Q8	Summer
< C-	T1 starts	T2 starts	T3 starts (SPTs start)	SPTΔ starts (504 suspicion)	504 evals start		SPTs stop (T1/T2/T3 cont.)		T1/T2/T3 stops (504 plans cont.)
≥ C-			T2 stops	T2/T3/SPT stops	T2/T3/SPT stops	T2/T3/SPT stops	T2/T3/SPT stops	T2/T3 stops	

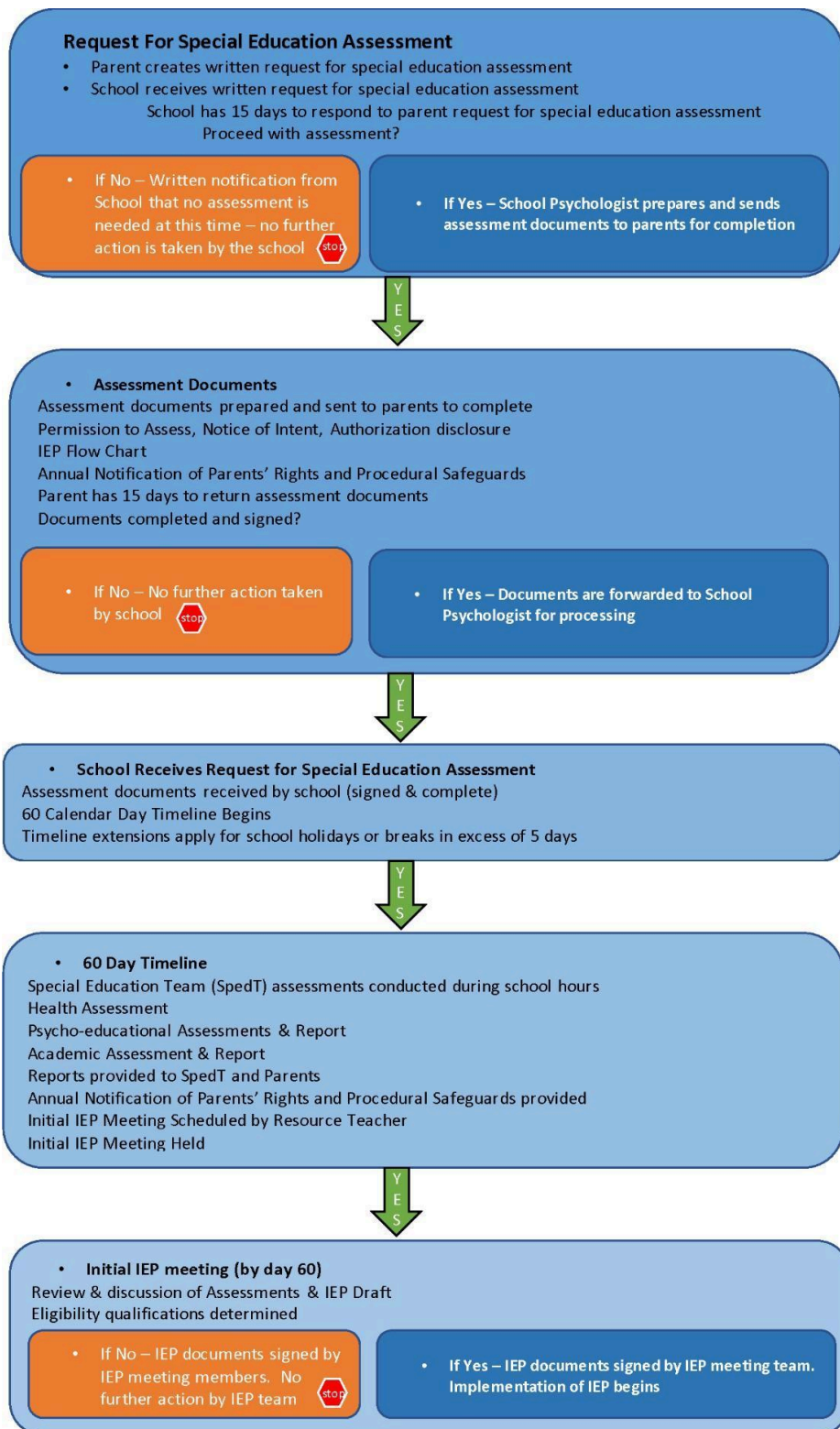
Tiered Academic Intervention Proactive School Response Timeline

Note: Proactive school referral for special education assessment starts with progress monitoring and plan effectiveness considerations at the first annual 504 Plan meeting.

There are two laws that offer support and services for children identified with a disability: the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. This flowchart will help determine which plan may be appropriate for your student.



LACHSA SPECIAL EDUCATION (IEP) PROCESS & TIMELINE



LACHSA TEAMS

ADMINISTRATIVE TEAM

Tina Vartanian, Principal	Nick Abruzzo, Assistant Principal	Sue Freitag, Assistant Principal
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SHARED DECISION-MAKING COUNCIL

Shared decision-making is a joint planning and problem-solving process that provides stakeholders a voice in decisions that affect student success and the school environment in accordance with LACOE Board Policy 2250.

The Shared Decision-Making Council (SDMC) is composed of representatives of LACEA teachers, school administration, SEIU, the Parent Association, student leadership, and senior program specialists. As such, it is the only committee that represents the entire LACHSA community.

The SDMC meets monthly to address issues within its scope of authority:

- Decision-making on some budgets (lottery, grants, discretionary funds, staff development)
- Input on school-wide initiatives
- Decision-making on some staff development activities, to be aligned with school-wide goals
- Input on the staff selection process
- Input on calendar/waiver
- Input on the selection of administrative designees
- Decision-making on individual faculty/staff professional development
- Prioritizing stakeholders' concerns and giving feedback to the leadership team

Any LACHSA community member interested in participating on SDMC must be voted in by a body of their peers (Administration, LACEA Teachers, Art Chairs, SEIU Classified Staff, Parent Advisory Board, Associated Student Body).

STUDENT SUPPORT TEAM

The Student Support Team is composed of the assistant principal, academic counselors, school psychologist and resource specialist. This team convenes regularly to proactively address support for students who are facing academic, personal, behavioral, disciplinary, and other challenges to their success at LACHSA. This team does not serve as a policy-making entity, but serves to advise the administration, teachers, and parents on best ways to support students.

Tina Vartanian	Principal	323-343-2553	vartanian_tina@laoe.edu
Sue Freitag	Assistant Principal	323-343-2711	freitag_susan@laoe.edu
Nick Abruzzo	Assistant Principal	323-343-2564	abruzzo_nick@laoe.edu
Greg Baumann	Counselor	323-343-2550	baumann_greg@laoe.edu
Abby Echanique	Counselor	323-343-5251	echanique_abby@laoe.edu
Donna Jones	School Nurse	323-343-2554	jones_donna@laoe.edu
Serena Manjur	Education Specialist	909-620-7543	manjur_serena@laoe.edu
Diane Pawar	Education Specialist	323-343-2551	pawar_diane@laoe.edu
Maria Baghasarian	School Social Worker	562-966-0958	baghasarian_maria@laoe.edu
Dulce Rodriguez	School Psychologist		rodriguez_dulce@laoe.edu

ARTS TEAM

The Arts Team represents the heads of each of the six arts departments: music, dance, theatre, visual arts, cinematic arts, and musical theatre, as well as additional support staff members. This team discusses arts departmental collaboration and coordination, school-wide arts policy, budget and program considerations, and a host of other important matters that affect the arts programs.

Members

Tina Vartanian	Principal
Sue Freitag	Assistant Principal
Drew McClellan	Cinematic Arts Department
Evan Williams	Dance Department Chair
Joshua Gronlund	Music Department Chair
Erica Robson	Musical Theatre
Vacant	Theatre Department Chair
Lisa Ruiz	Visual Arts Department Chair
Armand Jahangiri	Technical Director
Liz Cypinski	Technical Director
Esmeralda Flores	Equity Coordinator

WELLNESS TEAM

The Wellness Team is composed of the Assistant Principal, School Social Worker, Academic Counselors, School Psychologist, School Nurse, Equity Coordinator, and School Mental Health interns. The team convenes regularly to proactively address support for students who are facing challenges to their overall well-being and need extra support. Their mission is to promote the mental health, well-being, and academic success of all LACHSA students. The Wellness Team envisions a community school where all students have the help and support they need, leading them towards a positive and productive future.

Sue Freitag	Assistant Principal	323-343-2711	freitag_susan@lacoed.edu
Nick Abruzzo	Assistant Principal	323-343-2564	abruzzo_nick@lacoed.edu
Greg Baumann	Counselor	323-343-2550	baumann_greg@lacoed.edu
Abby Echanique	Counselor	323-343-5251	dilullo_irma@lacoed.edu
Esmeralda Flores	Equity Coordinator	562-774-6991	flores_esmeralda@lacoed.edu
Nurse Donna	School Nurse	323-343-2554	jones_donna@lacoed.edu
Maria Baghasarian	School Social Worker	562-966-0958	baghasarian_maria@lacoed.edu
Dulce Rodriguez	School Psychologist		rodriguez_dulce@lacoed.edu

If you have any questions regarding linkage to school-based mental health services or would like to discuss additional concerns regarding your student at LACHSA, please contact LACHSA Administration.

LACOE SCHOOL MENTAL HEALTH TEAM

The Los Angeles County Office of Education has implemented the School Mental Health Program to help our students achieve greater success in their educational, social, and emotional growth. The program consists of a Coordinator-Psychiatric Social Worker, a Research and Evaluation Coordinator, a Senior Program Specialist, a full-time School Mental Health Practitioner, and a team of graduate-level social work and/or school counseling interns from local universities. The School Mental Health Program's overarching goals are to increase student engagement and attendance.

On campus, we have a full-time School Mental Health Practitioner and two graduate-level social work and/or school counseling interns providing short-term mental health and support services. They are responsible for providing crisis intervention (Suicide and homicide risk assessments), mental health counseling, and linkage to social services to students and their families. They also offer multiple academic and social-emotional programs throughout the academic year (i.e., Suicide Awareness, College Advising Workshop, Stress Management Workshop, etc.).

If you have any questions regarding LACOE's School Mental Health Program, please feel free to contact: Francesca Campos, Campos_Francesca@lacoedu.edu.

STUDENTS IN NEED OF ADDITIONAL SUPPORT OR WHO ARE IN CRISIS

Any student who is experiencing social, academic, family or any other crisis is encouraged to speak with any faculty/staff member at LACHSA and to contact one of the Student Support Team members. You can find a list of resources on lachsa.net under "Students" and "Support Services".

Another important support for teens can be safe, secure, support phone lines that can help see them through a crisis.

TEEN LINE, a confidential, non-profit peer hotline and community outreach program is available toll free at 1-800-852-8336.

SUICIDE PREVENTION HOTLINES: 1-800-SUICIDE or 1-800-273-TALK

NATIONAL SUICIDE HOTLINE –

The National Suicide Prevention Lifeline provide confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States.

9-8-8 is available via call or text and online chat.

CALL or TEXT: 988

MANDATED REPORTERS

All LACHSA employees are required to report suspected child abuse in accordance with California Penal Code 1165.7. Other matters told to the counselors by students in confidence will be kept confidential. Students also have access to a school psychologist provided by the Los Angeles County Office of Education and may receive counseling from Cal State LA staff as well. Referrals to outside counseling may be obtained from LACHSA's counselors.

WELLNESS & MENTAL HEALTH

STUDENT REFERRAL FORM

Please complete the following information to the best of your knowledge and return to the main office, directly to the requested individual or the individual's mailbox.

IF THIS IS AN EMERGENCY, PLEASE CALL 911 and CONTACT A LACHSA ADMINISTRATOR

LACHSA WELLNESS TEAM
L.A. County High School for the Arts
5151 State University Dr., Bldg 20
Los Angeles, CA 90032
(323) 343-2550
Fax (323) 343-2549

Student Name: _____

DOB: _____ Today's Date: _____

Arts Department: _____

Grade: _____ Phone #: _____

Referred by: _____ Home language: _____

Best way to reach student/family: _____ Email: _____ Phone: _____

Reason for referral: _____

☐ Specific student needs/services requested

- | | |
|---|---|
| ☐ Counselor – academic | ☐ Conflict Mediation |
| ☐ Counselor – college/career | ☐ Assistant Principal – Attendance follow up |
| ☐ Mental health support/personal support | ☐ Other |
| ☐ School nurse medical services | |

If relevant, please indicate the following:

☐ Academic concerns ☐ New ☐ Escalating

- ☐ Organization/time management
☐ Academic performance

☐ Emotional/behavioral concerns ☐ New ☐ Escalating

- | | | |
|---|---|----------------------------------|
| ☐ Remote learning adjustment | ☐ Low self esteem | ☐ Stress |
| ☐ Sad/depression | ☐ Suspected eating disorder | ☐ Anxiety |
| ☐ Sudden change in thoughts/behavior | ☐ Sexual/physical assault victim | |
| ☐ Moody/irritable/aggressive | ☐ Peer relations/bullying/conflict | |
| ☐ Grief/loss | ☐ Pregnant/parenting teen | |
| ☐ Suicidal ideation | ☐ Other | |

☐ Family Concerns ☐ New ☐ Escalating

- | | | |
|---|---|--|
| ☐ Divorce/separation | ☐ Homeless/unstable living situation | ☐ Transportation insecurity |
| ☐ Domestic violence | ☐ Food insecurity | ☐ Parent/student relational concern |
| ☐ Illness/death of family | ☐ Adjustment to new community | |
| ☐ Job loss/financial changes | | |

☐ Substance Abuse/Use ☐ New ☐ Escalating

☐ Other ☐ Concern for someone I care about

-----For office use-----

Date referral received: _____ Received by: _____

Date inputted into log: _____

STUDENT CODE OF CONDUCT

MAINTAINING ENROLLMENT IN LACHSA

It is a privilege to attend LACHSA. Therefore, students are expected to be outstanding ambassadors for LACHSA at all times. Since LACHSA is situated on a college campus, students must act more mature and respectful than the typical high school student. They are also expected to maintain good attendance and behavior and be present daily on time to each class with all the appropriate learning materials; be prepared to participate in a positive manner in the day's lessons; demonstrate concern and respect for all others in the classroom, including their property; cooperate with the teachers and follow directions given; receive permission and a signed, dated, and timed hall pass from the teacher before being allowed to leave the classroom; use appropriate language (no profanity) at all times; present work representative of their creative abilities, avoiding cheating and plagiarism; refrain from bringing such items as toys, balls, electronic game devices, laser pointers, pets, markers, etching devices, spray cans, etc. to school, and refrain from running, riding or skating on campus.

To ensure a successful tenure at LACHSA, careful attention to student progress is monitored through their academic and arts classes as well as their behavior and attendance.

Academics and Arts

Students who fall below a 2.0 academic GPA or receive an "F" in any course may need additional supports within Academic MTSS to thrive at LACHSA, but the student is also expected to engage urgently with these supports and to make a good faith effort to improve—or else the student will be at risk of disciplinary consequences and loss of school privileges. LACHSA staff will provide interventions and support for the struggling student and to help the student to improve. Students having difficulty maintaining a passing grade in a course should see their teacher, counselor and/or administrator immediately for academic advice.

Attendance (LACOE Board Policy 5113)

It is imperative that excused absences are immediately cleared. Please review the Attendance Policy (page 18).

Student Conduct

A student found to be in violation of the Student Code of Conduct, LACOE policies, CSULA policies, California Education Code, or any other applicable rules and/or policies will receive student-centered disciplinary intervention with appropriate related supports and consequences.

DISCIPLINE (LACOE Board Policies 5110, 5113, 5113.1, 5116.2, 5121, 5125.2, 5131, 5131.1, 5131.2, 5131.6, 5131.62, 5131.7, 5131.8, 5132, 5137, 5142, 5144, 5144.1, 5144.2, 5145.11, 5145.12, 5145.3, 5145.7, 5145.71)

Rules of discipline apply during school hours, at school activities and performances, and to and from school. Misbehavior (including on buses or trains) may result in the loss of privileges and could

jeopardize our campus location, not to mention the safety of our students and staff. CSULA reserves the right to enforce its rules and regulations when LACHSA students are on campus.

LACHSA's goal is to ensure that all students are supported in their developmental progress toward becoming responsible members of society. When students are struggling with following the CA Education Code, LACOE's Board Policies, CSULA's policies, or LACHSA's Code of Conduct policies, our faculty, staff, and administration will provide support and consequences. Students who violate CA Education Code 48900 will be subject to suspensions. CSULA, campus police may also issue a citation and/or an arrest when students' behavior is in violation of campus policy. Continued disregard to LACHSA policies, LACOE policies, CSULA policies, California Education Code, or any other applicable rules and/or policies may result in expulsion, dismissal, or involuntary transfer to a student's home school from LACHSA.

Please note, in accordance with CSU Executive Order 1108, CSULA and LACHSA are a complete smoke and tobacco free campus. "Smoke Free" means the use of cigarettes, pipes, cigars, and other "smoke" emanating products including, but not limited to, e-cigarettes, vapor devices, and other like products are prohibited on all CSULA and LACHSA grounds.

Students please note:

- Pocket knives, knitting needles, or other sharp objects that could be used as a weapon may not be brought to school, along with matches, lighters or anything else that could start a fire. Visual Arts students must receive permission from their instructors to carry specific implements for classroom work.
- Areas off-limits to LACHSA students on campus include, but are not limited to, buildings and areas of campus that LACHSA does not use, parking lots, rooftops, loading docks, basements, stairwells that do not lead to our classrooms, trees, and bushes.
- Students are not allowed to hang out in the parking lots before and after school and during lunchtime. If a student needs to retrieve an item from their car during school hours, permission to go to the parking lot must be given by the Main Office. Students are to quickly enter and leave the parking lots before and after school daily.

Suspension

In accordance with CA Education Code 48900, students may be suspended or expelled by the principal for perpetrating or for aiding or abetting the following actions when they occur on, coming to or from school grounds or a school-related activity, or for "Electronic Acts" that occur on or off campus:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person, another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.

- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (Notwithstanding voluntary disclosure when seeking help through school or community services or supports)
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted class instruction or otherwise willfully defied the valid authority of the corresponding classroom teacher engaged in the performance of their duties during instructional time; student may be suspended from that class period and the following meeting of that same class period, if alternate coursework and supervision is provided. (See EC Section 48910.)
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm.
- (n) Committed or attempted to commit a sexual assault or sexual battery.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing.
- (r) Engaged in an act of bullying.

Alternatives to Suspension

In accordance with CA Education Code 48900.5, suspension, including supervised suspension, shall be imposed only when other means of correction fail to bring about proper conduct. However, a student may be suspended for any of the reasons enumerated above upon a first offense, if the principal determines that the student causes a danger to persons, or violated any of (a) through (e) specifically. Other means of correction at LACHSA include, but are not limited to, the following:

- (1) A conference between school personnel, the student's parent or guardian, and the student.
- (2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
- (3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the student and the student's parents, including for purposes of an SPT.
- (4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an IEP or 504 Plan.
- (5) Participation in a restorative justice activity (especially for incidents of racist bullying, harassment, or intimidation).
- (6) Community service on or off campus.

Expulsion

In accordance with CA Education Codes 48900 and 48915, the principal shall immediately suspend and recommend expulsion for the following:

- Possessing, selling, or furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possession of an explosive

Tiers of Corrective Intervention, Responses & Procedures

TIER 1 - UNIVERSAL - First time problem behaviors that are of minimal impact on student or school wellness and safety. The student may be redirected by teacher, staff, or administration iteratively (3 times) culminating in a one-on-one meeting in which student self-assesses with adult support, parents are notified, and problem behavior is then reported on Aeries. May involve conflict resolution with admin support. Initial conversations reinforcing community expectations and norms.

Data from quarterly monitoring of grades, behavior, and attendance will inform grade-level team collaborations to identify and implement responsive strategies to support students who struggle in these areas.

- *Academic Indicator* – Quarterly progress report Ds/Fs as monitored by admin
- *Behavior Indicator* – Incident/Title IX/Aeries Discipline reports of problem behaviors as monitored by admin
- *Attendance Indicators* –
 - Chronic Absenteeism – 5 to 9 whole-day absences per school year as monitored by admin
 - Partial-Day Absenteeism – 5 to 9 same-period absences as monitored and communicated to parents by individual teachers and reported to admin in the master progress monitoring spreadsheet each quarter during the struggling learner strategies roundtable
 - Habitual Truancy – 3 to 5 unexcused absences per semester as monitored by admin

TIER 2 - TARGETED - Problem behaviors persist and have continuing adverse impact on student(s) and/or school wellness or safety. Teacher, staff, or admin emails admin (discipline lead), or, if problem behavior obstructs a lesson, then teacher, staff, or admin may invoke a class suspension (with appropriate learning materials) sending student to the main office (to complete learning activity) for the remainder of the period. Admin (discipline lead) will facilitate a timely student self-assessment and behavior action plan citing a goal and strategy for achieving it that serves as a re-entry ticket to class, and admin will make a discipline report in Aeries and contact parents. This intervention will also explore connecting the student with additional school resources for support as needed.

Alternatively, some students will be placed in Tier 2 **Corrective Intervention** as an administrative action for low performance on arts, academic, behavior, or attendance indicators at the semester report card:

- *Arts Indicator* – grade below C- in any arts class as monitored by arts chairs and reported to admin after progress reporting each semester
- *Academic Indicator* – prior semester academic GPA below 2.0 or a failing grade in any academic class without a timely, achievable, and successful plan for credit recovery as monitored by guidance counselors and reported to admin after progress reporting each semester
- *Behavior Indicator* – persistent exhibition of problem behavior as monitored by admin
- *Attendance Indicators* –
 - Chronic Absenteeism – 10 to 13 whole-day absences per school year as monitored by admin

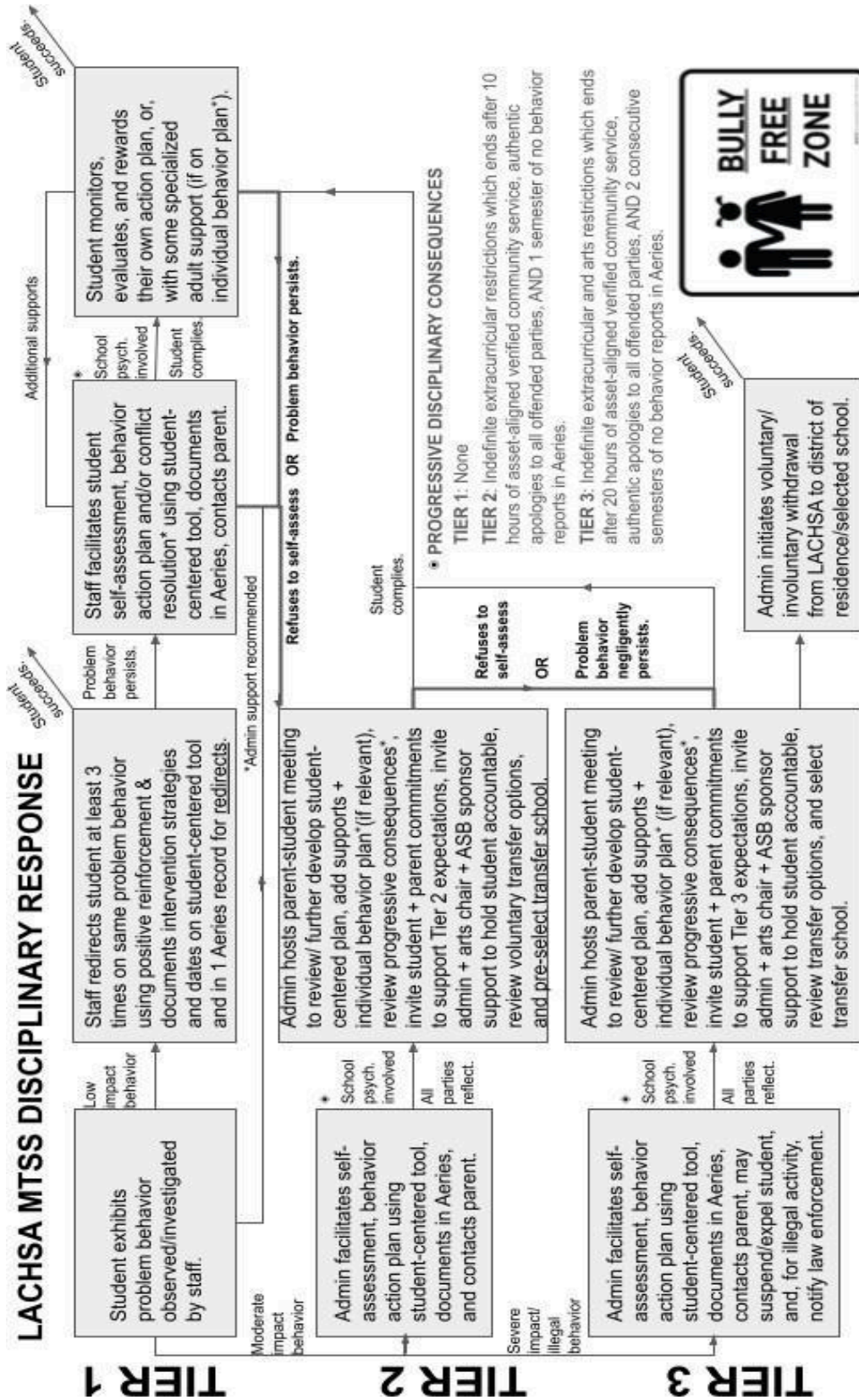
- Partial-Day Absenteeism – 10 to 13 same-period absences as monitored and communicated to parents by individual teachers and reported to admin in the master progress monitoring spreadsheet each quarter during the struggling learner strategies roundtable
- Habitual Truancy – 6 to 8 unexcused absences per semester as monitored by admin

Admin (discipline lead) will host a parent-student meeting in which student self-assesses with adult support and reviews the **Tier 2 Intervention** (behavior/attendance action plan with stronger supports) establishing goal(s), additional support(s) as needed, timeline, potential for loss of arts privilege(s), risk of future consequence(s).

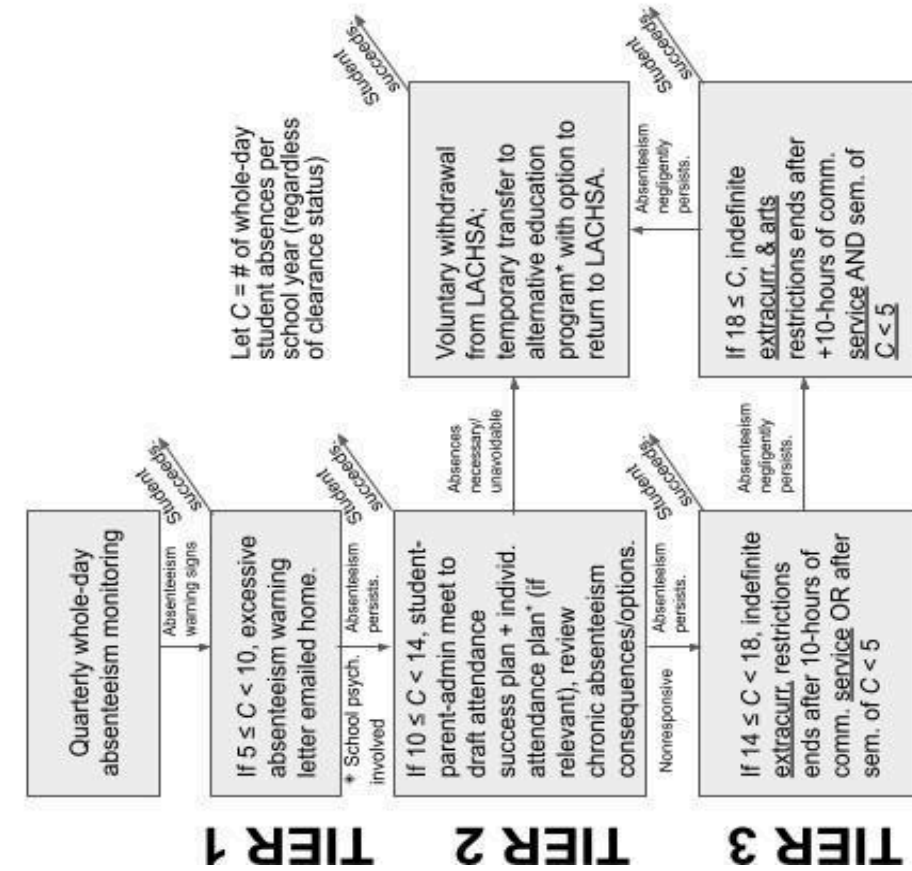
TIER 3 - INTENSIVE - Problem behaviors negligently persist beyond Tier 1 and Tier 2 interventions, or bypass lower tiers of intervention by the severity of impact on student/school wellbeing or safety, may involve illegal activity with mandatory notification of law enforcement. This response focuses on protecting the safety of the school community and ending self-destructive and/or dangerous behavior and involves the removal of the student from the school environment temporarily in order to reflect and self-assess. Admin (discipline lead) will host a parent-student re-entry meeting upon return from suspension to gauge readiness and appropriateness of returning to school with the potential for additional days of suspension (up to five days) for the student to further reflect and self-assess as needed. If the **Tier 3 Intervention** establishing conditions for remaining at LACHSA is offered, it will use our strongest support with a narrow focus on preserving student access to an A-G compliant high school diploma by eliminating non-essential activities (i.e., extracurricular privileges, arts programming). Moreover, voluntary and involuntary transfer options will be reviewed in consultation with the family.

Students will be placed in Tier 3 **Corrective Intervention** as an administrative action for negligently persistent low performance on arts, academic, behavior, or attendance indicators at the semester report card:

- *Arts Indicator* – persistent grade below C- in any arts class as monitored by arts chairs and reported to admin after progress reporting each semester
- *Academic Indicator* – persistent prior semester academic GPA below 2.0 or a failing grade in any academic class without a timely, achievable, and successful plan for credit recovery as monitored by guidance counselors and reported to admin after progress reporting each semester
- *Behavior Indicator* – negligently persistent exhibition of problem behavior as monitored by admin
- *Attendance Indicator* –
 - Chronic Absenteeism – 14 or more whole-day absences per school year as monitored by admin
 - Partial-Day Absenteeism – 14 or more same-period absences as monitored and communicated to parents by individual teachers and reported to admin in the master progress monitoring spreadsheet each quarter during the struggling learner strategies roundtable
 - Habitual Truancy – 9 or more unexcused absences per semester as monitored by admin



LACHSA MTSS CHRONIC ABSENTEEISM RESPONSE



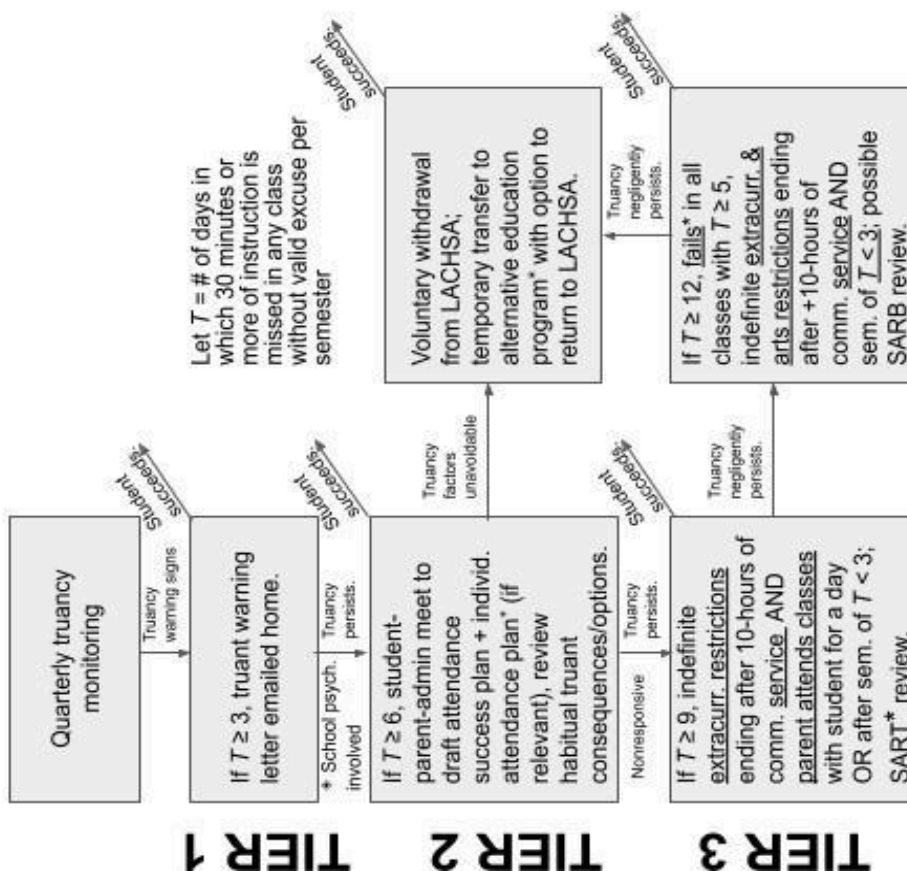
* Available to Los Angeles City/County residents, common alternative education programs with additional resources and/or appropriate settings for students struggling with absenteeism include:

- City of Angels School (LAUSD)
- Virtual Independent Studies Program (LACOE)
- California Virtual Academy (State Charter)
- Call your district of residence for other local options.





LACHSA MTSS TRUANCY RESPONSE



• Available to Los Angeles City/County residents, common alternative education programs with additional resources and/or appropriate settings for students struggling with absenteeism include:

- City of Angels School (LAUSD)
- Virtual Independent Studies Program (LACOE)
- California Virtual Academy (State Charter)
- Call your district of residence for other local options.

★ Grades are contractually determined by individual LACEA teachers/ program specialists who have the legal authority to fail students for habitual truancy ($T \geq 5$) in their classes (LACOE BP 5121). School Attendance Review Team (SART) will review the circumstances of each student's truancy at the Tier 3 level to understand root cause(s) and determine the appropriate school response which may include the nonbinding recommendation that fails in all classes with $T \geq 5$ is warranted, among other binding consequences.

Tiers of Intervention Matrix

The level of consequences to be imposed will take into consideration the severity of the offense, the age and past disciplinary record, attendance, and academic history of the student. School officials have the right to look at extenuating circumstances when imposing consequences.

Problem Behavior	Tier 1	Tier 2	Tier 3	Tier 3 Illegal Acts (Requires Law Enforcement Notification)
Attendance Issues - Tardiness - Unexcused absences - Truant - Habitual truant - Excessive absenteeism - Chronic absenteeism	•	•	•	
Social Bullying - spreading socially harmful rumors - disclosing facts/artifacts to a third-party that were shared in confidence (especially when it results in social harm)	•	•	•	
Bullying (EC 48900r; EC 48900q, EC 48900r) - Engaged in act of bullying, including, but not limited to, bullying committed by means of an electronic act - Engaged in (or attempted) hazing as defined in law - Distribution bullying/cyberbullying materials		•	•	•
Severe act of bullying			•	•
Contraband – Tobacco or other non-intoxicating irritant Possession, use, or administering of tobacco or other non-intoxicating irritant		•	•	
Contraband – Controlled Substances (EC 48900c, d, j, and p) - Possession, use, administering, or under the influence of a controlled substance - Possessed, offered, arranged, or negotiated to sell any drug paraphernalia - Offering or selling a controlled substance - Offered, arranged to sell, negotiated to sell, or sold prescription drugs - Offered, arranged or negotiated to sell a controlled substance and then provided a replica substance			•	•
Contraband – Alcohol and Intoxicants (EC 48900c) - Possession or under the influence of an alcohol beverage or intoxicant - Using, selling, or furnishing alcohol or an intoxicant of any kind			•	•

Problem Behavior	Tier 1	Tier 2	Tier 3	Tier 3 Illegal Acts (Requires Law Enforcement Notification)
Contraband – Weapons (48900b, m; 48915c(1)-(2); (5)) - Possession or selling of a firearm or an imitation firearm - Possession or selling a knife or dangerous objects - Brandishing a knife - Possessing or using an explosive (e.g. firecracker) as defined in federal law			•	•
Contraband – Other Items - Use of over the counter or prescription medicine in a manner other than prescribed by physician - Possession, sale, or distribution of unauthorized goods - Possession, sale, or distribution of tobacco products - Possession of paraphernalia for tobacco use includes, but is not limited to e-cigarettes, vaporizers, or rolling papers			•	•
Contraband – Other Items - Use of over the counter or prescription medicine in a manner other than prescribed by physician - Possession, sale, or distribution of unauthorized goods - Possession, sale, or distribution of cigarettes or other tobacco products - Possession of paraphernalia for tobacco use includes, but is not limited to e-cigarettes, vaporizers, or rolling papers			•	•
Disruption/Defiance (48900k) <i>Disruption of school activities or willfully defying the authority of teachers, administrators, school officials, or other school personnel in the performance of their duties:</i> Minor disruption/defiance	•	•		
		•	•	•
Dress Code (EC 48900k) - Wearing clothing that does not fit within dress code guidelines as outlined in the handbook. - Not wearing clothing as outlined in school dress code (no shoes, no pants, no shirt, etc.) - Wearing clothing that does not fit within dress code causing a disruption to school environment	•	•		
Intimidation - Intimidating or threatening a pupil or school personnel with actual or expected effects of: - Disrupting class - Creating disorder - Creating an intimidating or hostile educational environment		•	•	•

Problem Behavior	Tier 1	Tier 2	Tier 3	Tier 3 Illegal Acts (Requires Law Enforcement Notification)
Harassment (EC 48900k, o) - While targeting a federally protected class/subgroup, harassing, intimidating, threatening a pupil or school personnel with actual or expected effects of: - Disrupting class - Creating disorder - Creating an intimidating or hostile educational environment			•	•
Lying/Academic Dishonesty - Lying to get self or others out of trouble - Lying to get another person(s) in trouble (EC 48900k) - Cheating or plagiarism/AI use for schoolwork/homework - Forging signatures on school documents - Attempt to access or possession of stolen assessments either electronically or hardcopy - Distribution of assessments or portions of assessments or assignments for the purpose of helping someone else copy or cheat	•	•	•	
Physical Aggression/Assault (48900a(1)-(2), t; 48915a(1)(A);(E)) - Reactive aggression without injury - Minor physical aggression without injury - Mutual fight (with moderate, little, or no injury) - Unintentional, incidental physical contact with another student or school personnel	•	•		
			•	•
Property Misuse/Damage (48900f) - Littering on campus - Minor or accidental damage	•	•		
			•	•
- Attempting or causing damage to school property - Breaking and entering school property - Set fire to property			•	•

Problem Behavior	Tier 1	Tier 2	Tier 3	Tier 3 Illegal Acts (Requires Law Enforcement Notification)
Stealing/Possessing Stolen Property (EC 48900e, g, i; 48915a(1)(D)) - Attempted/stole school or private property - Knowingly possess stolen property - Knowing received stolen school or private property - Attempting or committing robbery or extortion		•	•	•
Verbal and Written Threats/ Intimidation (EC 48900k, o, i, q) - Yelling or using aggressive language - Minor name calling or teasing, whether written or verbal	•	•		
Verbal or Written Threats/ Intimidation (EC 48900k, o, i, q) - Committed an obscene act or engaged in habitual profanity or vulgarity - Threatening to cause an act of hate violence - Threatening to cause personal injury - Making terroristic threats against other person or school, whether written or verbal - Harassed, threatened or intimidated a student who is a complaining witness in a school disciplinary proceeding		•	•	•
Technology Violation (EC 48900k, r) - Violation of school rules regarding technology found in the district's "Acceptable Use Agreement" - Using district/school technology without permission - Use of electronic devices, during school hours, including cell phones, iPads, etc., without permission.	•	•		
	•	•	•	•
Hate Violence/Bigotry (EC 48900i) <i>Hostility toward a person's real or perceived disability, gender, race, nationality, religion, sexual orientation causing physical or emotional harm, or property damage.</i> - Making offensive comments, intent to harm (racial, sexual, etc.) - Fighting motivated by race or hate-related matters - Causing or threatening violence hate-motivated - Vandalism or graffiti that is hate-motivated	•	•	•	•
Other Behavior Violations - Sexual/Obscene Acts on Campus - Gambling - Off campus without permission - Reckless driving - Riding Skateboards or bikes in unauthorized areas on campus to include inside buildings and on walkways - Possession of items not allowed and that are not necessarily paraphernalia or weapons - Aiding/abetting any problem behaviors listed in this matrix - LACHSA dress code violation - See LACOE Board Policy 5132.	•	•	•	•

Student-Centered Disciplinary Intervention Tool

To be completed by staff:

Student name(s): _____ Date: _____

Staff Member: _____ When: _____ Where: _____

Student problem behavior: _____

Record of interventions:

☐ Tier 1 interventions used:

☐ 3 or more redirections. Date(s): _____, _____, _____

☐ Meeting in which student self-assesses with teacher support. Date: _____

☐ Behavior report in Aeries. Date: _____

☐ Contact with parent/guardian about student meeting. Date: _____

☐ Other(s): _____ Date(s): _____

☐ Conflict resolution support requested from admin. Date: _____

☐ Behavior problem persists beyond Tier 1 interventions. Tier 2 supports requested from admin.

☐ Possible CA Ed. Code violation. Tier 3 supports requested from admin.

To be completed by the student:

SELF-ASSESSMENT

1. What did I do to cause me to be referred to the office for discipline? Why is that a problem?

2. How did my behavior affect my teacher and/or other students?

3. What could I do differently in the future to prevent this referral?

BEHAVIOR ACTION PLAN

4. After reflecting on my behavior, its effect on myself and others, and considering alternatives, I am willing to commit to the following behavior action plan:

New behavior: _____

Goal: _____

How I will self-monitor:

How I will self-evaluate:

How I will self-reward:

To be completed by admin:

Student arrived: _____ Student returned to class: _____

☐ Student has self-assessed, developed a behavior action plan. ☐ Student refused to self-assess.

☐ Student has been referred to the following resource(s) for additional support:

☐ Counselor ☐ LSW ☐ Nurse ☐ Tutoring ☐ SPT ☐ Sch. Psych. (IEP) ☐ Arts Chair

☐ Student has been suspended due to violation of CA Ed. Code # _____.

☐ Student will self-reassess with adult support upon return to school to determine appropriateness of readmitting to class. Student needed _____ days to reflect.

☐ Illegal activity. Law enforcement notified. Agency: _____ Contact: _____.



MY ATTENDANCE SUCCESS PLAN

POSSIBLE STRATEGIES TO REACH MY ATTENDANCE GOALS

- I will make attending school and every class on time every day a priority.
- I will keep track of my attendance and absences and can use the attached calendar.
- I will maintain a bedtime routine and set my alarm for _____ a.m.
- I will find a relative, friend or neighbor who can take me to school if I miss my bus.
- When I am struggling with a challenge that is keeping me from school, I will confide in an adult at school and seek help. I can list adults and friends on the Help Bank (attached).
- I will try to set up medical and dental appointments for weekdays after school.
- I will attend school every day unless I'm sick with a contagious illness, including Covid-19.
- If I cannot avoid missing school, I will contact my teachers to ask for materials and find out what I missed.

To improve my attendance, I commit to the following:

1. _____
2. _____
3. _____

We will review progress to meet this goal each quarter.

Student Signature: _____ Date: _____

School Staff Signature: _____ Date: _____

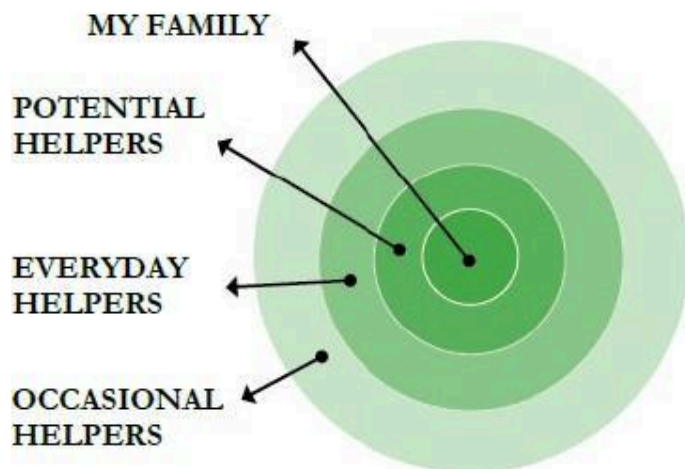


Adapted from materials created by Early Works at Earl Boyles Elementary School in Portland, Oregon (<http://www.childinst.org/our-initiatives/early-works>)

To learn more, please visit www.attendanceworks.org

MY HELP BANK

CREATE BACKUP PLANS FOR GETTING TO SCHOOL



1. **My Family:** List who lives in your house.
2. **Everyday Helpers:** Identify who you can call on to help you get to school or resolve a problem. These are people like friends, neighbors, school staff and relatives who can help regularly.
3. **Occasional Helpers:** Identify people who probably cannot help every day but can help in a pinch. Maybe it's a godparent, a relative or a friend who lives outside your neighborhood but can be there for short stints.
4. **Potential Helpers:** Identify people who are part of your school community, place of worship or neighborhood who are able to help if you ask.

1. My Family:

2. Everyday Helpers:

3. Occasional Helpers:

4. Potential Helpers:

If I need help getting to and from school or with a barrier to attendance, I will ask the following people to help me out:

Name: _____

Best Contact Number: _____

Name: _____

Best Contact Number: _____

Name: _____

Best Contact Number: _____

2026-27 Academic Calendar

July '26						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August '26						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September '26						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October '26						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November '26						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December '26						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January '27						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February '27						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March '27						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April '27						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May '27						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June '27						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

ABSENTEEISM



CHRONIC ABSENCE	= 18+ full-day absences	HABITUAL TRUANCY	= 9+ unexcused absences
Warning Signs	= 10 to 17 full-day absences	Warning Signs	= 3 to 8 unexcused absences
Satisfactory	< 10 full-day absences	Satisfactory	< 3 unexcused absences

- My student was present _____ days.
- My student was absent _____ days.
- My goal is to improve my student's attendance. I will ensure that my student misses no more than _____ days for the rest of the school year.

TIER 2 INTERVENTION

Corrective Intervention – Loss of privileges (extracurricular)

It is a privilege to go to LACHSA and participate in outstanding, professional arts programs and extracurricular activities. Students on corrective intervention plans will lose these privileges. This is designed to help students focus on improving poor attendance, low grades, and/or other problem behaviors outlined in the current LACHSA Community Handbook. The suspension of privileges will continue indefinitely UNTIL all obligations and expectations are met. All terms of this agreement are at the discretion of administration.

CONSEQUENCES

Privileges to be suspended indefinitely and starting immediately:

- Extracurricular activities (not attached to a class grade)
 - o Field trips
 - o School dances anywhere (i.e., homecoming, prom, etc.)
 - o Senior activities (i.e., picnic, prom, grad night, etc.)
 - o Volunteer opportunities (i.e., campus tours, auditions, pre-registration, etc.)
 - o Upperclassmen off-campus lunch pass
 - o Candidacy for elected positions and leadership responsibilities (i.e., TA, club officer, ASB, arts rep, etc.)
 - o Auditions/rehearsals/shoots/performances/galleries/festivals/concerts/recitals/showcases/competitions
- Obligations to be completed ASAP in order to re-instate privileges:
 - o Deliver authentic apologies to all parties offended by the problem behavior
 - o 10 hours of verified community service

EXPECTATIONS

Expectations to be met by the 20-week report card during one full semester in order to reinstate privileges and terminate Tier 2 corrective intervention:

- **Arts Expectation:** C- or better in all arts classes for the semester
- **Academic Expectation:** 2.0 academic GPA or better, for the semester, with no Fs in any academic classes.
- **Behavior Expectation:** No additional problem behavior reports in Aeries for the semester.
- **Attendance Expectation:** No more than 9 cumulative absences for the school year (regardless of clearance status); AND no more than 2 unexcused absences for the semester.

Tutoring, counseling, wellness and other resources are available for students needing assistance.

TIER 3 INTERVENTION

Corrective Intervention - Loss of privileges (extracurricular & arts)

It is a privilege to go to LACHSA and participate in outstanding, professional arts programs and extracurricular activities. Students on corrective intervention plans will lose these privileges. This is designed to help students focus on improving poor attendance, low grades, and/or problem behaviors outlined in the current LACHSA Community Handbook. The suspension of privileges will continue indefinitely UNTIL all obligations and expectations are met. All terms of this agreement are at the discretion of administration.

CONSEQUENCES

Privileges to be suspended indefinitely and starting immediately:

- Extracurricular activities (not attached to a class grade)
 - o Field trips
 - o School dances anywhere (ie., homecoming, prom, etc.)
 - o Senior activities (i.e., picnic, prom, grad night, etc.)
 - o Volunteer opportunities (i.e., campus tours, auditions, pre-registration, etc.)
 - o Upperclassmen off-campus lunch pass
 - o Candidacy for elected positions and leadership responsibilities (i.e., TA, club officer, ASB, arts rep, etc.)
 - o Auditions/rehearsals/shoots/performances/galleries/festivals/concerts/recitals/showcases/competitions
- Graded arts programming
 - o Arts classes
 - o Arts electives
 - o Auditions/rehearsals/shoots/performances/galleries/festivals/concerts/recitals/showcases/competitions/workshops (attached to a class grade)

Obligations to be completed ASAP in order to re-instate privileges:

- Deliver authentic apologies to all parties offended by the problem behavior
- 20 hours of verified community service

EXPECTATIONS

Expectations to be met by the 20-week report cards during two consecutive semesters in order to re-instate privileges and terminate Tier 3 corrective intervention:

- **Arts Expectation:** C- or better in all arts classes each semester
- **Academic Expectation:** 2.0 academic GPA or better, each semester., with no Fs in any academic classes
- **Behavior Expectation:** No additional problem behavior reports in Aeries each semester
- **Attendance Expectation:** No more than 9 cumulative absences for the school year (regardless of clearance status); AND no more than 2 unexcused absences each semester

Tutoring, counseling, wellness and other resources are available for students needing assistance.

Student's Name:			
Period of Service:		Grade:	

Community Service Verification Form for LACHSA Corrective Intervention

You have opted to perform community service to meet obligations associated with your corrective intervention. With a few exceptions outlined below, the hours served must be OUTSIDE of the normal school day. You may volunteer your time and service at any nonprofit organization. If you need help identifying an appropriate nonprofit organization in your neighborhood with opportunities that are possibly relevant to your interests and available when you are, please use this search tool <https://letsvolunteerla.org/find-ways-to-help>. Document your hours (below) and return to Mr. Abruzzo when you have completed all of your hours. You've got this! 😊

PRE-EMPTIVE RESPONSES TO FAQ:

- The hours served must be for the benefit of the community, not for the benefit of a profit-making business.
- You may not count your membership in a religious organization, such as a youth group or choir, as community service.
- However, if you perform community service hours with such a group, the hours do count. Performing religious duties does not count but helping with office work, or maintenance at a religious institution counts.
- Membership in Scouts or Explorers does not count toward community service hours. If you perform volunteer work as part of your scouting activities, you may count those hours.
- Volunteering to work on a political campaign or to register voters counts as community service.
- Working as a CSF tutor during lunch counts but not during class time.
- Contributing blood during a blood drive counts as two hours of community service.
- Babysitting per se is not a community service but can be counted when coordinated through a nonprofit.
- Volunteering at a hospital or free clinic counts but not at a private doctor's office.
- Only verified community service hours earned during this period of service will count toward your 10-hour obligation.

Organization or Event Name:			
Description of Service:			
Date (or dates) of Service:		Hours Served:	
Contact Info for person verifying service hours:	Phone:	Email:	
Verified by:	Print or Type:	SIGN:	

Organization or Event Name:		
Description of Service:		
Date (or dates) of Service:		Hours Served:
Contact Info for person verifying service hours:	Phone:	Email:
Verified by:	Print or Type:	SIGN:

Organization or Event Name:		
Description of Service:		
Date (or dates) of Service:		Hours Served:
Contact Info for person verifying service hours:	Phone:	Email:
Verified by:	Print or Type:	SIGN:

Organization or Event Name:		
Description of Service:		
Date (or dates) of Service:		Hours Served:
Contact Info for person verifying service hours:	Phone:	Email:
Verified by:	Print or Type:	SIGN:

**Print additional pages as needed



VOLUNTARY WITHDRAWAL CARD

Los Angeles County High School for the
Arts 5151 State University Drive, Building
#20 Los Angeles, CA 90032
(323) 343 2550

Withdrawal Date: _____ Reason for Withdrawal: _____

Student Name: _____ SSID: _____ Grade: _____

Transferring School Name: _____

Transferring School Address: _____

Transferring School Contact: Phone/ Email: _____

Period	Subject	Withdrawal Grade	Teacher	List Unreturned Materials (Books, devices, equipment etc)	Teacher Signature
1					
2					
3					
4					
5					
6					
Arts					

The following clearances are required:

_____ Accounting _____ Counseling _____ Technology
 _____ Music Locker _____ Hallway Locker _____ PE Locker

Parent/Guardian Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

Incident Reporting & Title IX

Incident Reporting Process

Student and staff safety is LACHSA's top priority. We take all allegations of inappropriate conduct and discrimination extremely seriously. Please note - district employees are mandated reporters. Some cases will be referred to LAPD or Child Protective Services depending on the allegations.

Title IX prohibits sex-based discrimination in any school or any other education program that receives funding from the federal government. If you feel you have been discriminated against, bullied, or harassed in some way by another student or faculty member, please follow the action steps below:

Step 1 - Complete the Report Form and return to the designated Administrator. This Incident Report Form can be found outside the main office, online at the LACHSA website or [HERE](#). Allegations reported more than 6 months after the incident may not be investigated.

Step 2 - The Report Form will be reviewed by the Team within 72 hours from the time submitted. The Team includes an Administrator, Wellness Coordinator, Equity Coordinator, and a Counselor. The team will assess the incident and determine whether it is a Title IX - discrimination case, or if it warrants LA County Office of Education District or LA Police Department involvement.

Step 3 - The person filing the Incident will be contacted by the Administrator to complete a Title IX Complaint or file a formal complaint with the District or LAPD.

Step 4 - If the complaint remains informal within LACHSA, the Administrator will open an investigation into the incident. This will include gathering information from all parties involved, including witnesses. Documentation will be collected including social media posts, texts, videos, or anything else that could be helpful to the investigation.

If the complaint is formally submitted to the district and/or LAPD, LACHSA will forfeit rights to investigate or have further involvement with the case.

Step 5 - Informal complaints will require all parties involved to submit written, in-person, signed statements describing the incident. Parents or guardians will be contacted.

Step 6 - As a result of a thorough investigation, LACHSA Team and Administration will determine appropriate consequences including but not limited to: no contact contract, behavioral contracts and/or intervention, mandated educational training, class change, suspension, or expulsion. **NOTE: ALL CONSEQUENCES AND ACTIONS TAKEN ARE CONFIDENTIAL IN ACCORDANCE WITH Family Education Rights and Privacy (FERPA) PROTECTION LAWS.**

Step 7 - Referrals will be made for in house or outside counseling or other support services depending on the situation.



LOS ANGELES COUNTY HIGH SCHOOL FOR THE ARTS

TITLE IX COMPLAIN PROCEDURE FORM

Title IX prohibits sex-based discrimination in any school or any other education program that receives funding from the federal government.

Last Name: _____ First Name: _____
 Grade: _____ Date of Birth: _____
 Address: _____ Apt/Suite: _____
 City: _____ State: _____ Zip Code: _____
 Phone Number: _____ Email: _____
 Parent/Guardian: _____ Phone: _____
 Date of Alleged Violation: _____
 Location of Alleged Violation: _____

For complaints of unlawful discrimination, harassment, intimidation, or bullying (employee to student, student to student, third party to student, employee to third party) filed no later than six months from the date it occurred or when knowledge was obtained it occurred. Check which actual or perceived protected groups upon which the alleged conduct was based:

- | | | |
|--|---|---|
| ☐ Sex | ☐ Sexual Orientation | ☐ Gender |
| ☐ Gender Identity | ☐ Gender Expression | ☐ Ancestry |
| ☐ Ethnic Group Identification | ☐ Race or Ethnicity | ☐ Religion |
| ☐ Nationality | ☐ National Origin | ☐ Immigration Status |

Please give facts about your complaint. Provide details such as names of those involved, dates, whether witnesses were present, etc. that may be helpful to the investigation.

LOS ANGELES COUNTY HIGH SCHOOL FOR THE ARTS

DISCRIMINATION / HARASSMENT POLICY

Los Angeles County High School for the Arts (LACHSA) is committed to providing a working and learning environment free from discrimination or harassment. The school prohibits harassment of or by employees, students, or persons doing business with or for the school on the basis of actual or perceived sex, sexual orientation, gender, gender identity or gender expression. Failure to follow this policy is a violation of state and federal law.

Sexual harassment is defined by California Education Code § 212.5 as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Upon witnessing an act of discrimination, harassment, intimidation and/or bullying based on actual or perceived characteristics of a protected category (as enumerated above), school personnel are required to take immediate steps to intervene when it is safe to do so. Reporting such conduct to an administrator or Title IX/Bullying Complaint Manager can be an appropriate intervention. Once a school or office has notice of discriminatory, harassing, intimidating or bullying conduct, whether carried out by employees, students, or third parties, it should take

Upon witnessing an act of discrimination, harassment, intimidation and/or bullying based on actual or perceived characteristics of a protected category (as enumerated above), school personnel are required to take immediate steps to intervene when it is safe to do so. Reporting such conduct to an administrator or Title IX/Bullying Complaint Manager can be an appropriate intervention. Once a school or office has notice of discriminatory, harassing, intimidating or bullying conduct, whether carried out by employees, students, or third parties, it should take immediate and appropriate steps to investigate or otherwise determine what occurred. School personnel are to take prompt and effective steps reasonably calculated to end the conduct, eliminate a hostile environment, if one has been created, and prevent the conduct from occurring again. These steps should be taken whether or not an individual makes a complaint or asks the school or office to take action. This policy applies to all acts related to school activity or school attendance within any school or office under the jurisdiction of the Superintendent of the Los Angeles County Office of Education.

Any student or employee of the LACHSA who believes that they have been a victim of sexual harassment should bring the problem to the attention of the school-site administrator or the school's Title IX/Bullying Complaint Manager so that appropriate action may be taken to resolve the problem. LACHSA prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Complaints must be promptly investigated in a way that respects the privacy of the parties concerned.

For inquiries or complaints related to employee-to-employee, student-to-employee, or work/employment related discrimination or harassment contact:

Assistant Principal, Sue Freitag (323) 303-2474 OR Equity Coordinator, Esmeralda Flores

ACADEMIC AND PERSONAL HONESTY CODE

Integrity is highly valued at LACHSA as honesty is essential to successful education. Cheating undermines the academic process and destroys the trust necessary to teacher/student relationships.

Our Academic Honesty Policy addresses issues of cheating, plagiarism, theft, alteration of materials, and test avoidance. All students and parents sign the policy at the beginning of the school year to demonstrate their commitment to honesty and integrity. LACHSA students and staff will uphold the highest moral and ethical standards. Theft of (or unauthorized use of) student possessions will not be tolerated. Our campus is a place for safety and respect for all. Promptly report all incidents to a staff member.

Acts of Academic Dishonesty which will not be tolerated at LACHSA are:

- Cheating on Tests: Any intentional giving or use of external assistance relating to an examination, test or quiz without permission of the teacher. Parents/Guardians will be contacted by the instructor or the student during class time.
- Unauthorized use of technology devices during a test.
- Unauthorized Collaboration: Intentional collaboration (copying) an assignment between a student and another person is considered dishonest. Both or all students involved will be subject to lowered academic and citizenship grades, and parents will be contacted.
- Plagiarism/Ai Generated Work: All students are expected to complete their own work and assignments. Plagiarism constitutes any intentional use of another's ideas, words, or works as one's own. Plagiarism includes the misuse of material and the work of another student. It also includes downloading information generated by someone else, including artificial intelligence, directly from the internet and falsely claiming in part or in whole as one's own. Plagiarism can result in earning a failing grade on the assignment, lowering of a citizenship grade, and relinquishing of technology privileges. Additionally, any student guilty of plagiarism may receive a zero grade on the assignment. The zero will not be dropped and that grade will be averaged in for the grading period.
- Theft or Alteration of Materials: A student guilty of stealing or altering test materials, calculators, books, computer tapes/disks, or other course materials from teachers, the Library/Media Center, office, or another student will be subject to school consequences.
- Test Avoidance: If a student develops a pattern of test avoidance, the parents will be notified. At the teacher's discretion, any further absences may result in a forfeit of the make-up policy.
- Pressure for Unsubstantiated Grade Change: Student and parent requests or demands for a raise in a course grade will not be considered, unless such request is based on clerical error.

TECHNOLOGY POLICIES FOR STUDENTS

Students are expected to abide by the LACOE and Cal State LA technology policies:

- Acceptable Use of Technology Agreement for Students Enrolled at LACHSA
- Parent/Guardian Permission Form for Minors Students

LACHSA, in conjunction with Cal State LA, provides access to a wealth of technological resources for the educational advancement of the LACHSA community. In the online environment, our actions reach far beyond the walls of the school, and the consequences of these actions may have far-reaching effects. Responsible use of all technology and social media dictates that members of the community should not engage in any activity that does not reflect well on them or this institution, or violate education code, rules/regulations of Cal State LA, and LACOE.

EXPECTATIONS

1. Access to the LACHSA network is a privilege intended to facilitate education, school-related communication, research, and other school business. LACHSA reserves the right to limit or prohibit user access to the network in its efforts to maximize network use for academic purposes or as a result of violation of LACOE and Cal State LA policies.
2. All users are responsible for appropriate use of the LACHSA technological resources, which include: computer network, labs, telephone and email.
3. All computers and personal electronic devices (including laptops, iPads, iPods, MP3 players, cell phones, smart phones, etc.) owned by individual members of the community and used on school grounds are subject to this policy.
4. Users should keep their passwords secure and never share their passwords with others. If someone tampers with your account, you could be held accountable.
5. Illegal activities utilizing the LACHSA School network—such as downloading music / films without paying; drug or alcohol related activities; threatening the safety of another; vandalism; gambling; distributing illegal obscenity; receiving, transmitting, or possessing child pornography; infringing copyrights; are strictly forbidden.

SOCIAL MEDIA GUIDELINES

LACHSA recognizes the rights of students who want to participate in online social networking. Our guidelines are designed to create an atmosphere of good will, honesty, and individual accountability. LACHSA students should always keep in mind that information produced, shared, and retrieved by them is a reflection on the school community and is subject to the school's policies. When accessing, creating, or contributing to any blogs, wikis, podcasts, or other social media for classroom or, in most cases, personal use, we expect you to keep these guidelines in mind.

- Social media venues are public, and information can be shared beyond your control. Be conscious and responsible of what you post online, as you will leave a long-lasting impression on many different audiences. Do not post or link anything (photos, videos, web pages) to your social networking sites that you wouldn't want friends, peers, parents, teachers, college admissions officers, or future employers to access. What you present on social networking forums represents you forever.
- LACHSA advises parents to routinely monitor student social media accounts to protect students from cyberbullying and online predators.

- Electronic communication from LACHSA staff to students/families should be sent through LACOE.edu email. Moreover, students/families should direct electronic communications to LACHSA staff at their LACOE.edu email. “Friend requests” through a private social network should not be exchanged between LACHSA students and staff.
- If responding to someone with whom you disagree, remember to be respectful. Make sure that criticism is constructive and not hurtful. Electronic communications involving derogatory content may require response-time greater than 48 hours (2 work days).
- Only accept social network invitations from people you know. Online stalkers and identity thieves are a real threat. Never share personal information.
- Do not misrepresent yourself by using someone else’s identity or impersonating LACHSA or LACHSA staff.
- Cyber bullying is considered an act of harassment and bullying and will result in administrative intervention.
- Use of LACHSA logos, images or video on your personal social networking sites is prohibited. Impersonating LACHSA and/or LACHSA staff on social media is prohibited and a chargeable offense. If you wish to promote a specific LACHSA activity or event, you may do so only by means of a link to the official school website: www.lachsa.net

CYBERBULLYING

Cyberbullying is the use of cell phones, instant messaging, e-mail, chat rooms or social networking sites such as Tik Tok, Instagram and Twitter to harass, threaten or intimidate someone.

Cyber bullying is often done by children and adolescents, who have increasingly early access to computers and the Internet. In Cyber Bullying a person can hide behind a pseudonymous username, hiding their true identity. This secrecy makes it difficult to trace the source and encourages people to behave more aggressively than they might in a situation where they were identified.

Because the use of mobile and online communications has grown so rapidly and the crime is relatively new, many jurisdictions are deliberating over cyberbullying laws. However, existing laws against personal threats and harassment cover the crime. LACHSA is taking steps to increase not only awareness but to provide intervention in support of our students’ well-being.

Please report any social media bullying to the administration immediately, including screenshots. Report and block any inappropriate accounts.

Please see cyberbullying in the Problem Behavior Matrix.

RESPONSIBLE USE OF THE LACHSA NETWORK

1. Engaging in any activity that threatens the integrity of LACHSA is prohibited. Physical or electronic tampering with computer resources is not permitted. Unauthorized or inappropriate access to password-protected data, intentionally damaging computers, technology peripherals or computer networks is subject to disciplinary action. Suspected abuse of network systems should be reported immediately to an administrator.
2. Users must not attempt to fix, re-configure, disconnect, or relocate any of the school’s equipment, including data or voice jacks, printers, wireless access points, peripherals, classroom computers and projectors, etc. Please contact the LACHSA office.

3. Online entertainment activities such as video game playing, video and audio streaming, and instant messaging compete with academic uses of network resources and are prohibited on school or personally owned equipment in the libraries, computer labs, and classrooms without teacher permission. After the school day is concluded (4:00 p.m.), when using their personal electronic devices, students should prioritize their academic responsibilities above recreational interests, abiding by the spirit of this policy.
4. Users will respect all copyright, trademark, and other laws governing intellectual property. No software may be installed, copied, or used on School equipment except as permitted by law. All software license provisions must be strictly adhered to.
5. Use of LACHSA's network for personal purposes, commercial purposes, advertising, personal profit, unauthorized fundraising, or political lobbying/campaigning is prohibited.
6. All users must respect and value the privacy of others, behave ethically, and comply with all legal restrictions regarding the use of electronic data. All users must also recognize and avoid violating or infringing the intellectual property rights of others.

Acceptable Use of Technology Agreement For Student Enrolled in LACOE Programs or Activities

Print Full Name of Student

Name of LACOE Site

I hereby acknowledge that I understand the Los Angeles County Office of Education student policy regarding acceptable use of technology, Los Angeles County Office of Education Policy 7250, and I agree to the following:

1. I will take responsibility to avoid unacceptable or inappropriate use of LACOE technological resources, as defined in
2. Policy 7250;
3. I will ask my teacher or other LACOE staff prior to accessing material that may be unacceptable or inappropriate as defined in Policy 7250;
4. I will NOT use LACOE technological resources to access harmful matter, as defined in Policy 7250;
5. I will NOT use LACOE technological resources to infringe on the copyright of another;
6. I will NOT use LACOE technological resources to plagiarize any work, in part or in whole, that I am assigned to create myself as part of the LACOE program or activity I am enrolled in;
7. I will NOT use LACOE technological resources to access and/or distribute personal, private or confidential information I am not authorized to access;
8. I will NOT use LACOE technological resources to advertise products or services;
9. I will NOT use LACOE technological resources to lobby for votes;
10. I will NOT use LACOE technological resources to send, receive, or record discriminatory messages or videos;
11. I will NOT use LACOE technological resources to create or copy a computer virus and place it on the network;
12. I will NOT use LACOE technological resources to send or receive messages using someone else's user name and address or make it appear as if someone else sent or received the message.
13. I will NOT use LACOE technological resources to avoid, try to avoid, or help someone else avoid charges or fees;
14. I will NOT use LACOE technological resources to tamper, interfere with, damage, or use without permission any lawfully created computer data or computer system, including security systems;
15. I will NOT use LACOE technological resources in a way that is inconsistent with LACOE policies, procedures, rules and regulations.

I further understand that LACOE reserves the right to monitor my use of LACOE technological resources and I should not expect privacy in my use of LACOE technological resources. I also understand that if I violate any of the above-listed conditions, I may face suspension or revocation of technology use privileges, disciplinary action, and/or legal action.

Signature of Student

Date Signed

Signature of Parent or Guardian

Date Signed

Signature of LACOE Staff

Date Signed

Form No. 201-027 (01-12-99)



JOHN F. KENNEDY MEMORIAL LIBRARY

Library Borrowing Account Application

Personal Information *(All contact information is required)*

First Name	Last Name	Borrower Card Number
Parent/Guardian Name (For patrons under 18: all of the following information should be for the guardian)		
Email address		
Address		
City/State	Zip Code	
Phone Number	Department LACHSA	
Type of account you are applying for (select one)		
Courtesy Memberships ☐ Alumni (must have card from Alumni Association) ☐ LACHSA patron ☐ Emeriti Faculty (must have supporting documentation) ☐ Stern MASS patron ☐ Reciprocal Borrower (list school and role): ☐ Other LA County School Patron (list school and role) ☐ Other Account Type (must confirm with library staff)		
Other memberships		
☐ Community Borrower (\$35) Fee may be paid in cash, check or money order		
Government ID type and number:		
Acceptance of responsibility (read and sign)		
I accept responsibility for all materials checked out to my library borrowing account. I understand that the library charges late fees and replacement bills for unreturned items and I agree to promptly pay all charges, or they may be sent to a collections agency. I agree to observe all library rules and to notify the library of any changes to my personal information listed above.		
Signature of Applicant or Parent/Guardian:		
Office use only		
Account created by	Scanned by	Today's date

Senior Contract

It is critical seniors complete the year with a strong effort and avoid poor judgment that can jeopardize their standing with LACHSA or prospective colleges. In order to ensure participation in all senior activities and the 2025 Commencement Ceremony, you must acknowledge and adhere to the requirements. This contract is to be signed by each senior and parent/guardian. *Not signing or returning the contract does not exempt anyone from its expectations and consequences.*

1. **I agree to uphold the highest standards of behavior and to model maturity, professionalism, and good judgment at all times.** To this end, I will not procure or consume any controlled substance (i.e. alcohol, drugs, tobacco) at LACHSA or prior to, during, or after any school activity. I understand that if I am found in possession of tobacco and/or under the influence of drugs/alcohol, I may be suspended from school, may be denied the right to attend senior functions for the remainder of the school year, participate in the graduation ceremony, and/or face removal from school.
2. **I agree to demonstrate the highest levels of respect for myself, and others, including any and all property or belongings.** To this end, I will not engage in any behavior that will damage any property belonging to the school, university, other students, or staff. I will not commit any illegal acts or other behaviors that would qualify for probation. I understand that engaging in such behaviors may result in suspension from school, restitution for damages done, and/or a loss of senior privileges and activities (including participation in the graduation ceremony) and may result in removal from school.
3. **I agree to model strong habits of success and will attend all my scheduled classes and demonstrate seriousness of purpose with all of my responsibilities.** I understand that failure to maintain satisfactory attendance (no more than 10 unexcused absences in a school year) during the remainder of the school year will result in my exclusion from all senior activities (including prom, grad night, and the graduation ceremony). Placement on the Corrective Intervention List may affect participation in graduation activities and the commencement ceremony.
4. **I agree to preserve and promote the dignity of the commencement ceremony for its entirety.** I will not call undue attention to myself or engage in any act that will disrupt the graduation ceremony or cause embarrassment to the graduating class or their guests. I agree to wear the cap and gown as selected by LACHSA and not damage or destroy them in any manner up to and including the day of graduation. Students may not alter the gown in any way. Caps may be decorated as long as cap decorations adhere to LACHSA dress code. I agree to wear formal attire under my gown and shoes during the ceremony. LACHSA may prevent anyone in violation from partaking in the ceremony.
5. **I agree to attend and arrive on time to the following events:**
 - Senior Final Exams
 - Senior Awards
 - Any/All Art Department Graduation Rehearsals
 - Graduation Rehearsals in the venue
 - Graduation
6. **I will complete any external or online make-up courses required for graduation by successfully passing the final exam in the course and submitting the transcript to a counselor no later than four weeks prior to graduation.** To meet this deadline, final exams should be ordered for any online make-up course by early April. I understand I am responsible for ordering the final exam and scheduling the testing time with an outside agency. In addition, I understand that it can take up to two weeks to grade and for a final grade to be sent to LACHSA. LACHSA needs to receive the official transcript with a passing grade by May. I understand that failure to complete all graduation required courses with transcripts provided, will result in not being allowed to attend further senior functions for the remainder of the school year, including the graduation ceremony.

I have read and understand the above expectations and conditions.

Student Name (please print)

Student Signature

Date

Parent Name (please print)

Parent Signature

Date

OTHER USEFUL INFORMATION

CELL PHONES AND OTHER ELECTRONIC DEVICES

CELL PHONE POLICY

As other districts are enforcing a total cell phone ban, LACHSA is also implementing a policy for cell phone use during school hours.

Statistics on teen cell phone use: (Edweek.org)

- The average teen spends more than 9 hours a day on their mobile device
- 60 percent of teens feel they are addicted to their mobile devices
- The average teen checks their mobile devices every 12 min, approximately 80 times a day
- 70 percent of teens say they have had more than one episode of anxiety or depression due to social media and/or text group chats
- 77 percent of parents feel their teens get distracted by their cell phones.

Due to this rising epidemic of cell phone addiction and distraction, **there will be no cell phone use during class time**. On occasion, some classes may allow cell phones if needed for classwork.

Classroom Procedures:

- Upon entry to the LACHSA classroom, students will turn their phone off and place it in the holder that corresponds with their roll book number for that class.
- The phones will remain in the holder until the end of class
- Phones will be picked up at the end of the class period as directed by the teacher

The teacher may strategically allow students to use their devices as it pertains to the daily lesson. All emergencies should be directed to the main office at 323-343-2550. **For daily classwork, students should bring their laptop to class.**

If students fail to comply with this procedure, the teacher will collect the device and turn in to the Assistant Principal and parents will be notified. Excessive use of one's device during class time without permission may result in Tier 1-2 Intervention.

By signing below, student and parent/guardian agree to the above cell phone policy. **Please return to your 2nd period teacher by August 21, 2026.**

Parent Signature

Date

Student Signature

Date

Administrator Signature

Date

Note: Neither LACHSA nor any teachers or staff are responsible for lost or stolen phones, devices, or other personal items of value.

LACHSA DRESS CODE

The LACHSA dress code reflects our school's intent to sustain a community that is inclusive of a diverse range of identities, expressions, and styles.

Our dress code is guided by three important principles:

- **Professionalism:** LACHSA wants all students to be prepared for the expectations employers make of the workforce. Even in casual workplaces, there is a level of expectation that one's attire be appropriate for the setting. At LACHSA, dress and grooming should demonstrate one's high regard for education.
- **Safety:** All students are encouraged to dress in a manner that is comfortable and conducive to an active school day. We must dress to ensure a safe environment as there may be projects under construction at LACHSA and CSULA. Hazardous materials may be present and used for instructional and other purposes.
- **A Welcoming Environment:** We want all students and staff to feel welcomed at LACHSA. Students shall not be prohibited from dressing in a manner consistent with their gender identity, gender expression or with their religious or cultural observance. In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles (Crown Act-SB188). Students' right to freedom of speech and expression extends to one's attire, as long as it doesn't violate others' rights nor contributes to a hostile or intimidating atmosphere for any student or staff.

For these reasons, the following guidelines shall apply to all school activities.

Students must wear:

- **Shoes.** The only exceptions to this rule are as instructed by a faculty member for class participation (if this occurs, students must put shoes on prior to exiting the classroom) while the student is in the act of changing into a uniform or attire for a class in the locker room.
- **Clothing that sufficiently conceals the body from below the armpits to above the mid-thigh.** The midriff may be exposed from bellybutton to beltline. Opaque fabric must cover genitals, buttocks, breasts, and nipples. Undergarments should be concealed and out of view at all times. *It is understood that sometimes bra straps (if worn) may be visible under clothing and should not be viewed as a violation.*
- **Department, course, performance, or assignment-specific clothing.** Additionally, art or academic departments may require specific clothing and shoes as a part of their curriculum or assignment to participate in a class instruction or school activity.

Students cannot wear:

Clothing, jewelry, and personal items (such as backpacks, water bottles, etc.) with pictures, writing, or any other insignia that are crude, vulgar, profane, gang-related, sexually suggestive, that bear drug, alcohol, marijuana, tobacco or weapons imagery, or that advocate racial, ethnic, religious, or other prejudice.

The dress code policies are in effect during all classes, attending performances, and school activities including Halloween, school dances, etc.

A school dress code is only as effective and fair as its enforcement. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

If a student is not dressed in alignment with the dress code policy, the following actions will result:

- **1st time:** Teacher or staff member will remind the student of the dress code policy, request that the student change their attire (with their own alternative clothing or LACHSA-provided clothing), and document the discussion for record-keeping.
- **2nd time:** Teacher or staff member will request that the student change their attire (with LACHSA-provided clothing), document in Aeries, **and** notify the parent or guardian.
- **3rd time:** Teacher or staff member will request that the student change their attire (with LACHSA provided clothing), document in Aeries, **and** notify the parent or guardian to schedule a team meeting that will include the student, their guardian, and support staff with the goal of education and adherence to the policy.

Continued dress code violations (more than 3 documented incidents in Aeries) will result in Tier 2 corrective intervention.

SAFETY & PARKING

Students are reminded of the importance of safety and the need to be aware of their surroundings. Students should attempt to never travel alone on campus, always in pairs or groups. Any student concerned about walking alone on campus should contact the Cal State La Eagle Patrol. Cameras monitor both the Cal State LA campus and the LACHSA building at all times, but one can never be too careful.

CAL STATE LA EAGLE PATROL

Although Cal State LA has its own police station and is considered the safest of the CA state university campuses, you should use the buddy system and never be alone on campus. Cal State LA Eagle Patrol personnel may be called (323-343-3700) to escort you anytime during the day. Please program this number in a cell phone. If you are staying late for rehearsals or performances and your parents do not arrive on time to pick you up, you must wait at the Campus Police Station and have your parents pick you up there.

PARKING AND PICKUP AT CAL STATE LA

Student Drop Off / Pick-Up

All students should only be dropped off or picked up at LACHSA in the “Student Drop Off” Zone in Lot 5 in front of the LACHSA Building First Floor. There is no other acceptable location for drop-off/pick-up. Leaving a car unoccupied at the curb, idling at any location other than the designated pick-up zone, or parking in any parking space without a permit is not allowed and could result in citation.

Any driver who wants to exit their vehicle must park in a legal Cal State LA parking space and purchase a parking pass at the yellow kiosk. Parking without a permit, even for a very short time, is cause for citation.

Parking

Primary parking for LACHSA visitors and events is on the top level of Parking Structure C, or in Parking Lot 5. The fenced parking area in front of the LACHSA Building First Floor is part of Parking Lot 5 and the same rules apply. All visitors to LACHSA / attendees of events must purchase a parking ticket at the yellow kiosk, prior to leaving their cars.

Spillover parking may be found in Parking Lot 7.

Daily permits must be displayed face-up on the driver's side dash with the valid date/time shown. Failure to display your permit correctly may be a plausible cause for citation.

For enrolled LACHSA students: a current valid Cal State LA parking permit or a daily parking pass must be properly displayed and visible on the rear-view mirror of the vehicle or placed face up on the driver's side dash. Expired permits and/or daily parking permits must be removed before displaying a current permit. Note: Expiration dates are printed on each permit, and it must be visible. Quarter and Annual permits may be purchased at the Parking & Transportation Service Center (P&T), located south of Lot 3 or online.

LACHSA STUDENT PERMITS allows parking in open Student Parking Lots in front of school, beyond the guest parking and drop off. It does not allow for parking in any Parking Structures on campus.

All parking lots are off limits to LACHSA students during the school day, including during nutrition and lunch. Students are reminded to retrieve all materials, clothing, and textbooks that may be needed from their cars prior to entering the LACHSA building in the morning, as they will not have the opportunity to return to their cars later in the day. All students are offered lockers at the beginning of the school year to store whatever they may need to access during the school day.

FOOD, ID CARDS, LOCKERS, LOST & FOUND, TEXTBOOKS

FOOD SERVICES

We offer free nutritious breakfast and lunch all school days except minimum days. They are available in the lobby.

You may use the university food services available on campus in the Golden Eagle Food Court, Starbucks, the bookstore, and vending machines; however, the cost is higher than most school cafeterias. You may wish to bring something from home to eat for nutrition or lunch.

You are expected to clean up your eating area before going to class. Failure to do so will result in disciplinary consequences and/or the site becoming off-limits to LACHSA students. LACHSA is not responsible for money lost in vending machines—there is a number to call for assistance on the machine. **NO FOOD OR DRINKS (except bottled water) ARE ALLOWED IN CLASSROOMS OR BUILDINGS.** All food and drinks must be consumed outside or at an eating facility.

ID CARDS

LACHSA and Cal State LA require each student to obtain a student ID card from Cal State LA's One Card Office (on the 2nd floor or the Golden Eagle). The cost of the card is \$5.00. LACHSA will purchase the first ID for every LACHSA student, and the card is good for the entire time the student is enrolled at LACHSA. Students are responsible for replacing the card if it is lost or stolen. You must carry your ID card with you at all times and show the card to all school officials or MTA/Metrolink officials when requested. The ID card allows LACHSA students to use Cal State LA facilities including the libraries and Health Center. Lost or stolen cards must be reported immediately to LACHSA's Main Office and to Cal State LA's Library, and the card must be replaced by purchasing a new card.

LOCKERS

Available lockers and locks are loaned to students for their use during LACHSA's school year. LACHSA students **MUST USE SCHOOL ISSUED LOCKS** on their locker. Non-school issued locks are not allowed. Exceptions are only with administrative approval. If any locker is found with a non-school issued lock on it, that lock may be cut off and the contents of the locker will be taken to the main office. If assigned a locker, you must care for it, and empty and clean it out at the end of the school year. Students are not allowed to switch lockers. If you do not need a locker, please notify the main office so it may be assigned to someone else. LACHSA staff maintain the right to inspect locker contents at any time and without prior notification of the student. Do not leave anything valuable in the locker.

LACHSA ASSUMES NO RESPONSIBILITY FOR MATERIALS OR VALUABLES LEFT IN LOCKERS.

LOST AND FOUND

You are reminded not to bring valuables to school. All belongings should be in your possession at all times or secured in a locker. Keep a watchful eye out and don't bring any personal items to school (i.e. Laptop or MP3 player) that you would be upset to lose. If an item is lost, check first in the classroom and with the teacher, then with the Main Office and Assistant Principal, and finally with Campus Police at the north end of Lot 1. Found items are to be turned in immediately to the Main Office. **LACHSA assumes no responsibility for personal items being lost or stolen.**

TEXTBOOKS

Textbooks and other supplementary books and materials are provided, but you and your parents are responsible for lost or damaged books. There is a replacement fee per book if lost. It is your responsibility to return all books and materials to the appropriate teachers when withdrawing from courses or when the teachers collect them. It is also your responsibility to return all Cal State LA library books and to pay for late fines. Failure to return all books (or school property) or to pay for lost books and/or library fines will result in the holding of report cards, diplomas, and transcripts until you clear all obligations.

NURSE'S CORNER - HEALTH

Medication During School Hours

If your student will need to take medication (prescription or over-the counter) during school hours, please review the following guidelines:

Medical Conditions & Recommendations

- **Allergies** (bee stings, fish, shellfish, peanuts/all nuts/tree nuts, fruit, vegetables, eggs, etc.): **Having an Epi-Pen is strongly recommended.** Student may either self-carry their Epi-Pen or store it in the nurse's office.
- **Asthma:** **Having an inhaler for self-carry is strongly recommended.** In case of exposure, EMS/911 will be called. Student may either self-carry their inhaler or store it in the nurse's office.
- **OTC Medications** (e.g. Advil, Tylenol, Benadryl, Zyrtec, Pepto Bismol): These may also be self-carried or stored in the nurse's office. Student may either self-carry their medication(s) or store it in the nurse's office.

Note: Place all medication in its original packaging in a large Ziplock bag labeled clearly with your student's name and birthdate written in Sharpie.

Required Documentation: All medications, prescription or OTC, require submission of the Medication During School Hours Form (school year 2026-2027). This form must include signatures from: Physician, Parent/Guardian, Student on the front of this form. The form is available at: lachsa.net, info -> news. Email the completed form to: Jones_Donna@lacoedu or submit form with medication on the first week of school.

IMMUNIZATIONS

California schools are required to check immunization records for all new student admissions from TK - 12th grade. The following vaccinations are required:

- DTaP/DTP (diphtheria, pertussis (whooping cough), tetanus: 5 doses
- Tdap - 1 dose
- MMR (Measles, mumps, rubella) - 2 doses
- Hepatitis B - 3 doses
- Varicella - (Chicken Pox) - 2 doses
- Polio - 4 doses

Immunization records of new entrants shall be reviewed periodically and LACHSA shall prohibit from further attendance any student admitted who failed to obtain the required immunizations within the time limits allowed.

PHYSICAL HEALTH

Do NOT come to school if you are sick. Inform the school nurse if you test positive for Covid, Strep throat or Mononucleosis. Protective masks are available. If you develop or have an illness that may impact your attendance and studies, inform the nurse promptly.

Finally, show up to school every day and do your best. You must treat your body well: every day, every time. Get enough sleep. Your body repairs and recovers when you sleep. Bring a water bottle/flask to maintain hydration. Your mind and body cannot function without water. Eat nutritiously and avoid skipping meals. Active movement and deep breathing help. Wishing you a healthy year.

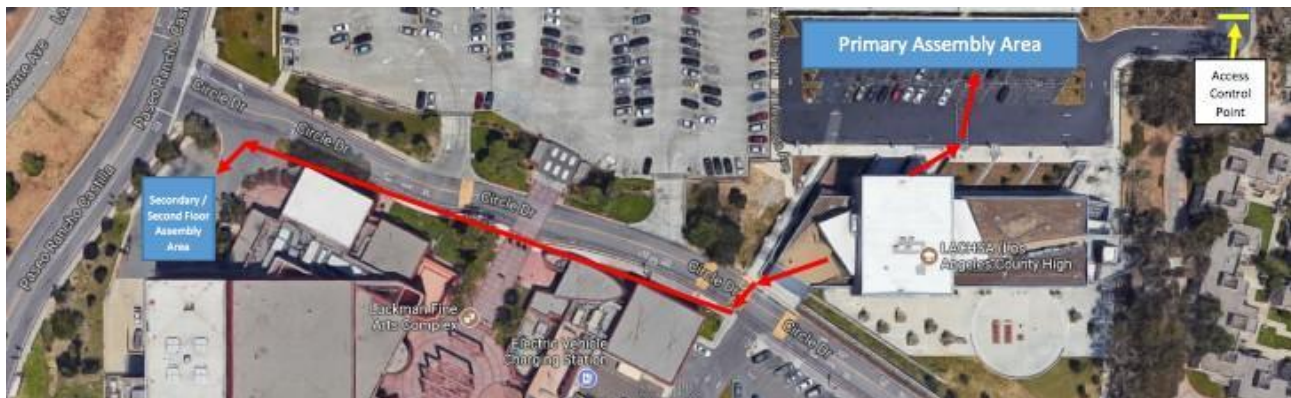
EVACUATION AND EMERGENCIES

LACHSA Community Directions:

In the event of an emergency (i.e. fire, earthquake, bomb threat, etc.), students on the first floor of the main LACHSA building are to evacuate with their teacher to Parking Lot 5, while students on the second floor will be led to the loading dock of the Luckman Theatre. **If the emergency occurs between classes, during nutrition or lunch, or before school, students are to report to their previous period teacher in their respective evacuation zone.** After school, they are to report to their arts department chair in Lot 5. Once at the evacuation zone, students will stand at the designated letter/number assigned to their teacher and stay in place until they are released to leave. Teachers stand in front of class so attendance can be taken quickly, and the staff can quickly find each class.

Due to the multi-story layout of the LACHSA building, and in the event Lot 5 is inaccessible, students will be directed to a secondary evacuation, at the loading dock area of the Luckman Fine Arts Complex located on the northwest corner of Paseo Rancho Castilla and Circle Drive.

Students are not to leave campus unless they are released by the administration. Parents are not to enter the drop-off loop at the south end of Lot 5. Students will be released to parents as quickly as possible. Students not released to parents will remain with their teacher at the field until Cal State LA says we may go back into the classrooms. Cal State LA campus security, food services, and the Health Center will be mobilized to serve our students and staff. Be prepared. Have an alternate plan for transportation home and a local alternate “home” just in case.



FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when they reach the age of 18 or attend a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records, which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth their view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - o School officials with legitimate educational interest
 - o Other schools to which a student is transferring
 - o Specified officials for audit or evaluation purposes
 - o Appropriate parties in connection with financial aid to a student
 - o Organizations conducting certain studies for or on behalf of the school
 - o Accrediting organizations
 - o To comply with a judicial order or lawfully issued subpoena
 - o Appropriate officials in cases of health and safety emergencies
 - o State and local authorities, within a juvenile justice system, pursuant to specific state law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

ASSOCIATED STUDENT BODY (ASB)

CLUBS, ASB, AND LEADERSHIP

LACHSA has an Associated Study Body (ASB) Leadership Class for the purpose of providing a method for governing the student body; providing members of the student body with a variety of artistic, cultural and social activities; school/service clubs, and to serve as a vehicle for student input in the formation of school policy. Student body elections are held in the spring of each year to elect ASB Officers, Class Officers, and Arts Reps for the following school year.

The purpose of the ASB is to encourage a high standard of scholarship, promote order and discipline, boost morale, foster cooperation between the administration, staff and student body, initiate and supervise all student activities, and inspire loyalty to LACHSA. ASB provides students the opportunity to participate in the planning and execution of activities, and to learn constructive leadership procedures. Students are encouraged to actively take part in the decision-making process that concerns and affects them. The hope is that participation will be in areas of service to others, as well as “fun activities.” Staff is also encouraged to become involved in the activities.

School clubs must be ASB approved. All clubs must have copies of their constitution and clubs leadership rosters on file in the Main Office. Clubs must submit fundraising requests and receive approval from ASB prior to conducting fundraisers. The annual Club Fair where you can meet club members and learn about each club will be held in September. No fundraisers or student events are permitted without the approval of the ASB advisor or LACHSA administration.

Club Rush is held in the fall of each school year where students sign up for membership in as many clubs as they wish. Students interested in starting a club must see the Leadership Advisor for instructions. Club meeting times and locations are determined by the staff advisor and club president.

FUNDRAISING

All fundraising efforts, either on campus or off campus, must be approved by ASB prior to the fundraising event. As with donations, school districts, schools, programs and classes can and do engage in fundraising activities and programs, and this practice is also permissible as long as the raising of funds is voluntary. A student who is asked to but does not raise funds may not be denied participation in an educational activity. A requirement to raise funds in order to participate, even if there is no mandated amount to be raised, is the same as requiring a fee.

The prohibition on the requirement for an individual student to raise money is to be distinguished from a requirement to attend a fundraising event as an element of participation in an activity, in the same way attendance at practices, games, rehearsals or performances are an expected aspect of participation. For example, expecting the members of a vocal ensemble to attend a fundraising concert that is on its calendar of events does not violate the “free school” guarantee, so long as attendance is the only requirement. Another example is when members of an athletic team are expected to help out with a fundraising sale at a Back to School Night or Open House – just as a coach can expect players to attend practices and games, he/she can expect players to attend a fundraising event as long as the requirement is to attend rather than to raise money as a condition of participation in the activity or program.

LACHSA FOUNDATION

(LA County High School for the Arts Foundation)

HISTORY / BACKGROUND

The LACHSA Foundation was formed in 1984 by Caroline Leonetti Ahmanson and LA County Supervisor Michael Antonovich in response to the dismantling of arts education in Los Angeles County's public schools due to shifts in public funding policy. Fearing that entire generations of artists would be left behind; the Foundation provided the leadership which led to the establishment of Los Angeles County High School for the Arts (LACHSA) on the campus of California State University Los Angeles in 1985.

MISSION / ROLE

The LACHSA Foundation (officially the LA County High School for the Arts Foundation) is a 501(C)3 nonprofit organization that is the primary fundraising resource for the arts programming at LACHSA. Through grants, individual fundraising campaigns, the Annual Appeal, and special events, the LACHSA Foundation Board and staff raise over \$1 million per year for the arts education programming at LACHSA as well as for capital, production and afterschool arts program needs. In addition, The LACHSA Foundation works closely with the Parent Association, the LACHSA community and LACHSA administration to support and provide guidance for all fundraising efforts at LACHSA as well as to amplify the mission and success of the school to external audiences across LA County.

FUNDRAISING ACTIVITY

The LACHSA Foundation staff and board raise charitable revenue through public and private grants and sponsorships, major fundraising events, individual supporters of arts and education, an Annual Appeal, and proceeds from existing endowments. The LACHSA Foundation actively works with the Parent Association, LACOE, and LACHSA Administration to secure a yearly commitment established with Principal Vartanian and the Arts Chairs. Aware that the most meaningful experience to inspire donors happens every day at LACHSA, you will often see LACHSA and the LACHSA Foundation staff hosting guests and foundation representatives during the school day and at productions throughout the year.

WAYS TO GET INVOLVED

The LACHSA Foundation relies heavily on volunteers to meet its goals and is grateful for the work that volunteers do to help advance the mission to support LACHSA! There are many ways to get involved including:

- Make a charitable contribution to the Annual Appeal to the best of your ability
- Contact your employer to ask about a matching program and initiate a matching gift
- Engage your friends and family to support LACHSA, help underwrite productions, and sponsor events
- Volunteer during fundraising campaigns and major events like the annual Gala
- Contact the Foundation to offer any specialized skills, particularly in grant-writing, social media, marketing, or administrative assistance at info@lachsafoundation.org

LACHSA FOUNDATION BOARD OF DIRECTORS 26-27

Officers:

President: Jonathan Zager, *LACHSA Alumni Parent*
Vice President: Jonathan Zager, *LACHSA Alumni Parent*
Secretary: Daryl Barbieri, *LACHSA Alumni Parent*
Treasurer: Matt Nelson, *LACHSA Parent*

Board Members:

Ileana Angelo, *LACHSA Alumni Parent*
Judge Songhai Armstead (Ret.), *LACHSA Parent*
Jamie Bridgers, *LACHSA Alumni Parent*
Challen Cates, *LACHSA Parent*
James Cross, *LACOE Board Member/LACOE Liaison*
Tamara Hunter, *LACHSA Alumni*
Maggie Kiley, *LACHSA Alumni Parent*
Jaylena Lomenech, *LACHSA Alumnus*
Drew McClellan, *LACHSA Chair, Cinematic Arts*
David Ring, *LACHSA Parent*
Dr. Tina Vartanian, *LACHSA Principal*

LACOE Liaison

TBD, *LACOE Board of Education*

Trustees for Life:

Brenda Barnes
Stella Jeong
Edward Kantor, M.D.
Vivian Rescalvo
Marcia Wilson Hobbs

Founders:

Michael D. Antonovich, *Los Angeles County Supervisor, Fifth District*
Caroline Leonetti Ahmanson, *1918 - 2005*

LACHSA FOUNDATION STAFF

Trena Pitchford, *Executive Director*
(213) 266-5341 | tpitchford@lachsafoundation.org

Lisa Cassandra, *Director of Development & Communications*
(213) 279-6978 | lcassandra@lachsafoundation.org

Nate'Eya Kahsai, *Development and Events Associate*
nkahsai@lachsafoundation.org

Please visit the LACHSA Foundation online www.lachsafoundation.org for more information
or to make an online donation to support arts programs at LACHSA.

LACHSA Foundation / 369 E. First Street, 3rd Floor, Suite 3 / Los Angeles, CA 90012
Phone: (213) 266-5341 / info@lachsafoundation.org / Tax-ID: 95-3938009

LACHSA PARENT ASSOCIATION

MISSION

The purpose of the LACHSA Parent Association is to support the objectives of LACHSA by:

- Establishing and maintaining a close working relationship among LACHSA's parents, teachers, staff, administration and community.
- Supporting the Principal's mission on matters relating to the individual arts departments as well as the academic program.
- Informing and promoting school-wide activities and events to the parent body and the general public.
- Assisting in the fundraising efforts of the Parent Association and the LACHSA Foundation which support LACHSA.
- Providing support through coordination of volunteer programs for any official school activities, such as the College Fair, graduation, teacher appreciation, auditions and other events that require community support.
- Sponsoring, promoting and facilitating programs of interest to the LACHSA community.
- Coordinating communications with the parent community.

PARENT ASSOCIATION POSITIONS

Parent Association Contact: PALeadership@lachsa.net

OFFICERS:

President
Vice President
Secretary
Treasurer

DEPARTMENT REPS: (up to two representatives per department)

Cinematic Arts Representatives
Dance Representatives
Music Representatives
Musical Theatre Representative
Theater Representatives
Visual Arts Representatives

GRADE LEVEL REPS:

9th Grade Representative
10th Grade Representative
11th Grade Representative
12th Grade Representative

General/Ad Hoc Representative

LACHSA'S OFFICE OF COMMUNITY ENGAGEMENT

LACHSA's Office of Community Engagement (OCE) incorporates our recruitment, admissions, partnerships and outreach activities as well as other ongoing initiatives in the greater Los Angeles community. As one of the premier arts schools in the United States, LACHSA has a responsibility to actively engage with schools, arts institutions, arts nonprofits, and community centers and community leaders to improve the landscape for arts education.

TEAM MEMBERS

The OCE team is overseen by Dr. Tina Vartanian and Sue Freitag and includes Felicia Cain, Esmeralda Xochitl Flores, and Maria Martinez.

A COMMITMENT TO EQUITY AND ACCESS

As a public school, LACHSA is dedicated to providing equitable access to all communities of Los Angeles, regardless of race, ethnicity, socioeconomic status, gender, sexuality or ability status. LACHSA has continuous programming with outreach and access efforts to connect with underrepresented communities with an aim to reduce the barriers to access for LACHSA. An Equity and Inclusion Task Force—an advisory committee composed of local nonprofits, government agencies, LACHSA staff, parents and community members—was convened in 2019 to develop recommendations on enhancing LACHSA's outreach efforts. The report and community partners can be found on our website <https://www.lachsa.net/diversity>.

OUTREACH

LACHSA engages with our local community through a variety of performance opportunities. As a partner with several nonprofits, performing spaces, and public schools across Los Angeles County, LACHSA gives back and spreads art wherever possible. Past performance opportunities included:

- LACHSA On the Road brings the magic of LACHSA into the community through vocal, dance, instrumental performances offered at no charge. This includes the Music Center's Very Special Arts Festival to engage students with special needs from throughout LA County.
- LACHSA opens their doors to other students to attend performances on our campus. We invite local schools to a short presentation and tour and an opportunity to see our students perform. For example, every spring we have an outreach performance followed by a Q&A with our Dance Department.
- With the Visual Arts department the OCE team offers drawing sessions with live models (students in fashion class) during the department's Gallery showings in local communities, such as Plaza de la Raza to allow students of all ages to partake.

Our students, staff and team will continue to collaborate and create outreach opportunities to immerse community members to engage and enjoy the arts. Ideas and potential opportunities can be shared to lachsa_outreach@lacoed.edu.

ADMISSIONS

LACHSA's OCE team is available to provide information sessions and boothing/tabling services for local elementary/middle schools and nonprofit organizations. We also provide audition workshops, tours and informational sessions on campus and through Zoom presentations. We focus on providing an accessible admissions process and for students and families to feel well informed and confident throughout their application and audition experience.

LACHSA ACADEMIC COURSE DESCRIPTIONS

SOCIAL STUDIES

3 years required for graduation
3 years required for UC A-G requirements
3 years recommended by top US colleges

World History – Grade 10

Length of course: 1 year

World History is based on the California Content Standards for History/Social Science: World History. Students study the major turning points that shaped the modern world, from early Greek and Roman times to the present. Students trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues. Students develop an understanding of current world issues and relate them to historical, geographic, political, economic and cultural contexts.

AP World History – Grade 10

Length of course: 1 year

Prerequisite: A in English 9

This is an advanced course in History/Social Science: World History. Students study the major turning points that shaped the modern world, from early Greek and Roman times to the present. Students trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues. Students develop an understanding of current world issues and relate them to historical, geographic, political, economic and cultural contexts. This is an advanced course that emphasizes research, writing and discussion.

U.S. History – Grade 11

Length of course: 1 year

Prerequisite: Pass WH/APWH

U.S. History is based on the California Content Standards for History/Social Science: U.S. History. The course offers students a thorough understanding of modern American history and traces the development of the United States from the Spanish-American War to the present. Students review the significant factors responsible for the emergence of the United States as a major world leader. Students examine the major turning points in American history in the 20th century.

AP U.S. History – Grade 11

Length of course: 1 year

Prerequisite: A in WH; B or better in APWH

AP U.S. History meets the California Content Standards for History/Social Science: U.S. History. While preparing students for the AP exam in United States History, this course engages students in a detailed study of American history from its earliest origins to the present day. Emphasis is placed on understanding themes, cause/effect relationships, and broad examinations of social, political, cultural and economic issues that have shaped our nation. This is an advanced course that emphasizes research, writing and discussion.

American Government – Grade 12

Length of course: 1 semester

Prerequisite: Pass USH/APUSH

American Government is based on the California Content Standards for History/Social Science: American Government. This course is an in-depth study of the principles of American democracy. The course focuses on the institution, processes, politics, and policies that are critical to federal, state, and local government. Students learn the importance and responsibility of citizenship. They examine America's role in the global community and the American political, social, economic, and legal systems.

Honors American Government – Grade 12

Length of course: 1 semester

Prerequisite: A in USH; B or better in APUSH

This is an advanced course in History/Social Science: American Government that is based on the California Content Standards for American Government. Students undertake a thorough examination of the United States Constitution, fundamental rights, the political system, and major governmental institutions. Students engage in critical analysis of contemporary political events and are encouraged to become involved in both social and political institutions. Students enrolled in this class must take a semester of economics in addition to this course.

Economics – Grade 12

Length of course: 1 semester

Prerequisite: Pass USH/APUSH

Economics is based on the California Content Standards for History/Social Science: Economics. This course focuses on fundamental national and international economic concepts such as scarcity, financial literacy, productivity, economic systems, economic institutions and incentives, stock market, supply and demand, competition and market structure, income distribution, and the role of government. This course emphasizes international trade, factors that create poverty and wealth, inflation and deflation, and government and big business fiscal and monetary policies.

ENGLISH

4 years required for graduation

4 years required for UC A-G requirements

4 years recommended by top US colleges

English 9 – Grade 9

Length of course: 1 year

LACHSA English curriculum emphasizes foundation work in English/Language Arts skills in the first two years. Students in English 9 will complete readings in a variety of genres, including novels, short stories, and a Shakespeare play, emphasizing comprehension of elements of plot, character and theme. Students will also complete basic multi-paragraph expository essays as they recognize the role of theses, topic sentences, paragraph form, and introductions and conclusions in supporting written arguments. Students will build their ability to recognize the relevance of the details they read by answering specific questions about works, working from the level of individual facts to paragraphs, and ultimately, full-length essays.

English 10 – Grade 10

Length of course: 1 year

Prerequisite: Pass English 9

The first semester of English 10 builds on the skills developed in the English 9 course. Students will take notes, outline, and write frequently as they practice making meaning from specific passages in their reading and interpreting their possible significance. The second semester of English 10 provides an opportunity for students to make choices about how to best apply their developing writing skills with increased expectations on the volume and depth of readings from a variety of world literature sources. Students explore the connections between a variety of cultural and historical contexts and their own experiences as they draw on both literary and theatrical techniques in an interdisciplinary effort to identify larger themes and implications of texts they read.

Honors English 10 – Grade 10

Length of course: 1 year

Prerequisite: A in English 9 guarantees placement.

In addition to the curriculum in English 10, the honors sections provide prepared and interested students with an accelerated pace, more challenging workload, and more independent writing challenges which push students to master concepts quickly and immediately put them to use in writing about works studied, and subjecting their work to regular public sharing and whole-class critiques. Students in honors sections tend to write longer assignments, engage in greater depth of independent revision, and complete more advanced challenges in mastering specific skills of standard written English.

English 11 – Grade 11

Length of course: 1 year

Prerequisite: Pass English 10

The English 11 course builds students' fluency and familiarity with the basic elements of academic writing, including the appropriate use of textual evidence, connection of ideas, explanation and support of claims, and ability to plan the content of expository writing through outlining. Students will read text for details, using those text details in written responses to literature, mainly historical examples of American literature. Through regular assignments, students will work from texts to gather evidence and form outlines, recognize patterns of coherence and off-topic claims, outline relationships between evidence and claims, and unite claims across a work to create multi-paragraph essays. Students who do not complete mastery of these target skills in the English Composition course will need to complete the English Composition Lab during their Senior year to verify proficiency in academic writing to earn a LACHSA diploma.

AP English Language and Composition (AP English 11) – Grade 11

Length of course: 1 year

Prerequisite: A in English 10; B or better in H English 10

In addition to the work outlined in English 11, AP English 11 places a much greater emphasis on independent text analysis, especially stylistic analysis of prose, non-fiction and rhetorical strategies. Students will master college-level grammar and language skills including sentence combining, a broad range of sentence types, use of context-specific transition sentences and phrases, and expanded introductions and conclusions. As a tie-in with the concurrent AP US History class, students will complete regular summary essays of self-selected opinionated articles on topics of their choosing. Students will complete at least 10 writing assignments per semester as they practice their skills.

English 12 – Grade 12

Length of course: 1 year

Prerequisite: Pass English 11

The English 12 course focuses on British literature: Students will read text for details, using those text details in written responses to literature. Students will continue to build vocabulary and fluency in English language conventions from their exposure to poetry, drama, and novels. In addition, students will create expository essays around coherent, specific thesis statements, which students will support with quoted and well-explained text. They will also complete at least one research paper.

AP Literature and Composition (AP English 12) – Grade 12

Length of course: 1 year

Prerequisite: A in English 11; B or better in AP Lang

In addition to the work outlined in English 12, students will read at least 4 novels or plays each semester. There will be a much greater emphasis on analysis, especially an in-depth poetry analysis. Students will review to master specific college-level grammar and language skills including sentence combining, a broad range of sentence types, use of context-specific transition sentences and phrases, and expanded introductions and conclusions. Finally, through a final 4-week research project, students will learn to narrow a research question, then outline and complete a clearly organized 6-8 page informative report, using university databases and other scholarly sources.

EL Reading Intervention/Writing Lab

Length of course: As needed

The purpose of this class is to provide additional instruction and support and provide more individualized and frequent feedback in reading comprehension. Students can receive English homework assistance when time allows.

MATHEMATICS

2 years required for graduation
3 years required for UC A-G requirements
4 years recommended by top US colleges

Algebra I – Grades 9

Length of course: 1 year

Algebra I is based on the California Content Standards for grades 8-12. This course covers the fundamental properties of the real number system. Topics include algebraic expressions, exponents, linear equations and inequalities, functions and function notation, graphs of linear and quadratic functions, radical equations, ratio and proportion and the quadratic formula.

Geometry – Grades 9-10

Length of course: 1 year

Prerequisite: Pass Algebra I

Geometry is based on the California Content Standards. Geometry is the study of points, lines and areas in a single plane, and includes some extension into three-dimensional space. Emphasis is also placed on creating a consistent set of axioms and using deductive reasoning to write proofs and derive theorems. Students need to have a strong foundation in algebraic concepts.

Algebra II – Grades 9–11

Length of course: 1 year

Prerequisite: Pass Algebra I & Geometry with C or better in 2nd semester

Algebra II is based on the California Content Standards for High School Algebra II. Algebra II expands the mathematical content and concepts of Algebra I and Geometry. Students who master Algebra II gain experience with algebraic solutions of problems in various content areas, including solution of systems of quadratic equations, logarithmic & exponential functions, binomial theorem, complex number system, conic sections, probability, sequences and an introduction to trigonometry.

Honors Algebra II – Grades 9-11

Length of course: 1 year

Prerequisite: A in Algebra I & Geometry guarantees placement.

This rigorous honors-level course is based on the California Content Standards for High School Algebra II but includes more trigonometry and analytic geometry.

Honors Precalculus – Grades 10–12

Length of course: 1 year

Prerequisite: B or better in H Algebra II

This course is based on the California Content Standards and prepares the student for calculus. Topics covered include: an in-depth study of all elementary functions, their inverse functions, conic sections, parametric functions, matrices and determinants, higher degree polynomial functions, logarithmic and exponential functions, sequences and series, math induction, and trigonometry.

Probability & Statistics – Grade 12

Length of course: 1 year

Prerequisite: Seniors who earn C or better in 2nd sem of Alg2/HAlg2

This advanced elective course is based on the California Content Standards and is fashioned as an alternative to the Calculus track (i.e., H Algebra II, H Precalculus, AP Calculus AB). Probability and Statistics covers counting methods, (probability) independent events, rules for addition, multiplication and complementation, finite sample spaces, conditional probability, discrete and continuous random variables, binomial, exponential and normal distributions; (statistics) measures of central tendency by mean, median, mode, and measures of distribution by variance and standard deviation, normal distributions, organization of data by frequency tables, histograms, stem-and-leaf displays, and box-and-whisker plots. Probability & Statistics is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. Mastery of this discipline will provide students with a solid foundation in probability and facility in processing statistical information.

AP Calculus A/B – Grades 11–12

Length of course: 1 year

Prerequisite: B or better in H Precalculus

This course is based on the California Content Standards and is an advanced college-level course that prepares students for the AP Calculus AB exam and covers the beginning of calculus. It includes the study of functions, limits, continuity and differentiation rules for elementary, trigonometry, logarithmic and exponential functions. Applications of the derivative are covered extensively and an introduction to the definite integral and integration is also included. This course emphasizes a multi representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, analytically and verbally. The connections between these representations also are important.

SCIENCE

2 years required for graduation (1 year of life science, 1 year of physical science)

2 years required for UC A-G requirements (1 year of life science, 1 year of physical science)

3 years recommended by top US colleges

Biology – Grade 9-10

Meets graduation requirement for a life science.

Length of course: 1 year

Biology is a life science course based on the California Content Standards for Science. This course fulfills both the college laboratory science requirement and the high school life science graduation requirement. Subjects covered include ecology, cellular biology, genetics, and evolution. Students are expected to develop scientific thinking; a reasoned approach to problem solving and an understanding of the role biology plays in daily lives.

Chemistry – Grade 10-11

Meets graduation requirement for a physical science.

Length of course: 1 year

Prerequisite: Pass Biology

Chemistry is a physical science course based on the California Content Standards for Science. This course fulfills both the college laboratory science requirement and the high school physical science graduation requirement. Topics include atomic structure, nomenclature, bond formation, chemical reactions, gasses, reaction rates, thermodynamics, and metric calculations.

Honors Chemistry – Grade 10-11

Meets graduation requirement for a physical science.

Length of course: 1 year

Prerequisite: A in Biology guarantees placement.

Honors Chemistry is an enriched and accelerated chemistry curriculum not only covering Next Generation Physical Science Standards, but also including gravimetric and volumetric analysis, chemical reactions including reduction/oxidation, intermolecular forces, gases, spectroscopy, equilibrium, electrochemistry, and organic and biochemistry. Strong emphasis is placed on solving a variety of challenging problems, and there is an emphasis on analysis in the laboratory. Some lab activities include inquiry labs, which ask students to address a challenge, solve a problem, test a hypothesis, explain a phenomenon, or answer a question in the same manner that a scientist approaches a research question. The goal of an inquiry-based lab is for students of all backgrounds to learn chemistry by experiencing the process of science and the thrill of first-hand discovery. Students are taught strategies to solve both numeric (quantitative) and conceptual (qualitative) problems. Students are encouraged to make decisions regarding the best approach to solve a problem. This course will be a good foundation for students before taking AP Physics. It will also support Common Core State Standards for ELA/Literacy, Math, Science, & Engineering Practices.

Physics – Grade 11-12

Meets graduation requirement for a physical science.

Length of course: 1 year

Prerequisite: Pass Alg2/HAlg2 & Chem/HChem with C or better in 2nd sem

Physics A/B is a physical science course based on the California Content Standards for Science. This course is designed for students wishing to fulfill both the college laboratory science requirement and high school graduation requirement. Topics covered include energy, forces, motion and matter at a college preparatory level of analysis. Laboratory activities are designed to lead to discovery and appreciation of concepts in these areas.

AP Physics – Grade 11-12 (New)

Meets graduation requirement for a physical science.

Length of course: 1 year

Prerequisite: B or better in Alg2/HAlg2 & HChem

AP Physics 1 is a full-year, algebra-based, physics course equivalent to a first-semester college course. Designed around eight core units, students explore foundational principles through a mix of classroom instruction, inquiry-based discussions, and hands-on laboratory work. Topics include Kinematics, Dynamics & Newton's Laws, Work, Energy & Power, Linear Momentum, Torque & Rotational Dynamics, Rotational Energy & Momentum, Oscillations, Fluids.

FOREIGN LANGUAGE

2 years of the same language required for graduation

2 years of the same language required for UC A-G

4 years of the same language recommended by top US colleges

Spanish I – Grade 9

Length of course: 1 year

This course offers a methodical presentation of the fundamental structure of the language. Students develop foundational listening, speaking, reading, and writing skills.

Spanish II - Grade 9-10

Length of course: 1 year

Prerequisite: Pass Span1

This course provides instruction in more complex grammar and more advanced oral and written expression in the language.

Spanish III - Grade 10-11

Length of course: 1 year

Prerequisite: Pass Span2 with C or better in 2nd semester

This course continues to develop proficiency skills in writing, reading, and speaking, along with the introduction of literature.

Spanish IV - Grade 11-12

Length of course: 1 year

Prerequisite: Pass Span3 with C or better in 2nd semester

This course continues a more in-depth coverage of culture and Spanish Literature by presenting more advanced vocabulary, grammatical concepts, writing, and conversational skills. All grammatical concepts are thoroughly reviewed and expanded; students will be applying these to writing compositions. Reading strategies and fundamentals of formal composition are introduced in conjunction with level-appropriate literary selections. Spanish IV class is conducted almost exclusively in Spanish. Students are expected to have acquired strong oral communication skills prior to the study of Spanish IV through practice with designated partners, classmates, and teachers.

French I - Grade 9

Length of course: 1 year

French 1 introduces the students to basic vocabulary and fundamental sentence structures in the present and past. Pronunciation, grammar, and everyday vocabulary are stressed as indispensable tools for comprehension and expression. French and Francophone values, customs, culture, and everyday life are also highlighted.

French II - Grade 9-10

Length of course: 1 year

Prerequisite: Pass French1

This course continues with basic vocabulary and fundamental sentence structure and grammar while emphasizing idiomatic construction and expression. Simplified authentic readings, oral discussion and conversation are based on current real-life topics appropriate to the students' age and experience and that of their peers in Francophone communities. Students are encouraged not only to compare but also to understand that cultural practices are products of culture and to gain a wider understanding of the meaning and value of culture and how this applies to language.

French III – Grade 10-11

Length of course: 1 year

Prerequisite: Pass French2 with C or better in 2nd semester

This course provides an opportunity to acquire intermediate fluency in spoken French with emphasis on natural, colloquial usage and development of analytical reading and writing skills. A variety of authentic audio, video and written texts are included. Students will listen to songs, narrations of newspaper and magazine articles, dictations, news reports, movie reviews, and other types of sound recordings. It emphasizes the use of set-up phrases, idiomatic expressions, correct pronunciation and intonation, development of useful vocabulary, and ability to communicate without hesitation in a given situation as well as the careful construction of written expression and use of limited language skills to effectively read authentic documents requiring fluency. Speaking activities include role-plays, oral reports, speeches and picture story telling.

French IV - Grade 11-12

Length of course: 1 year

Prerequisite: Pass French3 with C or better in 2nd semester

This course encourages student fluency in spoken and written French. The emphasis is on reading for analysis and written expression. Written texts include literature and newspaper and magazine articles. Students will develop speaking skills through verbal interaction with classmates and the instructor. Speaking activities continue to include role-plays, oral reports, speeches, and picture story telling. Writing a variety of compositions, answering essay questions on assignments and tests, and journal writing will enhance writing skills.

PHYSICAL EDUCATION

2 years required for graduation

Physical Education Course 1

A requirement for graduation • Length of course: 1 year

Physical Education 1 A/B is based on the Physical Education Content Standards for California Schools and meets the requirements of the California Code of Regulations, Section 10060, as instruction is provided in all areas of physical education. Students demonstrate knowledge of the mechanics of body movements and competency in motor skills for at least one activity in each area of physical education (aquatics, gymnastics/tumbling, rhythms/dance, combatives/personal safety, and individual, dual, and team sports). Activities that meet the criteria for a given area are selected based on the needs and restrictions of the instructional setting. The course emphasizes physical fitness and the effects of physical activity on dynamic health as students prepare for the mandated state physical fitness assessment (FitnessGram).

Physical Education Course 2

A requirement for graduation • Length of course: 1 year

Prerequisite: Pass PE1

Physical Education 2 A/B is based on the Physical Education Content Standards for California Schools and meets the requirements of the California Code of Regulations, Section 10060, as instruction is provided in all areas of physical education. Students demonstrate competency in motor skills for at least one activity in each area of physical education (aquatics, gymnastics/tumbling, rhythms/dance, combatives/personal safety, and individual, dual, and team sports). Activities meeting the criteria for a given area are selected based on the needs and restrictions of the instructional setting. The course emphasizes physical fitness and the effects of physical activity on dynamic health. Students are given the opportunity to improve fitness test scores for the state physical fitness assessment (FitnessGram). Students demonstrate knowledge of the psychological/sociological concepts, principles and strategies that apply to physical fitness.

ELECTIVE COURSE OFFERINGS (Periods 1-6)

Ethnic Studies – Grade 9

A requirement for graduation in 2030 (pending appropriation)

Length of course: 1 semester

This course is designed to develop an understanding of how race, ethnicity, nationality, culture, gender, ability, and class have shaped and continue to shape individuals and societies within the United States. The group's studies will include Indigenous Peoples, African Americans, Latino, and Asian Americans. Employing historical and interdisciplinary academic approaches, this course introduces frameworks to understand and analyze the development of power, identity, knowledge, and democracy in the United States. Ethnic studies is an academic discipline that compels students to develop claims from research and evidence, which will require students to intensely analyze historical and contemporary events related to power and historically disadvantaged groups. Students' thorough investigations of the diverse experiences of various groups of Americans will empower and prepare them to engage in the rich, civic life of the United States. Fundamental to this course is a focus on student empowerment and empathy. As empowered and empathetic individuals, students will pose creative, well-articulated, and self-affirming solutions to promote agency and community solidarity.

High School Math Readiness – Grade 9

Length of course: 1 semester

Note: This course does not count toward the credits required for Mathematics

This course is designed to strengthen students' foundational mathematical knowledge and skills while supporting success in their concurrent Grade 9 mathematics course. The class emphasizes the development of mathematical reasoning, problem-solving strategies, computational fluency, and academic confidence through targeted intervention and individualized support. The course also develops essential academic habits that contribute to long-term success in mathematics, including organization, effective study strategies, productive persistence, mathematical discourse, and self-advocacy.

Leadership (ASB) – Grade 9-12

Length of course: 1 year

Prerequisite: Students must get elected into position.

This course emphasizes and supports the development of leadership skills and habits by providing opportunities for students to plan, coordinate, and implement school activities. Student body officers, arts department representatives, and student reps to SDMC assume significant leadership roles in the school community.

Yearbook – Grade 9-12

Length of course: 1 year

Students work under the guidance of a faculty advisor to plan and create the student yearbook. The yearbook course offers students total involvement in the production of the school yearbook. Activities include advertising, layout planning, photography, copywriting, and proofing. Students enrolled in Yearbook complete various spreads and assignments and copy edit. They master advanced layout and design of desktop publishing, digital imagery and photo placement.

Musical Theatre Production – Grades 10-12

Length of course: 1 semester

Prerequisite: acceptance through audition

Note: This course does not count toward the credits required for Physical Education

Musical Theatre Production is open to students in all Arts Departments Grades 10-12. The Musical Theatre Department presents two musicals a year, one in December and one in May. Musical Theatre Production is an integration of spirited vocals, energized dancing and dramatic acting. The Musical Theatre Production class is interdisciplinary and designed to produce selected musical theatre experiences integrating the Arts areas of Dance, Music, Theatre, Visual Arts and Cinematic Arts. Production aspects include training in voice (speaking and singing), acting, movement and dance, stressing performance techniques. Each semester culminates in a fully staged production. Students are exposed to professional standards and training by professionals in the industry to enhance skill building as preparation for further education and careers in the field of musical theatre performance. Acceptance into the Musical Theatre Production is based on auditions held on a show-by-show basis. All LACHSA students are eligible to audition, with the exception of 9th grade students. Students accepted into the Musical Theatre Production Class must enroll in the class for both periods 5 and 6. Also, additional weekend rehearsals may be required.

Art & Culture – Grade 11-12

Length of course: 1 year

This course explores how societies express, transmit, and challenge values through creative and visual media analyzing the relationship between artistic production (fine art, mass media, and architecture) and historical, political, and social contexts. Students develop analytical skills and cultural literacy through hands-on practice, critique, and research.

Building Your Musical – Grade 11-12

Length of course: 1 year

Includes elements of independent and collaborative script writing, composition and songwriting, cinematography, theater, creative music making, costume design, scene development, music part-writing, development of sequences, acting, singing, recording soundtracks for sound effects and atmosphere tracks, staging, development of a pit ensemble for performances, marketing a new musical, and theater production experience. Come ready to create beyond limitations!

Global Acting – Grade 11-12

Length of course: 1 year

This course is a combination class that focuses on world theatre history, scene study, and voice & speech work immersing students in the rich tapestry of world theatre traditions, from Greek chorus to Japanese Noh, from the explosive energy of the Harlem Renaissance to the dazzle of contemporary Broadway, while honing practical skills in scene study and voice & speech. Through analyzing timeless performances and embodying diverse characters, students will deepen their understanding of how culture shapes storytelling-and how storytelling shapes them.

History of the Arts – Grade 11-12

Length of course: 1 year

This course explores the evolution of human expression across disciplines like fine arts, theater, dance, music, and cinema.

Home Study – Grade 11-12

Length of course: 1 year (no credit)

Requirements: Must maintain a 3.0 GPA and be a student in good standing

Home Study allows Junior and Senior students in good standing to have an independent study hall period at home prior to the start of their school day. During this time, students must remain off campus. Parents and students are required to sign the home study contract and return it during Summer Registration in August.

Media Production 101 – Grade 11-12

Length of course: 1 year

Media Production 101 combines theory and hands-on practice with the goal of building foundational production skills. In this class, students will create several short form productions while honing basic skills of visual storytelling. Students will learn methods and techniques to aid them in transforming written words into motion pictures. This course is designed to teach students fundamental and technical skills of single camera, digital cinema production. This will include script analysis, storytelling and inspiration methods, script and shot list breakdowns, directing actors, camera angles, exploration of light, color, and sound, and editing/post-production techniques.

Music Tech – Grade 11-12

Length of course: 1 year

This course offers an introduction to the techniques, equipment and software used in creating and recording music. Topics covered include recording, digital sound editing, MIDI sequencing, sound design, and music notation software. Required course for all Commercial music students and any other students interested must present portfolio to commercial music faculty.

Piano – Grade 11-12***Length of course: 1 year***

This course focuses on teaching non-piano majors basic piano skills. Students work at their own pace in a workshop setting. The course is designed to teach the concepts and fundamentals needed to perform on the piano. It will increase musical understanding beyond just reading notes by teaching students a vocabulary of chords and keys, accompaniment patterns, and improvisational techniques.

Social Justice – Grade 11-12***Length of course: 1 year***

This course builds trust and meaningful relationships while exploring the history of social justice movements and examining successful organizing strategies. The curriculum covers foundational concepts including equity, privilege, intersectionality, and systemic change, while developing practical skills in community outreach, meeting facilitation, campaign planning, and volunteer leadership. Through critical thinking exercises, conflict resolution training, and restorative practices, participants learn to analyze root causes of social issues, navigate challenges constructively, and develop strategic actions that promote accountability, healing, and collective change.

Speech & Debate – Grade 11-12***Length of course: 1 year***

This course is structured to advance student listening, writing, critical reading, research, analysis, logical argumentation, creative expression, memorization, and persuasive speaking skills. Students will be able to connect both their historical knowledge and personal experience to debate, speak persuasively, and interpret literature, a skill that will be useful in other academic subjects, the arts, and future careers including, but not limited to law, politics, education, journalism, news media, and theater arts.

Teacher Assistant – Grade 11-12

The LACHSA Teacher Assistant (TA) course provides juniors and seniors with an opportunity to develop professional workplace skills while supporting the daily operations of a classroom or school office. Students will gain experience in organization, communication, time management, confidentiality, and leadership through supervised service. The course emphasizes professionalism, responsibility, and reflection as students contribute to the success of the school community.

Adv. Media Production – Grade 12***Length of course: 1 year***

Advanced Media Production is a production lab in which students work to produce individual and group projects. Students will receive on-the-job training throughout the duration of their narrative projects, such as the “silent film” and the “short narrative”. Throughout the course, students will enhance technical skills in the areas of: screenwriting techniques, visual storytelling (storyboards), lighting, audio, shot composition, sound design, and editing. Students will learn hard skills necessary to obtain production jobs in the media production industry, including, but not limited to: producer, director, art director, camera operator, assistant camera, audio technician, director of photography, script supervisor, and editor.

Civic Engagement – Grade 12***Length of course: 1 year***

This course is an enrichment predicated on the standard 12th-grade American Government and Civics curriculum engaging students in “Inquiry-to-Action” projects while addressing key topics involving civic knowledge, civil discourse, participation, and self-reflection. Students are tasked with identifying real-world problems, inquiring into local civic needs, considering varied solutions, and executing informed action while utilizing civil discourse. Students who satisfy criteria showing excellence in civics education will earn the State Seal of Civic Engagement.

Financial Literacy – Grade 12***Length of course: 1 year***

This high school personal finance course equips students with foundational skills to earn, budget, save, and invest and addresses key topics involving money management, budgeting, income & taxes, credit & debt, higher education costs, investing & wealth, consumer protection, and risk management.

LACHSA Art Departments

LACHSA's Arts Departments all share a similar Vision for students that include:

- Versatility - Preparing all students from diverse backgrounds and diverse life paths.
- Rigorous and challenging training in their art.
- Training students to be advocates or contributors to their communities.
- Training students to be lifelong consumers of art.
- Fostering skills that aim to prepare and meet the needs of the ever-changing arts industry.

Shared Arts Standards and Expectations:

- LACHSA does not offer a 'Double Major' program.
- "Switching" Art Departments is not permitted. In special (agreed upon) circumstances, and with approval from Department Chairs and Administration, at the end of your 9th year only, students can audition for another art program. If accepted, students can move to another art department.
- Only Seniors may take an Art class outside of their Art department (Monday-Thursday), if they have received approval from BOTH Art Department chairs. Seniors are limited to two classes outside of their respective Arts Department (one in the Fall, one in the Spring) while in their final year at LACHSA.
- Students must maintain a 2.0 GPA to participate in events, activities, or productions outside the course curriculum. Eligibility for participation in these events will be determined at each 10-week grade cycle and re-evaluated at the next 10-week grade cycle.
- Student GPA, citizenship and work habits will be taken into consideration when determining eligibility for auditions and placement into classes across all arts departments.

CINEMATIC ARTS DEPARTMENT

OVERVIEW

The Cinematic Arts Department was founded in 2012 and has quickly evolved into the top High School Cinematic Arts program in the country. The cutting-edge curriculum is enhanced by professional experts who serve on the faculty and instruct with high-end, professional grade camera, audio and post-production equipment licensed and provided by Sony, Canon, RED, Adobe and Final Draft.

Alumni from the LACHSA Cinematic Arts Department are currently matriculating at USC, UCLA, UC Berkeley, NYU, University of Michigan, Parsons School of Design and the Art Institute of Chicago, as well as many other top colleges and universities.

The Cinematic Arts Department offers school-wide elective classes in beginning and advanced Media Production to students in all arts disciplines within LACHSA. Any student with a passion and desire to increase their knowledge, understanding and practical skills of visual storytelling is encouraged to enroll in morning Cinematic Arts classes (Media Production 101 & Advanced Media Production) with the intention of expanding their artistic knowledge and talents. Students use state-of-the-art technologies in camera, lighting, and sound equipment, as well as industry standard post-production editing and color grading software. Moreover, students are given the opportunity to develop and deepen their filmmaking skills through the department's unique vertical and horizontal integration of curriculum, thus ensuring that each consecutive year within the program enhances and expands their knowledge.

VISION AND MISSION

The LACHSA Cinematic Arts Department's vision is to train the next generation of visual storytellers, content creators, media innovators and digital disruptors.

The mission of the Cinematic Arts Department is to expose students to a broad and complex curriculum over the course of four years that ranges from film theory and critical studies to practical, technical instruction by industry experts. The curriculum will give students practical, hands-on experience and offers in-depth exposure to the constantly evolving media entertainment industry.

FOUR YEAR COURSE OF STUDY

(Courses may not be offered every year)

9th Grade

- Intro to Sound
- Cinematography
- Intro to Directing I
- Screenwriting
- Music Videos

10th Grade

- Directing II
- Media Analysis
- New Media
- Photography
- Global Producing

11th Grade

- Production
- Directing III
- Advanced Screenwriting
- Screenwriting
- Producing

12th Grade

- Thesis Prep
- Advanced Cinematography
- Pitch Prep
- College Prep
- Cinematic Arts Master Class

DEPARTMENT OUTCOMES

Artistic Mastery: Acquired skills that are inherent to the medium

- Differentiate between the 3 phases of production (pre-production, production and post-production).
- Produce digital video projects as groups and as individuals.
- Build a shooting script and schedule in developing a detailed plan for production.
- Estimate how much time it will take to shoot an entire project or individual scenes.
- Break down screenplays in preparation for production (props, locations, wardrobe, actors, set design, art direction).
- Gain on the job training in film production.
- Demonstrate strong leadership skills as a director, producer, assistant director, or director of photography.

- Nurture actors through the creative process of performance in the film.
- Convert the raw footage of a digital video project into a finalized master cut.
- Integrate music and sound effects in creating the final sound mix of a film.

Creative Expression: Creating, performing, and participating

- Generate original thoughts and ideas to be written in a screenplay.
- Create story outlines for potential film projects.
- Transform the written word into a visual film.
- Combine creative ideas of group members to expand the depth of story in film.
- Write and rewrite original or adapted story concepts for film production.
- Develop the director's vision through the creation of shooting scripts and storyboards.
- Strengthen director's ability to lead a crew creatively in support of their vision.
- Demonstrate strong leadership and directing skills throughout the production of a film.

Historical/Contemporary and Cultural Context: Understanding historical contributions and cultural dimensions per art discipline

- Build an understanding of the history of cinema and the advancement of technology.
- Discover distinctions between the various styles and genres of filmmaking.

Aesthetic Valuing: Reflect, analyze and assess work

- Apply filmmaking terminology on set based on vocabulary learned in class.
- Interpret the director's meaning in assembling their digital video project.
- Compare and contrast the original script with the director's vision.
- Critique the structure, story, and pacing of each new film cut.

Connection/Collaboration/Application: Connecting and applying what is learned in a given art form to learning in other art forms, subject areas, and careers

- Collaborate as team members working toward a common production goal.
- Discuss, plan, and problem solve a production schedule to ensure structure and organization.
- Cast a film project with actors that best portray the characters described in the screenplay.
- Work in a variety of roles through the production of a film (Assistant Director, Script supervisor, boom operator, etc.).
- Divide up responsibilities between various crew members and reorganize when necessary.

EVENTS

64 Hour Film Festival (September)

The 64 Hour Film Festival is a contest in which teams of filmmakers are assigned a genre, a character, a prop, and a line of dialogue, and have 64 hours to create a short film containing those elements. During the 64-hour period, students are expected to complete all phases of production: pre-production, production, and post-production.

Cinema Scare Night (October)

Cinema Scare Night explores all areas of the scary movie genre. Most of the films screened are made over the summer and incorporate many of the talented students at LACHSA. This event takes place the Friday before Halloween, so dress up and participate. We'll see you there!

Sundown Film Festival (May)

In May, the Film Department hosts the Sundown Film Festival and Awards Ceremony which enables students to premiere their work for public audiences and receive recognition for their achievements. This is a competitive film festival and is open to all LACHSA students

Cinematic Arts Senior Showcase (May)

This event is dedicated to the screening of the cinematic arts thesis projects. This year brings the first graduating class from the Cinematic Arts Department. This showcase will serve as the culmination of their four years of work.

POLICIES

Classroom Etiquette

- Attendance – It is imperative that you attend all class meetings (especially shoot dates). Film is a collaborative art, and if someone is absent, the entire team (production crew) is let down. All LACHSA attendance policies will be strictly enforced.
- Absences – In the event of an absence, you must inform the instructor ahead of time.
- Due Dates – Due dates (or delivery dates) must be met. This is a professional environment, and excuses will not be tolerated. Late assignments will result in grade deduction as the instructor sees fit.
- Props/Costumes – Students must bring their props and costumes to all shoot dates. Do not take your costumes home in between shoot dates.
- Leaving the Classroom – Students must get approval from their instructor before leaving the classroom for any reason.
- Cell Phones – The use of cell phones is strictly prohibited. All phones must be turned off and put away during class time.
- Talking – There is absolutely no talking (side conversations) during lectures, discussions, presentations, or screenings. Please respect your instructor and fellow classmates.

Editing Room Protocol

- Priority – Editing station priority goes to students with the closest upcoming due date. Computer availability is limited, and you may have to share your time with other students.
- Loitering – Please do not be in the editing room without a purpose. Due to the lack of space, we ask that students who do not have immediate business in the editing room refrain from loitering.
- Internet – The use of the Internet in the editing room is prohibited. Any preparations for class work involving the Internet (ex: downloading music for your film project) cannot be done in the editing room and should be done prior to class time.
- Printing – Students will not be allowed to print anything in the editing room. This includes any Film assignments, which should be printed prior to class time.
- Food/Drink – Due to the expensive and delicate nature of our equipment, no food or drink (even bottled water) is allowed in the editing room at any time.
- Personal Belongings – Once again, due to the lack of space, please leave all personal belongings in the classroom (or in your locker if working outside of class time) before entering the editing room.
- Guests – Do not invite friends or guests without permission from the editing room staff.
- Cell Phones – No cell phone use (even texting) is allowed in the editing room for any reason.
- Language – Please refrain from inappropriate language in the classrooms and on set.

Project Regulations

Outside Projects – Cameras, computers, and production equipment cannot be used for other class projects or any outside projects at any time. This would include videos for foreign language and physics classes.

Film Content – Because we want all our students' films to be appropriate for film festivals, college applications, and promotional materials, the following content regulations will be enforced:

- the use of **profanity** in any student projects is not allowed
- student projects must not have strong **violent** visuals or themes
- any explicit **drug** use is prohibited

Overall, whether it is written in a script or displayed on video, it is the teacher that decides what material is acceptable.

EXPECTATIONS

Passion

We in the Cinematic Arts Department all agree that, with its profound ability to influence, captivate, and inspire an audience, film is the most remarkable form of storytelling created thus far. We strongly encourage our students to share our passion. Whether students are aspiring filmmakers, avid movie-goers, or just curious about the world of filmmaking, our program is designed to spark their interests and, in turn, develop the next generation of great storytellers.

Professionalism

In the Cinematic Arts Department, we are all working professionals and will treat our students as such. We expect our students to take their work seriously, complete their assignments on time and to the best of their ability, and have a positive and professional attitude. We stress this aspect of our program to best prepare our students for future professions in the film industry.

Attitude

Due to the structure of the Cinematic Arts courses, it is absolutely necessary for all classroom rules and behavior expectations to be observed and adhered to in every situation. Students must treat the rehearsal time, production set, and editing room with the same conduct as a classroom. This will ensure a safe and productive environment with room for growth and exploration.

Collaboration

Perhaps one of the most collaborative arts, filmmaking is a team effort – dependent on every member in order to succeed. As there are numerous people relying on one another, it is imperative that everyone gives every project their full attention and effort. We are all artists; however, occasional compromises must be made in this business in order to produce great films. Working easily with others is the start of a great reputation – a necessity in this industry.

Organization

It is important to get organized and stay organized in the chaotic world of film. We expect our students to keep a "production notebook" with their scripts, shot lists, costume/prop lists, class notes, production schedules, etc. in order to not fall behind. Organization is a quality that is valued highly in any profession and is not to be taken lightly.

Communication

Although filmmaking is a visual medium, those visions must be verbally communicated in order to be properly executed. It is extremely important that our students learn how to be effective communicators when attempting to convey artistic ideas to their cast and crew.

*Please note that our program services many students and equipment/computer time is extremely limited. Please plan ahead to ensure enough time to complete your projects by their due date.

MORNING ELECTIVE CLASSES**Media Production 101**

Media Production 101 combines theory and hands-on practice with the goal of building foundational production skills. In this class, students will create several short form productions while honing basic skills of visual storytelling. Students will learn methods and techniques to aid them in transforming written words into motion pictures. This course is designed to teach students fundamental and technical skills of single camera, digital cinema production. This will include script analysis, storytelling and inspiration methods, script and shot list breakdowns, directing actors, camera angles, exploration of light, color, and sound, and editing/post-production techniques.

Adv. Media Production

Course Description: Advanced Media Production is a production lab in which students work to produce individual and group projects. Students will receive on-the-job training throughout the duration of their narrative projects, such as the “silent film” and the “short narrative”. Throughout the course, students will enhance technical skills in the areas of screenwriting techniques, visual storytelling (storyboards), lighting, audio, shot composition, sound design, and editing. Students will learn hard skills necessary to obtain production jobs in the media production industry, including, but not limited to producer, director, art director, camera operator, assistant camera, audio technician, director of photography, script supervisor, and editor.

AFTERNOON ARTS**1st Year****Intro to Sound I**

Students will learn concepts, theories, and skills in capturing audio for cinema. Students will learn how to work with different departments within a production to get the best audio possible from each scenario. Students will receive on-the-job training through the repetition of varying scenarios in the field. We will briefly study the science of acoustics and the art of recording. This will be a part of our two (2) exams throughout the year. Throughout the course, students will use Logic X and be exposed to digital recording techniques, composition skills, as well as how to collaborate and realize a director’s vision.

Cinematography I

Students will explore the language of the camera and learn to utilize and control the visual elements of composition, lighting, tone, color and camera movement. Students will become intimately familiar with the Cinematic Arts Department’s equipment including, cameras, lenses and additional camera supports. Students will study the work of accomplished cinematographers and be introduced to techniques used by directors of photography designed to heighten audience experience and engagement as well as enhance the emotional resonance of visual storytelling.

Intro to Directing I

Students will study the styles and techniques of influential directors and acting coaches through film analysis and scene work with the goal of creating and executing strong performances aligned with one’s directorial vision. The art of directing will be broken down into script analysis, performance preparation and planning, on set communication with crew members and actors, and postproduction communication with editors, sound designers and composers.

Screenwriting I

Screenwriting I is designed to develop the beginning story-tellers voice through idea development, the creation of log lines, synopses, and pitching and execution of a short form screenplay. Format and structure will be explored by examining existing screenplays and how they translate to the screen. Objectives will include meeting the student’s commitment to festival submission.

Music Videos I

Students will learn concepts, theories, and skills in curating music for cinema. They will achieve this goal by creating a working cinematic score through the development of integral communication skills and by swapping between the roles of composer and director. In addition, students will learn about music videos, musicals, visual albums, and other forms of art combining music and motion pictures. Students will receive on-the-job training throughout the production of their projects with the repetition of production tasks and procedures and access to their own music station. We will briefly study the history of music for cinema in order to understand the important musical scores that have shaped today's movies. Throughout the course, students will use Logic X to be exposed to digital recording techniques, composition skills, as well as how to collaborate and realize a director's vision.

2nd Year

CA Directing 2

Students will work with professional actors and participate in conversations with casting directors in order to gain increased understanding of character development, acting/directing techniques and the casting process. Students will learn the intricacies of breaking down a script and learn effective methods to properly communicate with actors with the goal of enhancing their ability to successfully articulate and execute their directorial vision.

Media Analysis 2

This course will use current and classic Films, TV shows and both short and long form media programs to study, examine and dissect story, characters (protagonist vs antagonist), story structure, use of visual style, cinematography, editing, music, sound effects and CGI. Starting with script readings (when available) and the viewing of the final produced product. This will create an environment where students can openly discuss and analyze Cinema, TV and media content from a critical and theoretical perspective. This course will deepen student knowledge of the production process, from conception to completion, and enhance students' understanding of the necessary elements that make popular and successful content media work.

New Media 2

Students will work in groups to create short form content for the Cinematic Arts Department's social media and online platforms including, Vimeo, YouTube, Instagram and Sound Cloud pages. Instructional videos, and content that highlights social and pop culture commentary will be produced to share knowledge as well as develop and increase online engagement and viral presence.

Photography 2

This course consists of hands-on practice with the department's high-end cameras and production equipment. This is a required course that will deepen students' confidence and awareness when handling and utilizing equipment and provide an in-depth overview proper procedures and on-set safety measures. The course will focus heavily on peer critiques and reviews, class readings, technical seminars, and informal lectures on photographic histories and contemporary practices, with an emphasis on the history and contemporary use of digital photography.

Global Producing 2

Global Producing is a class that encompasses all aspects of producing and how to produce for all forms of the cinematic experience. From traditional producing that involves Films and TV, to producing in the modern era with Digital Video Content, VR, and Content Producing. Global Producing analyzes all forms of producing and how to approach them as creators. Global Producing will also focus on the universal fundamentals such as budgeting, scheduling, logistics handling, team management, packaging, business, law, marketing and creative storytelling. Furthermore, Global Producing will also focus on philosophical and theoretical approaches to producing that will lay a foundation to allow the Producer to be able to produce in a rapidly changing cinematic landscape. Upon completion of the

course students should be able to gain the understanding of how a producer approaches all types of projects and then take action to perform duties as a professional Producer.

3rd Year

Production 3

Production III will guide students through all phases of production from conception to completion on their short film submissions to the various Cinematic Arts Film Festivals. This lab style class will provide students with the opportunity to collaborate with one another under the guidance and tutelage of their instructor. The course will incorporate peer reviews and critiques on script development, dailies, and rough cuts of students' short films with the goal of enhancing and refining students' visual storytelling abilities.

CA Directing 3

Students will continue the process of working with professional actors and participate in conversations with casting directors in order to gain increased understanding of character development, acting/directing techniques and the casting process. Students will learn advanced techniques and effective methods of communicating with actors with the goal of enhancing their ability to successfully articulate and execute their directorial vision.

Advanced Screenwriting 3

Third year screenwriting students will begin to explore the full-length screenplay, structure paradigms, developing subtext in dialogue and character development. Additional focus will be on the rewrite process to integrate notes and raise the level of execution. Lab time and one-on-one sessions will be included to allow guidance for festival projects.

Screenwriting 3

Students will learn screenwriting techniques for creating original and adapted theatrical scripts. This course will focus on group discussions, peer critiques, constructive criticism, and table reads with an emphasis on narrative story structure. Students will explore tools for inspiration when battling writer's block, as well as gain repetitive practice in the re-writing process while incorporating script notes.

Producing 3

This course presents an overview of the real-world aspects of producing as practiced in the various sectors of the entertainment industry from pre-production through post-production. The class will simulate different scenarios a producer deals with throughout their career. Topics will include Content Creation, pitching and selling ideas, creating a pitch deck, interactions with crew members, on-set etiquette, on-set paperwork, securing locations, permits, insurance, and funding, script breakdown and scheduling using Movie Magic, budgeting, post-production logistics, submitting into festivals and Production Booklets (creative and logistic). Upon completion of the course, students should be able to understand various stages of production, from the creative aspect to the logistics. Students should understand all of the paperwork necessary for pre-production as well as demonstrate knowledge of Movie Magic Budgeting and Scheduling. Students will be required to create a production book demonstrating their ability to produce a short film of their own.

4th Year

Thesis Prep 4

Thesis Prep 4 will offer one-on-one and class exercises as well as lab time for 4th-year students to develop and refine their thesis projects. Idea development will focus on original ideas as well as adapting existing IP into screenplay format and aid in the pre-production, filming, and post-production processes. Class interaction will include live readings and class discussion to help in using feedback constructively.

Advanced Cinematography 4

Students will continue to explore the language of the camera and deepen their control and utilization of the visual elements of composition, lighting, tone, color and camera movement. Students will increase their familiarity and practice with the Cinematic Arts Department's equipment including cameras, lenses and additional camera supports. Students will study the work of accomplished cinematographers and be introduced to techniques used by directors of photography designed to heighten audience experience and engagement as well as enhance the emotional resonance of visual storytelling.

Pitch Prep 4

Students will continue hone screenwriting techniques for creating original and adapted theatrical scripts, while also mastering the art of verbally pitching their ideas. This course will focus on group discussions, peer critiques, constructive criticism, and table reads with an emphasis on narrative story structure. Students will explore various methods for creating and organizing pitch materials with the goal of getting their work financed or "greenlit".

College Prep 4

The first semester of this course is designed to support, advise and assist seniors as they organize, prepare and compile all of the elements required for college applications, including, but not limited to, letters of recommendations, essays, reels and short film portfolios. The second semester of this course will be a lab class that will aid and advise students in the best practices in transitioning from high school to college, as well as highlight and explore methods to increase professional advancement, such as internships, mentorships and networking opportunities.

Cinematic Arts Master Class 4

This lecture/workshop style class is the LACHSA Cinematic Arts Department's version of "Inside the Actors' Studio". This course will provide students with the rare opportunity to intimately converse and learn from industry professionals in a candid, Q & A format. Depending on the guest, students will have the opportunity to have their work critiqued and have feedback provided by visiting professionals.

DANCE DEPARTMENT

OVERVIEW

Dance is a universal language that requires tremendous discipline and yields infinite rewards. Through a deep and rigorous commitment to their dance studies, students are given the opportunity to develop and grow in their physicality, technical prowess, emotional and spiritual well-being, confidence, kinesthetic awareness, and creativity.

LACHSA Dance Department offers an intensive four-year pre-professional, conservatory-style training program with a concentration on foundational Ballet and Modern dance techniques, classical ballet and contemporary dance repertoire, an array of cultural dance forms, as well as creative expression through performance opportunities and choreography studies, improvisation, and production design. Our dance program currently offers classes in the following areas: Classical and contemporary ballet, Men's ballet, Pointe, Lester Horton technique, Martha Graham technique, Katherine Dunham technique, Tap, Jazz, West African, Hip Hop, Wellness, Strength and Conditioning, Pilates, Yoga, Injury prevention, Improvisation, Choreography and Composition, Dance Pedagogy, and a vast array of Masterclasses with world renowned performing artists and Alumni. The program emphasizes excellence, creativity, discipline, equity and inclusion. The dance department training prepares students to enter directly into post collegiate dance programs and/ or professional careers in dance.

MISSION

Our mission at LACHSA Dance is to uplift, support, and inspire young dance artists as they explore and grow throughout the various stages of their development. Through the marriage of diversity, equity, versatility, and the implementation of a conservatory-style approach to dance training, we seek to foster artistic and technical excellence in each generation of dance artists.

FOUR YEAR COURSE OF STUDY (Courses may not be offered every year)

Dance majors are required to take four years of Ballet Technique and Foundational Modern Dance Techniques. Alongside Classical ballet, students will study Lester Horton, Martha Graham, and Katherine Dunham- based Modern techniques. As Juniors and Seniors dancers will have the opportunity to participate in Student Choreography. Student choreography focuses on creating and producing their own choreographic works while simultaneously collaborating with their peers. During their first year, on Fridays, Freshmen students are required to take one semester of Hip Hop, and one semester of West African. For all other grade levels on Fridays dance electives are offered on an ongoing basis. Other classes held on Fridays are currently: Tap, Jazz, Hip Hop, and West African. Throughout the school year dancers collaborate with dance faculty and guest artists during workshop periods to learn and rehearse choreographic works from prominent choreographers and regisseurs. In the past our dance department has had the honor to collaborate with a range of artists from and artistic works by: Ballet Hispanico, Jiri Kylian, LINES Ballet, Jose Limon, BodyTraffic, Martha Graham Dance Company, Alvin Ailey American Dance Theater, Cham LaDonna, Ohad Naharin, Michaela Taylor, and Complexions Ballet (to name a few).

FOUR YEAR COURSE OF STUDY (Courses may not be offered every year)

9th Grade

- Ballet
- Horton Technique
- Contemporary Modern
- Hip Hop
- West African

10th Grade

- Ballet
- Horton Technique
- Dunham- based Modern
- Friday Elective

11th Grade

- Ballet
- Horton Technique
- Graham Technique
- Improvisation & Choreography

12th Grade

- Ballet
- Horton Technique
- Graham Technique
- Senior Choreography/ Seminar
- Friday Elective

DEPARTMENT OUTCOMES

In conjunction with California Visual and Performing Arts Standards, Dance majors will:

Create: Take risks to discover a personal voice to communicate artistic intent in diverse dance forms during daily classes, rehearsals, performances and dance composition work.

Perform: Use the broadest range of movement in classic, contemporary and traditional dance forms for artistic and expressive clarity.

Respond: Analyze and interpret how the elements of dance contribute to artistic expression across different genres, styles or cultural movement practices. Find meaning or artistic intent through study, performance and reflection.

Connect: Study, analyze and perform dance repertoire that communicates the ideas and perspectives of the culture and historical setting from which the work originated and demonstrates its present and personal relevance.

POLICIES

All Dance students are expected to comply with all policies and procedures of the LACHSA Student Code of Conduct.

Grading

LACHSA Standard Grading Policy.

All students are expected to earn an “A” or “B” in all Dance classes reflecting good attendance, excellent work ethic, participation and commitment to the program. Any student who receives a grade of “D” or “F” in a dance class will be placed on Arts Probation, (see below). Please check the individual teachers’ class syllabus for specific grading procedures regarding points/percentages.

Attendance

Students are expected to be present and committed to learning in all classes. Tardiness and leaving class early are not acceptable. To avoid this, please make all counselor, doctor and work-related appointments either before or after this valuable time. Please see the LACHSA Attendance Policy for more information on how unexcused absences affect grades.

Roll is taken at 1:35 p.m. by your classroom teacher and again at 2:45 p.m. on Fridays. Once attendance has been taken, any students entering the class will be marked tardy. *It is up to the teacher’s discretion whether to allow participation in the class activity.* Students who do not participate must take notes in class as directed by the teacher.

All anticipated tardies and absences should be communicated to the Chairs and teachers via email prior to 1 p.m. on the day of an anticipated absence or tardy.

Outside Professional Work

- Absences relating to professional job opportunities must be *pre-approved by the LACHSA administration and must not exceed 5 days per semester.*
- A student who holds a permit for working in the entertainment industry is permitted a maximum of 5 absences per semester per school year. (Ed Code 48225.5)

Make-Up Assignments

If a student has an excused absence, a teacher may give a make-up assignment and/ or Observation work in order to receive full credit for the missed class. Make-up assignments are due on the week after the student returns to class. A student must meet all criteria for the assignment in order to get full credit for the missed class.

Excused Tardy

If a student is working with an academic teacher or a counselor, taking a test, or has an acceptable reason for being late, they must bring a signed note to the dance teacher. The note must state the date, time and be signed by the responsible staff member. Students will dress and participate or take class as directed by the teacher.

Unexcused Tardy

An unexcused tardy is not tolerated. Please see the Attendance Policy for more information on the consequences of unexcused tardiness.

Sitting Out and Observing Class

Illness and injury are common and happen all the time! If a student is not feeling well and/or is injured and has a written medical excuse from a parent or doctor, please report this to the Dance Dept. Chair via email before attending class. It is understood that sitting out is something that sometimes cannot be avoided due to illness or a medical injury. *However, excessive sitting out, defined as 1x per week or more than 4x in a month, without medical reason, will result in a meeting with parent/guardian and the Dance Chair with possible Arts Probation at the discretion of the Chair.*

The procedure for sitting out is as follows:

- Dress in required dance attire.
- Complete department assigned observation work for the class as requested by the teacher.
- Turn in/ email the written observation to the teacher/ Chair at the end of class.

Leaving Early

Leaving early for auditions or outside dance classes is not acceptable. Please do your best to make all doctor/dentist appointments and counselor meetings before or after dance classes.

If a student must leave early, they must abide by the following procedures:

- A Parent/guardian will email the Dance Dept. Chair to confirm early dismissals no later than 1:00PM on the day of, but preferably the evening before. Early release will be conveyed to the respective teacher via the Chairs.
- All early dismissals must be cleared through the main office for the student to be legally accounted for.
- Dress and take class if the teacher requests or sit out and take notes as instructed.

Injury and Illness

Injury

If a dancer is seriously injured and/ or is healing from an operation and cannot yet participate in class for an extended period (more than 3 consecutive days), a doctor's note is required stating:

- The injury diagnosis
- What the student can and cannot execute
- Length of recovery
- The prescribed treatment

Before class starts, email the doctor's note to the Dance Dept. Chair. This will be placed in the student's file. The actual physical aspect of dance cannot be made up. However, students are allowed to turn in make-up observation assignments to help keep their grade up. *It is the student's responsibility to complete in class observation & make-up assignments.*

Illness

Depending on how you're feeling, dancing can make you feel better. If a student feels ill and thinks they are unable to dance, the student will be encouraged to do the warm up. If the student still feels ill, they may sit out of class. When necessary, the student will be sent to the nurse's office.

Dress Code, Dance Attire, and Recommended Materials

For All Dance Majors

- Dance attire must fit properly. Overly baggy pants and tops, skimpy, revealing clothes are unacceptable. Behavior grades will be affected if students do not dress in appropriate dance attire. A student must follow the proper dress code for each and every class.
- Electronic devices, including laptops, iPods and cell phones, are prohibited in the classroom and will be confiscated. ALL cell phones must be turned off during class time, unless approved by the classroom teacher.
- Hair MUST be pulled off the face and neck and secured. The face must be seen.
- Hair must be of a natural hue for dress rehearsals, performances, and department photoshoots.
- NO jewelry or watches are to be worn during class.
- As a safety measure, long fingernails must always be trimmed back and not exceed ¼".
- NO nail extensions, nail work, nail art, or nail polish is allowed on fingers or toes during tech and performance weeks.
- All tattoos must be concealed for dress rehearsals, performances, and department photoshoots.
- NO gum, food, or beverages (including Starbucks) are allowed in class. Only water!!
- Ballet and pointe shoes - black, white, or skin colored must be worn during ballet class.
- Jazz shoes (if applicable)

- Appropriate supportive undergarments
- Knee pads (optional)

For female identifying students

Ballet & Modern Dress Code

- Skin- colored or pink, footed tights for ballet
- Black, footless tights for modern
- Black leotard
- Ballet skirt (optional)

For male identifying students

Ballet & Modern Dress Code

- White T-shirt or black T-shirt
- Black tights for modern and ballet (footless for modern)
- Dance belt

For Hip Hop, Jazz, and Composition Classes, proper dance attire must be worn underneath form-fitting warm-up or athletic gear. Individual teachers will address proper attire for their classes in alignment with the dance discipline being taught and will include a dress code description for their class in the course syllabus.

Locks/Locker Requirement Policy

All dance majors are required to bring locks to all dance classes and use the lockers provided to store **all** belongings during the entire arts period only. Students will share lockers. Students will remove all belongings and locks at the end of class. Only water bottles and extra, form-fitting dance attire to keep muscles warm when air-conditioning is on, are allowed in dance studios.

Journals

All dance majors are required to have a personal Dance Journal available at all class meetings and to notate reflections on class lessons, progress and rehearsals.

Arts Probation in Dance

Dancers may be placed on arts probation, (a one-semester probation) for a variety of reasons. During this time, a student is explicitly supervised and monitored for purposes of assessing the student's behavioral conduct. While on arts probation, failure to comply with terms set forth by the dance chair and the LACHSA administration may result in the involuntary transfer of the student to their home school district. It is up to the discretion of the dance department and administration if students on arts probation are allowed to participate in school programs and performances. See the LACHSA Probation Policy for details on infractions that may lead to probation.

Rehearsals

Rehearsing and learning repertory is an opportunity to grow artistically under careful guidance from teachers. Some rehearsals will occur during technique classes, within the school day before 4:00PM with LACHSA dance teachers.

Other repertory for performances will require auditions and rehearsals which will be held after-school until 6:30 or 7:00PM. The opportunity to learn and perform classic and new choreography with guest artists and LACHSA dance teachers requires a commitment to attend hours of after-school rehearsals. Please be in touch with your outside studios regarding this policy. Your dance chair is also available to connect with your outside dance studio on your behalf, if needed.

Students will be informed ahead of time regarding the requirements of auditions, rehearsals, performances, etc. These opportunities will be organized for review through the LACHSA dance portal

on the LACHSA website, in our weekly schedule online 'Week-at-a-Glance', and in person for students during department "Company Calls".

Conflicts with rehearsals can be discussed and accommodated on an individual basis. However, excessive absences may result in dismissal from the rehearsal process and performances, resulting in a lower academic grade.

Students cast in repertoire with guest artists must plan to be available to rehearse for two to three weeks of Monday – Friday rehearsals that last through 7:00PM and for occasional follow up rehearsals. Students in repertory rehearsals during class time for any performances, (i.e. Fall Fest, Senior Solo Show, Spring Concert, & Student Choreography Concerts), have the same expectations as after school rehearsals regarding attendance, protocol and participation.

Should the necessity arise for distance learning, students will be required to submit requested dance footage by specific deadlines to facilitate dance film editing for final virtual dance concert projects. If a student does not meet the required specifications and deadlines, their participation in final dance film edits will not be possible.

Students are directed to never walk alone to their cars, bus, Uber or train at night. To be safe, in case of emergency, program the Campus Police phone number into your cell phone: **323-343-3700**. During after school, evening rehearsals, students are supervised by LACHSA staff. Students requiring pick up must remain with a staff member until picked up by a parent/guardian. If a student is not picked up in a timely manner, within 30 mins after rehearsal or performance ends, he/she/they will be taken to the university campus police who will contact the parent/guardian.

Performances

It is a gift and a privilege to perform as a dancer with the LACHSA Dance Department. Performing provides an opportunity to demonstrate the culmination of a students' learning in technique and with repertory. All student dancers will perform in Fall Fest in the fall semester and in the Spring Dance Concert performances in the spring semester. All students and parent(s)/guardian(s) will be asked to sign a performance contract delineating schedule requirements, expectations of professional protocol, and work ethic. Performance contracts will be returned to the dance chair on a specified date. Breaking the performance contract can result in dismissal from the performance and/or a lowered grade.

Additional performance opportunities include the Senior Solos, Student Choreography, Interdisciplinary Arts Concerts (Piano), collaborations with other Art Departments, Outreach Concerts and Musical Theater.

During evening and matinee performances, (at LACHSA site or off-site theater), all students must sign in and sign out. All students must remain with the supervising adult until their parent/guardian arrives (within 30 mins). We ask that all parents/guardians be considerate and pick up their child on time. Students not picked up in a timely manner will be referred to campus police who will contact the parents/guardians. Students are not allowed to drive other students to school events. Reminder, LACHSA students cannot accept rides with faculty or staff at any time.

Failure to participate in a performance due to a conflict of schedule will result in a reduced grade in the related technique or repertory class. Only a written excuse by the parent/guardian citing a family emergency, illness or death will justify a student's absence from the performance. If a student has a long-term illness and/or injury which affects their ability to perform, they will be provided with the requisite homework and special projects to make up for their participation. This will avoid consequences to their final grade.

Emergencies

If an emergency occurs during rehearsal of performance, please contact the dance department chair immediately via email or text. If during school hours, notify the dance chair AND call the school's main office. After school emergencies, call campus police, 323-343-3700.

Leadership and Community Service

Opportunities for students to engage in leadership and/or community service will be available throughout the school year. Within the first month, students will be encouraged to apply for the class representative positions, two per class level and four for senior year (including an equity and diversity representative). These class representatives will be chosen by dance teachers and the Dance Department Chair to serve as leaders and advocates for their class. Dancers who demonstrate excellent dance protocol, participation and responsibility will be considered. Senior Class Representatives will meet with the Dance Department Chair at least twice a month during lunch to communicate concerns, ideas and plan for upcoming events while Underclassmen Representatives are encouraged to come to the Dance Chair on an as-needed basis. Any class Representative who is put on LACHSA probation in the Dance Department will be replaced. Dancers are also encouraged to participate in school-wide LACHSA leadership opportunities.

Community service will be available through partnerships, outreach, and activities for dancers in good academic standing with excellent citizenship. Only dancers who are cast in specific repertoire will be selected to represent LACHSA in local and national dance conferences.

Other leadership and community service opportunities may be developed throughout the year with the guidance/approval from the Dance Department Chair.

EXPECTATIONS

Dance Students are expected to:

- Be respectful to your teacher, guest artists and peers at all times.
- Maintain an inquisitive approach to your work.
- Demonstrate consistent respect to the dance space and the art form.
- Maintain a consistent, positive attitude and work ethic.
- Always arrive dressed, on time, and ready to take class.
- Be prepared with correct dance attire, hair off the neck and face, securely fastened, no jewelry. Long nails, fake nails, and nail extensions are not allowed as a matter of safety. Fingernails must be kept short.
- For performance, hair color should be a natural color. Performing with any unnaturally colored hair will not be permitted. It is fine to color your hair or highlight your hair just do it in a color that is natural during performance times.
- No street shoes in studios or use of socks in class - socks can be used at the discretion of the teacher.
- Bring your lock and lock **all** your belongings in your locker.
- Always have an extra set of appropriate dance wear.
- No gum, food or drinks, (except water) in the dance studios and changing areas.
- Maintain an "A" or "B" in all dance classes with exceptional or satisfactory work ethic and citizenship grades.
- Do not be disruptive in class.
- For early dismissal, see protocol above. Classroom teacher must be acknowledged and give permission for the dancer to leave the room.
- Never use vulgar language.
- If you are ill or injured, immediately inform the teacher and email the Department Chair.

- Never sit out unless ill or injured *with a written excuse* from parent/guardian or doctor's note. Your teacher must understand the reason for your sitting out.
- Cell phones will be locked in lockers at all times and are not allowed in the dance studios unless required for composition class.
- No photographing or videotaping in changing areas or in the dance studios.
- Address the Dept. Chair about concerns that could affect your ability in class.
- Be mindful as you walk through the hallways, college classes are in session. The King Hall roof (and any other rooftop) are completely off limits.
- We are guests of Cal State LA, and must take care of the dance facilities, which include the studios, restrooms, changing areas and hallways. Take all of your belongings with you at the end of the day.

Communication

Parents are encouraged to contact the Dance Department assistant, Bri Porter if there are any questions or concerns. The email for the Assistant to the Dance Chair, Bri Porter, is bporter@lachsa.net. Parent orientation and yearly dance meetings are excellent opportunities to communicate with the department. Stay tuned!

The Dance Department has various ways for consistent communication:

- Week-at-a-Glance: daily class schedules, events and changes a week at a time (dance.lachsa.net).
- Year-at-a-Glance - events occurring throughout the year (lachsa.net).
- dance.lachsa.net - information for students, parents and the LACHSA Dance community.
- The best way to reach the Department Chair and teachers is through their LACOE emails - i.e., lastname_firstname@lacoedu.
- Dance student representatives meet with the chair to share ideas and concerns.
- The Dance Department Chair meets with parents on a one-on-one basis when requested.
- Parent-Teacher Conferences are a good time to meet with the Chair.
- The Dance Department aims to publish a monthly newsletter with department highlights.
- Dance parent reps and parent council reps meet with the department chair regularly to share ideas and plan events.
- The Dance parent peps communicate department information regularly via email and through WhatsApp grade level chats.
- Other social media platforms are used to publicize upcoming events. Find us at [LACHSA Dance Department](#) on Facebook and [@lachsadance](#) on Instagram.
- The Dance bulletin board on the 2nd floor of LACHSA building posts, college audition opportunities, masterclasses and community dance events/intensives/scholarships, etc.

COURSE DESCRIPTIONS *(Courses may not be offered every year)*

Ballet

Ballet is taken by all dancers during each year of their 4-year studies, here at LACHSA. Students will learn and deepen the fundamentals of classical ballet class protocol and expectations, core strength, correct alignment and a command of ballet vocabulary. Class emphasizes a rigorous exploration of coordination, musicality, and movement in small and large groups. Students improve in confidence and self-expression through increasingly challenging ballet technique. Students will be exposed to injury prevention, ballet history and significant, current ballet artists. Placement for pointe and partnering will be determined through teachers' assessment at the beginning of the year.

Men's Ballet

This inclusive class is designed to support male-identifying dancers of all levels and backgrounds in developing strong, confident ballet technique. With a focus on strength, alignment, and artistry, students will build a solid technical foundation while improving physical conditioning, flexibility, and overall wellness. The class creates a positive and supportive environment where dancers can grow at their own pace, explore the expressive power of ballet, and connect with peers through shared movement. Whether new to ballet or looking to refine advanced skills, all are welcome to train, express, and thrive.

Modern 1

Like Ballet, Modern is taken by all dancers during each year of their 4-year studies, here at LACHSA. Modern 1 is for all freshmen dance majors. The emphasis of this class is learning the fundamentals of Lester Horton and contemporary dance techniques. This class will focus on dance protocol, achieving sustained control, refinement and movement versatility. This class will increase confidence and self-expression through movement possibilities within modern dance vocabularies. Students will be exposed to health and wellness for the dancer, the historical and cultural foundations of modern dance forms, and their influence on current dance culture.

Modern 2

Like Ballet, Modern is taken by all dancers during each year of their 4-year studies, here at LACHSA. Modern 2 is for all sophomore dance majors. The emphasis of this class is learning the fundamentals of Dunham dance technique. This class will emphasize increased physical control, intermediate rhythmic exercises, and self-expression through a deeper understanding of the connection between efficiency, strength, musicality and movement versatility within these modern dance vocabularies. Students will achieve a deeper understanding of the historical world dance influences on these modern dance forms and their impact on centuries of dance culture through the present.

Modern 3

This course is for juniors and has a focus on both Lester Horton and Martha Graham modern techniques. This class will emphasize performance quality, emotional and artistic connections in dance, correct alignment for efficiency of movement, increased confidence, artistic self-expression and exposure to historical foundations of this form. Students will be challenged with movement that incorporates more mature performance styles, complex musicality, emphasizing the use of the Graham contraction and spiral, release, and suspension. Students will be exposed to the historical and diverse cultural foundations of these modern dance form and its impact on current dance culture.

Modern 4

This course is for seniors. With a continued focus and exploration of Lester Horton and Martha Graham modern techniques. At the highest and most advanced level, this class will emphasize a deeper understanding of how strong technique facilitates the dancer's ability for freedom of self-expression and development of personal artistry through movement as a soloist and in ensembles. Students will achieve a deeper understanding of the classic repertory and influence of this modern form throughout the 20th and 21st centuries.

Improvisation & Choreography (Juniors)

This dynamic class invites Junior-level dancers to unleash their creativity and discover their unique artistic voices through improvisation and collaborative choreography. Students will explore movement beyond the technique, tapping into personal expression and emotion. By engaging in improvisational exercises, they'll learn to trust their instincts and develop original material. The class also emphasizes teamwork, encouraging dancers to collaborate with peers to create innovative and meaningful pieces. Whether you're looking to find your own style or work with others to bring a collective vision to life, this

class offers a supportive and inspiring environment for growth. Works from this class will be included in the Spring Student Choreography performances.

Choreography/Exploration (Senior Seminar)

Senior dance majors will expand their choreographic practice as they begin to prepare college applications, audition solos and larger choreographies. In the fall semester, seniors will each create a self-choreographed solo in addition to choreographing or participating in student-initiated group projects for local and national competitions. Spring semester will be dedicated to creating senior projects with the year culminating in a public performance showcasing their student choreography, parts of which will be reconstructed for their graduation dance video. Works from this class will be included in the Senior Solo and Spring Student Choreography performances.

Hip Hop

This is a required course for Freshmen dancers, and also an elective for other grade levels offered on Fridays as an elective. Students will learn various Hip-Hop & Street Dance styles, including but not exclusive to *Funk Styles (Locking & Popping)*, *Old School*, *Middle School* and *New School Hip-Hop Social Dance*, *House*, *Dancehall* and *Freestyle*. Students will explore the idea that these techniques are built upon specific thematic movements that have come to define these individual styles. As students progress through the course, their increased vocabulary will assist them in understanding early, innovative Hip-Hop & Street Dance as a foundation for today's social, commercial, and experimental Hip-Hop & Street Dance culture.

Jazz Dance

This course explores classic and contemporary jazz styles as incorporated in the concert and commercial realm. Technique is strengthened with thorough warmups emphasizing correct alignment, isolations, musicality and complex rhythmic patterns. Students explore personal expression through dance, incorporating various jazz and contemporary idioms.

Tap

Open to all levels and backgrounds, this high-energy class invites student dancers to explore the vibrant world of tap dance. Dancers will build and strengthen their technique through rhythm-based exercises, musicality, and footwork. Emphasis will be placed on developing strong foundational skills, tap as a percussive art, and exploring improvisation as a tool for creative expression.

West African Dance

This is a required course for Freshmen dancers, and an elective for other grade levels offered on Fridays, as an elective. West African Dance technique is introduced at the beginning/intermediate level. The course is a way of knowing, understanding, and experiencing culture, emphasizing cultural traditions, community outreach and diversity. The course works through artistic process, practice, performance, and related activities, using dance and music rooted in the West African tradition and contemporary African aesthetics. The focus will be West and Central African traditional dances.

Body Conditioning (Physical Education Requirement)

As a PE requirement, this course is for freshmen dance majors, non-majors, and any dancer suffering from a sustained injury. This course will include instruction in basic Pilates, Yoga, and Floor Barre. All three techniques are extremely beneficial, practical, and functional to any dancer's training. Students should note that general body conditioning and strength training will be offered by dance teachers during their regularly scheduled technique classes as a means of preventing, working with, and through injuries.

MUSIC DEPARTMENT

OVERVIEW

The music curriculum at the Los Angeles County High School for the Arts offers all students the opportunity to receive music theory (classical and jazz) training from music fundamentals to advanced harmony, perform in large and small ensembles (instrumental and vocal) and study music technology. Each ensemble performs in public concerts three times a year, including the annual Music Gala in February, which features all large ensembles. The Opera Workshop presents a musical and grand opera each year. Please see the Performance Calendar for more information.

VISION AND MISSION

MISSION

The LACHSA Music Department empowers a diverse community of young artists through versatile, rigorous, and joyful musical training. Rooted in artistic excellence, our mission is to cultivate the next generation of performers, creators, advocates, and culturally responsive leaders prepared to shape the future of music and society.

VISION

We envision a music program that nurtures socially conscious, community-driven musicians who thrive across genres and disciplines. Through an evolving curriculum that reflects the changing needs of our students and the industry, we prepare adaptable artists who are not only college- and career-ready, but committed to using their art to inspire, connect, and lead.

FOUR YEAR COURSE OF STUDY

(Courses may not be offered every year)

VOCAL MUSIC

9th Grade

- Concert Choir
- Music Fundamentals
- Solo Vocal Workshop
- Sight Singing

10th Grade

- Concert Choir
- Music Theory I
- Opera Workshop or Vocal Jazz (after a successful audition)
- A Friday elective of your choosing in any department

11th Grade

- Concert Choir
- Music Theory II
- Opera Workshop or Vocal Jazz (after a successful audition)
- A Friday elective of your choosing in any department

12th Grade

- Concert Choir
- Senior Vocal Seminar
- Opera Workshop or Vocal Jazz (after a successful audition)
- A Friday elective of your choosing in any department

INSTRUMENTAL MUSIC

9th Grade

Classical

String /Wind Ensemble
Theory Course
Orchestra
Chamber Strings/ Winds

Jazz

Big Band
Jazz Theory I/Jazz Records I
Jazz Sightreading/Arranging
Jazz Combo (Aud.) or Jazz Improv
Jazz Forum

Piano

Piano Class
Theory
Chamber Piano

10th Grade

Classical

String /Wind Ensemble
Theory or Orchestration
Orchestra*
Chamber Strings/ Winds*

Jazz

Big Band OR Combo
Jazz Theory II/Jazz Records II
Jazz Sightreading/Arranging
Jazz Improv
Jazz Forum

Piano

Piano Class
Theory
Chamber Piano

11th Grade

Classical

String /Wind Ensemble
Theory or Orchestration
Orchestra*
Friday Elective of choice

Jazz

Big Band OR Combo
Composition (Aud.)
Jazz Sightreading/Arranging
Jazz Combo (Aud.) or Jazz Improv*
Jazz Forum

Piano

Piano Class
Theory or Conducting
Friday Elective of Choice

12th Grade

Classical

String /Wind Ensemble
Theory or Orchestration
Orchestra*
Friday Elective of choice

Jazz

Big Band OR Combo
Theory or Orchestration
Reading Ensemble or Orchestra
Jazz Combo (Aud.) or Jazz Improv*

Piano

Piano Class
Comp and Arranging
Friday Elective of Choice

COMMERCIAL MUSIC

9th Grade

- Commercial Music Workshop
- Music Technology I
- Music Fundamentals
- Songwriting*

10th Grade

- Commercial Music Workshop
- Music Technology I
- Music Theory I
- Composition for Media*

11th Grade

- Commercial Music Workshop
- Music Technology II
- Music Theory II
- Friday Elective of Choice

12th Grade

- Commercial Music Workshop
- Music Technology II
- Arranging and Composition or Senior Vocal Seminar
- Friday Elective of Choice

*10th-12th grade instrumentalists may have the opportunity to take non-instrumental music courses, such as **Music Tech, Song Writing, Opera, Gospel Choir, Vocal Jazz or Internship** in place of Orchestra or Chamber groups if there is available space in that class. Approval is on a case-by-case situation at the approval of the arts chair, and in some courses by successful audition only.

DEPARTMENT OUTCOMES

Outcome 1: The ability to hear, identify and work with the elements of music (melody, harmony, rhythm, form, texture and timbre) in sound and notation.

Outcome 2: Performance skills appropriate to the student's needs and goals, including competence in sight reading and realizing a variety of musical styles.

Outcome 3: The ability to collaborate effectively in a variety of situations and settings and communicate with other musicians.

POLICIES

Attendance and Readiness

- Classes start promptly at 1:35 p.m. and end at 4:00 p.m. Be physically present and mentally and emotionally ready to work. Expect to begin work at 1:35.
- Students should make all appointments and interviews outside of class time.
- If a student leaves class without permission, they may be asked not to continue in class activities.
- Students should use the restroom and take care of other business before or after class.
- Students are responsible for all material whether or not they are present. It is the student's responsibility to find out what was missed.

Grading

LACHSA Standard Grading Policy.

Arts Probation

Please see the LACHSA Probation Policy.

Absences due to college auditions

Please review the LACHSA School Policy regarding College Auditions. Pre-Approval is required from the Music Chair and LACHSA Administration two weeks in advance. No student will be excused from a required LACHSA event to perform with an outside group or for college visits.

EXPECTATIONS

Working Professionally

The Music Department is a place for the growth and development of your work as a musician and creative artist. We ask that you contribute to the creation of this environment for our work with you with positive energy and commitment:

- Come to every class ready to work.
- Commit yourself to being present from the first moment you enter the room. Full concentration and commitment is expected at all times.
- Work for yourself and your fellow students. Your presence is important to this experience.
- If you are going to be late or if you must miss a class because of illness, PLEASE email the Music Office at gronlund_joshua@laoe.edu.

- Students will not be allowed to leave class to respond to cell phone messages. Cell phones must be turned off and put in backpacks. All phone calls must be made on the student's own time.
- Remember you are not in competition with anyone.
- Make an appointment for a conference with teachers if you have any questions or need assistance in your studies or training.
- Make an appointment immediately to see Mr. Gronlund if you feel you are being treated unfairly by any LACHSA or Cal State LA staff member or any fellow student(s).

Attendance and Participation

It is important that students are in class everyday actively participating and involved in the process. The study of music is not learned from a book but from an atmosphere where students actively participate in the creative learning process.

Growth and Commitment

A student's improvement in technique as well as in performance is an important component of evaluation. This includes intellectual and emotional growth. A musician's commitment to music and to the program and discipline required of that commitment are of the greatest importance.

Performance and Rehearsal

A Music Department calendar is distributed to each student and is on the main LACHSA website. Each student is expected to keep a calendar with all their performances and rehearsals listed. No student will be excused from a required LACHSA event to perform with an outside group or for college visits. While most rehearsals occur as part of class activity, some require after-school and/or weekend time. Students will be required to make up all missed assignments and rehearsals if their absence has been "excused" by the main office.

Communication

Parents are encouraged to contact the Music Department if there are any questions regarding our training program or the progress of their student's work. Please call at 323-343-2659 or contact us at email gronlund_joshua@lacoedu.edu.

COURSE DESCRIPTIONS *(Courses may not be offered every year)*

VOCAL MUSIC

Gospel Choir

Prerequisite: Successful Audition

This advanced ensemble sings a variety of gospel literature for mixed choir, from spirituals to contemporary gospel. Emphasis is placed on style, form, blend, intonation, independence of parts, as well as accompanied and acapella singing. The ensemble is given the opportunity to showcase its work through various public performances at school and around the city. Students will be required to sing a jury selection demonstrating their advance placement.

Concert Choir

This ensemble is designed for the vocal musician. Students study the characteristics of each style as it applies to their vocal performance and incorporate fundamental vocal techniques and exercises studied in class. Students are also required to listen to recordings of artists who have influenced the growth of the choral and voice literature. All students will be required to remain proficient in their voice and work on building their music reading skills. All students are required to be enrolled in Theory. Full participation is a requirement of this course.

Opera Workshop

Prerequisite: Successful Audition

This course offers advance preparation in performance of a fully staged "Grand Opera" and a musical theatre production. Along the way, students acquire technical skills necessary to pursue a singing career. The Opera Workshop at LACHSA offers gifted young singers the opportunity to pursue their careers and love of opera in a supportive and creative environment. The training prepares students for the professional arena and to continue mastering their art through college and university education. An advanced jury exam will be given at the end of each semester.

Vocal Jazz Ensemble

Prerequisite: Successful Audition

This course offers extensive study in the jazz idiom at an advanced level, stressing vocal technique and audience communication. Singers must be skilled musicians, capable of performing contemporary harmonies. Improvisational skills and microphone technique required. The schedule may include tour and recording sessions, as well as participation in competitive and noncompetitive choral festivals. Extra rehearsal time required.

Voice Fundamentals

This course is a correlated study of the fundamentals of vocal performance through the development of critical listening, musical literacy, stage etiquette, foreign language diction and accurate execution of vocal technique. Performance techniques include the development of proficiency in singing beginning level literature in Italian, French, German, and English.

INSTRUMENTAL MUSIC

Jazz Combos

Prerequisite: Successful Audition each semester

This course trains students in the presentation of traditional and contemporary small group jazz. Students selected for jazz combos 2 will improvise at an advanced high school level. The Jazz Combo 2 focuses on preparing material for jazz performances such as concerts and festivals. In this endeavor, students are generally self-directed (with some guidance from the instructor) and are responsible for creating their own program and composing much of their material.

Jazz Ensemble: Big Band

Prerequisite: Successful Audition each semester

This course trains students in the presentation of traditional and contemporary big band jazz. This advanced ensemble focuses on music of an advance to professional level of difficulty and the various styles associated with big band jazz, improvisation, and sight-reading. A jury/barrier exam is required at the end of each semester.

Lab Band

Lab Band is a small ensemble focusing on improvisation and jazz articulation. This ensemble is designed for the jazz instrumentalist who wishes to strengthen their improvisation skills. Students study the characteristics of various jazz styles as they apply to a small group setting. Students also are required to listen to recordings of artists who have influenced the growth of jazz literature. All students will be required to remain proficient on their instrument and work on building their music reading and improvisation skills. The class will perform at two school concerts and all students are required to be enrolled in Jazz Theory 1 or 2.

Orchestra

This course explores the musical styles of the traditional orchestral literature ranging from Baroque to Contemporary through performance and regular rehearsal. Students also are required to listen to recordings of major orchestras that have influenced the growth of music. All students are required to perform at an advanced level on their instrument. The ensemble performs at four to six concerts and two festivals. Each student will be required to perform a jury exam at the end of each semester.

Piano Ensembles

This course focuses on preparation and performance of representative works from the piano literature for four, six, eight and ten hands along with a chamber music repertoire. This ensemble explores musical styles including Pre-Baroque, Classical, Romantic and Contemporary. Students perform in three concerts and are assigned to the most advanced chamber groups. Each student will be required to perform a jury exam at the end of each semester.

Chamber Strings

This course focuses on preparation and public performance of representative works for the string instrumentalist. Students study the major chamber music literature of the respective instruments. Emphasis is on the materials most frequently used in developing skills and techniques for successful auditioning. Each student will be required to perform a jury exam at the end of each semester.

String Ensemble

This course focuses on preparation and public performance of representative works from string literature, including chamber music. Performances are on- and off-campus. The course initiates instrumentalists to a broad spectrum of string literature and develops students' sight-reading abilities. Each student will be required to perform a jury exam at the end of each semester.

Woodwind Ensembles

This course focuses on preparation and public performance of representative works for the wind instrumentalist. Performances are on- and off-campus. This ensemble explores the musical styles of wind chamber literature, including Pre-Baroque, Classical, Romantic, and Contemporary. Each student will be required to perform a jury exam at the end of each semester.

NON-PERFORMANCE MUSIC CLASSES

Jazz Theory 1, 2 and Jazz Composition

Jazz Theory 1: This course covers the fundamentals of music crucial to the study of jazz. The course covers jazz notation, intervals, major and minor key signatures, scales, modes, jazz chord symbols, transposition of all major jazz instruments, basic chord progressions, analysis of standard jazz repertoire, transcription of songs and solos for analysis.

Jazz Theory 2: This course covers the basic elements of jazz harmony, including chords, jazz harmony, diminished scales and analysis of jazz standards and traditional forms.

Jazz Composition: This course covers the advanced elements of jazz harmony, including altered chords, modal harmony, upper structure triads, diminished scales, analysis of advanced jazz standards and analysis of records and their importance in tradition, transcriptions, and composition/arranging.

Music Fundamentals

This course is designed to cover the fundamentals of music. The course covers music notation, intervals, major and minor key signatures, scales, chords, cadences and seventh chords along with melodic and rhythmic dictation and sight singing.

Music Technology 1

This course offers an introduction to the techniques, equipment and software used in creating and recording music. Topics covered include recording, digital sound editing, MIDI sequencing, sound design, and music notation software. *Required course for all Commercial music students and any other students interested must present portfolio to commercial music faculty.*

Music Technology 2

Prerequisite: Music Technology 1 - This course offers an advance study to the techniques, equipment and software used in creating and recording music. Topics covered include recording, digital sound editing, MIDI sequencing, sound design, and music notation software. Students will be required to compose an original song in the Techworks concert during the spring. *Required course for all Commercial music students and any other students interested must present portfolio to commercial music faculty.*

Music Theory 1

This course covers rudimentary theory, first species counterpoint in two voices, and an introduction to four-part harmony and analysis of secondary dominants and diatonic chords.

Music Theory 2

This course covers the study of first, second, third, and fourth species counterpoint in two voices, four-part diatonic harmony, melodic and rhythmic figuration, and harmonic analysis of all chromatic chords and forms in tonal music.

AP Music Theory

Pre-requisite: B or better in Music Theory 2

This course corresponds to one-to-two semesters of typical, introductory college music theory coursework that covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sightsinging, and harmony, are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight-singing. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

Arranging and Composition

Students in this course will learn traditional and non-traditional practices for creating arrangements and original compositions. This class takes place during the M/W Theory block.

Orchestration

Students in this class become familiar with the functions of the instruments of the symphony orchestra. Through exercises and listening, students are able to score pieces for various

instruments. Students also gain beginning level exposure to the art of conducting. Analysis of orchestral styles and various masterworks from the repertoire are covered.

Songwriting

This elective course is designed for students who wish to explore and continue their work on original songwriting. This course is a required course for all first-year commercial music students.

Composition for Media

Students in this elective course will learn how to create music for multiple mediums using standard compositional techniques as well as non-traditional. Students will learn how to use a DAW and

traditional music-writing software. This is a required course for all second-year commercial music students.

Commercial Music Workshop

This course is a required course for all commercial music students. Students in this class will collaborate in songwriting, music technology and recording of original music. Students will present and participate in workshops for industry professionals and peers.

Jazz Improvisation

This course will teach the basic elements, techniques, and tools of jazz improvisation. It is designed to establish a firm foundation for the jazz musician on the basic theories and concepts of improvisation.

Reading Ensemble 1

This course is designed to increase and develop students' ability to sight-read and more thoroughly interpret music written in the jazz idiom. This course is required for all entering jazz students.

Reading Ensemble 2

Prerequisite: Reading Ensemble 1

This course is designed to increase and develop students' ability to improvise, read and more thoroughly interpret music written in the jazz idiom. This course is required for all saxophone and rhythm players not in orchestra.

Sight Singing 1

This class is designed for entering students to work on reading skills. Classwork includes study and practice in melodic and rhythmic dictation and sight-singing using moveable "do."

Sight Singing 2

Prerequisite: Sight Singing 1

This class is designed for advanced students to continue working on their reading skills. Classwork includes study and practice in melodic and rhythmic dictation and sight-singing using moveable "do."

MUSICAL THEATRE

Musical Theatre Production – Grades 10-12

Length of course: 1 semester

Prerequisite: acceptance into the program through audition

Note: This course does not count toward the credits required for Physical Education

Musical Theatre Production is open to students in all Arts Departments Grades 10-12. The Musical Theatre Department presents two musicals a year, one in December and one in May. The Musical Theatre Production class is interdisciplinary and designed to produce selected musical theatre experiences integrating the Arts areas of Dance, Music, Theatre, Visual Arts and Cinematic Arts. Production aspects include training in voice (speaking and singing), acting, movement and dance, stressing performance techniques. Each semester culminates in a fully staged production. Students are exposed to professional standards and training by professionals in the industry to enhance skill building as preparation for further education and careers in the field of musical theatre performance. Acceptance into the Musical Theatre Production is based on auditions held on a show-by-show basis. All LACHSA students are eligible to audition, with the exception of 9th grade students. Students accepted into the Musical Theatre Production Class must enroll in the class for periods 5 and Friday Arts. Also, additional after school and weekend rehearsals may be required.

Auditions

Acceptance into Musical Theatre Production is based on auditions held on a show-by-show basis. All LACHSA students are eligible to audition, with the exception of 9th grade students.

Course Requirements

- Rehearsal and performance requirements (scheduled and assigned)
- Enrollment required for performance participation
- Designated rehearsal clothing and shoes
- Technical help as needed (i.e. moving set pieces during performance)
- Prior approval from Director(s) concerning any changes in rehearsal schedule

Course Objectives

- Understand the creative process as a combination of craft, ability, technique, intelligence and imagination.
- Use tools of performance (dancing, acting, singing, instrumentation) and develop them to a higher degree
- Learn to combine and integrate their performance skills
- Learn time management
- Learn to work for the common good of the group or production
- Learn to deal with and handle varied group and individual dynamics
- Develop self-discipline, self-awareness and self-respect
- Develop respect for the knowledge of the practitioners of the craft by understanding theatrical protocol and discipline
- Learn stage techniques and performance techniques
- Understand the need for regular participation
- Learn to focus on the work at hand and stay focused to sustain skills and performance materials over an extended period of time

Course Materials

- Audition and assignment of roles including understudies and student staff positions (i.e. Assistant Director, Assistant Choreographer, Assistant Musical Director, Dance Captain, and Student Stage Managers)
- Instruction and practice of production materials including voice, dance/movement, acting and performance techniques
- Read/sing through with notes on production concept, style and process
- Scene work
- Staging of musical numbers (small and large group)
- Choreography/movement during rehearsals
- Character development in dance, acting and song
- Individual and group critique sessions
- Historical background notes on specified musical

Recommended Materials

- Black dance clothes
- Appropriate support undergarments
- Water
- Towel & Deodorant
- Recording Device
- Scripts and vocal book
- Schedule and calendar of events
- Pencils

Class Policies, Expectations and Rules

- Arrive to class on time with your materials out and ready.
- Technology may only be used to look up material relevant to this course and requires teacher permission in advance of use.
- Bare feet or appropriate dance shoes in the LOFT/Intimate
- Hair must be secured away from face
- No jewelry or watches
- No GUM
- No food or beverages in class (except your personal water)

Grading

LACHSA Standard Grading Policy

THEATRE DEPARTMENT

OVERVIEW

For the aspiring young theatre artist, the LACHSA Theatre Department offers an intensive pre-professional, conservatory-type training program, with a concentration on acting. The training includes a four-year study in the areas of voice and diction, physical theatre, dance, theatre history, literature/criticism, acting styles, on-camera work, stage management, career management, with electives in stage technology, costumes, and comedy improvisation. The program emphasizes discipline, skills, techniques, and intellectual development in an aggregate environment. The training prepares students to enter directly into professional acting or colleges, universities and conservatories. The primary goal of the program is for the actor to develop refined dramatic techniques, while exploring personal creativity to the fullest. The program uses professional actors, designers, and guest artists as teachers who provide students with a sense of what they will encounter “in the real world “as professional artists.

Each level works, performs, and develops together as an ensemble of actors. There are variations within the core, leading to progressively challenging work. In Movement for example, first-year students are introduced to animal studies, physical theatre, object work, spatial awareness, and dance training. In the Third-Year Movement, students study Suzuki/Viewpoints, focusing on intense and highly defined ensemble spatial relationships.

As the student moves through each level, the core work becomes more rigorous and skills become refined, as teachers raise the stakes and standards of performance and ensemble playing to a higher level. The student’s knowledge and skill in the core continue to expand until, as fourth years, they have built up a body of knowledge and skill that is considered “highly specialized.”

Performance is an integral part of the curricular process, and the department provides opportunities, not only through mainstage season productions, but classroom showcases, culmination projects, theatre festivals, and local and national theatre competitions.

For the aspiring young actor, LACHSA’s Theatre Department offers a conservatory-style, intensive pre-professional training program. The training prepares students to enter directly into professional acting careers, colleges, universities and conservatories.

What is our Vision?

- LACHSA Theatre envisions students who are not only skilled actors but have the ability to adapt and diversify those skills to meet the demands of their future career paths in an ever-changing industry and marketplace.
- LACHSA Theatre envisions students who are problem-solvers, arts leaders, and life-long energetic consumers of and advocates for the theatre arts.
- LACHSA Theatre envisions students making an impact on their community by using their art as a catalyst for societal and cultural change.

What is our Mission?

- To implement a year long, rigorous and sequential theatre arts curriculum that incorporates beginning to advanced techniques in acting, voice, speech and diction, movement, literature/history/criticism for 9-12 grade theatre majors.
- To support individual growth and personal discovery as well as an ensemble approach to acting in a safe, but challenging environment.
- To maintain a professional artist-teacher faculty who demand excellent artistic outcomes.
- To demand a higher level of personal and professional commitment from the students who train for a three-hour intensive day with after school rehearsals and performances.
- To offer a wide array of courses, including stage combat/body mechanics, dance, directing, stage management, comedy improvisation, costume/makeup design, and stage technology, as tools to support the training.
- To provide a wide range of collaborative experiences where students share ideas and have an opportunity to learn from each other.

What skills in theatre do we want students to walk away with?

- Know and use the vocabulary of theatre (this includes all styles of acting for stage and \ screen).
- Ability to create character in monologue and scene work.
- Become skilled actors for stage and screen.
- Become skilled in voice-over production.
- Ability to be hired on their acting skills.
- Ability to be accepted into the foremost theatre colleges, universities or conservatories.
- Ability to teach the elements of theatre to younger students: i.e.: dramatic structure, character analysis and how these contribute to theatrical productions.
- Ability to research, analyze and synthesize information for a play in collaboration w/ the director and other actors.
- Make acting choices to create characters in classical, contemporary, realistic and nonrealistic texts.
- Improvise. Write dialogue. Create own productions.
- Know the history of theatre and understand how it affects dramatic genres.
- Understand world, and non-western drama and the social/cultural impact theatre has on society.
- View and aesthetically critique professional performances.
- Draw conclusions about the effectiveness of a performance, using special criteria or rubrics.
- Demonstrate ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when producing a play or scene.
- Collaborate with other artists to make art.

FOUR YEAR COURSE OF STUDY *(Some courses may not be offered every year)*

All theatre majors take a four-year acting program. However, Fourth Year Theatre majors also may take up to 2 art classes in other departments, with permission from both arts chairs.

ACTING PROGRAM

9th Grade

- Acting I
- Voice, Speech, Diction I
- Movement I, *including dance and animal studies*
- Ensemble
- Introduction to Theatre
- Theatre Festival Preparation

10th Grade

- Acting II: *The Study of Shakespeare and his Contemporaries*
- Voice, Speech, Diction II, *including the IPA*
- Movement II, *including combat & swordplay*
- Theatre History, Literature & Criticism I (*ancients to contemporary*)
- 1 Friday elective in Theatre or another arts department

11th Grade

- Acting III: *Contemporary Scene Study*
- Voice, Speech, Diction III, *including dialects*
- Movement III: *Suzuki/Viewpoints*
- Theatre History, Literature & Criticism II (*Multicultural, non-Western, women and BIPOC playwrights*)
- 1 Friday elective in Theatre or another arts department

12th Grade

- Acting IV: *Advanced Acting & Career Management/Audition Portfolio, Acting for Camera*
- Senior Theatre majors have the option to take out of department arts classes. (See Theatre Chair for details).
- Acting Company
- A Senior Capstone Project

***PLEASE NOTE: There is no such thing as a “**double major!**” Theatre seniors ONLY may ‘audit’ another arts class with permission from both of the chairs.

DEPARTMENT OUTCOMES

Based on the California Visual and Performing Arts Standards, theatre majors will:

- **Create:** Conceive and develop new theatre ideas and work. Students will learn and gain the ability to communicate and create using the unique academic and technical language of theatre.
- **Perform:** Realize theatre ideas and works through interpretation and presentation. This process requires students to share their work with others--to make their learning public--as an intrinsic element of theatre.
- **Respond:** Understand and evaluate how theatre conveys meaning to themselves as a theatre artist and to the viewer or audience throughout time.
- **Connect:** Relate theatre ideas and works with personal meaning, historical, contemporary and external contexts.

POLICIES

Theatre majors are required to comply with all school policies and procedures as outlined in the LACHSA Student Code of Conduct and the LACHSA Handbook. In addition, the following are policies specific to the Theatre Department:

Dress Code

To promote the health and safety of the students and to support the artistic premise of equitable ensemble work, students must dress in black rehearsal (workout “blacks”) clothes every day whether they participate or not.

- SOLID BLACK sweats, stretch-pants, leggings, t-shirts, sweatshirts, leotards and tights, and bicycle-type shorts are appropriate. Dresses, skirts, and jeans are not acceptable. Clothing may not have logos or writing on them (unless they are the LACHSA school t-shirts). Clothing must fit properly and cover the body. Overly baggy pants and tops, skimpy, revealing clothes are unacceptable. Behavior grades will be affected if students do not dress in appropriate rehearsal attire. A student must be in rehearsal “blacks” at each and every class meeting.
- Electronic devices, including laptops, iPods and cell phones, are prohibited in the classroom and will be confiscated. ALL cell phones must be turned off during class time, unless approved by the classroom teacher.
- Hair MUST be pulled off the face and secured. The face must be seen.
- NO jewelry or watches. Watches must be deactivated and put away. NO facial or tongue piercings can be worn during classes.
- NO gum, food, or beverages in class. Only water is permitted.
- All students must bring their “Theatre Workbook” with them EVERY day to EVERY class. This workbook will become their ACTOR’S MANUAL.

Grading: All students are expected to earn an “A” or a “B” in Theatre classes, reflecting good attendance, participation, and commitment to the program. Any student who receives a grade of “D” or “F” will be placed on Arts Probation. If there is no improvement, the student will be recommended to return to their home district. Please check the individual teacher syllabus for specific grading percentages and grading points. Grades are based on the following:

Participation: It is important that students are in class every day, actively participating and involved in the process work. If a student is unable to be physically involved, they may observe and write about the process. Inform your teachers and the Arts Chair if you have any health problems, so they may adjust your participation accordingly. If lack of participation is due to medical reasons or injury, a written doctor’s statement is necessary and should state the problem, what the student can or cannot do, and for how long the student will be incapacitated. This is very important since teachers must know how to handle the injury and assist the student in class.

Although make-up work can be provided, the art of theatre is not learned from a book, but from a collegial workshop atmosphere where students actively participate in the “in the moment” creative learning process. Being in class and participating is of extreme importance because most of these artistic processes and experiences in theatre classes cannot be made up. If a student is consistently ill or has problems that prevent regular participation, they could fall behind in the training. **MOST IMPORTANT: PERFORMANCES THAT ARE PART OF THE THEATRE CURRICULUM ARE MANDATORY.**

Commitment, Attitude, and Behavior: An excellent work ethic and professional attitude define the LACHSA theatre major. We believe it is extremely important to keep a professional atmosphere in the department and conduct all classes in a conservatory manner. The department is a place to grow and develop as a young creative artist and we demand that all students contribute to the creation of this environment with positive energy and commitment by:

- Coming to every class, every day, dressed in black, with a mind opened to new ideas and ready to work and take artistic risks.
- Committing to “being present” from the first moment you enter the room. Full concentration and commitment are expected at all times.
- By NOT engaging in “side” conversations, excessive talking or distractions when the teacher is speaking, or other students are presenting work.
- Respect yourself, the teacher and your fellow students. Save the personal “drama” for the stage.
- Focus on your work and the work of others; always watch, observe, pay close attention— this is how you LEARN.

Class Discussion, Assignments and Projects: Class discussion and projects, as well as oral and written assignments, tests and play reviews, will be used to measure student achievement in courses and the overall program. Other measures of achievement include rehearsal, research, and group interaction. Additional achievement criteria and details are provided in each teacher’s syllabus.

Growth and Commitment: A student’s improvement in skills and technique as well as in performance is an important component of evaluation. This includes both intellectual and emotional growth. A young artist’s commitment to theatre and to the discipline of the program is of the greatest importance.

Execution of Skills: The student’s successful use of technical and performance skills is evaluated daily. The theatre faculty evaluates students on an individual basis. One student is never compared to another. A student is only in competition with their own challenge to grow as an actor.

End of Semester Faculty Evaluations: As part of evaluating students’ work, the faculty may meet at the end of each semester to engage in a discussion with each student. If there are concerns, the chair will convene a parent-student conference to help the student improve. If, at the end of the school year, the student has not met the departmental standards in grades, behavior, attitude and commitment, the student will be recommended for return to home district.

Tardies and unexcused absences

Theatre majors are held to the same Tardy, Unexcused Absence, and Absence policies as outlined by LACHSA School Policies. **Specific** to the Theatre Department:

- Theatre classes start at **1:30 P.M.**
- If the student is tardy, due to making up an academic assignment during lunch, they must present a note signed by the academic teacher to the arts teacher. No excuse will be accepted without written documentation. If the student missed lunch because of the academic makeup, please report to the Arts Chair for accommodation.
- If a student is 30 minutes late to class, even with an official tardy excuse, the instructor reserves the right to ask the student to observe and write about the class process, if full class participation will adversely impact the rest of the class.
- If a student leaves class without permission or is unaccounted for, they will be reported as truant. A student may lose credit for the day’s activities if they are late to class or leave early without permission.
- Professional obligations must have prior approval from the Administration. Please inform the Arts Chair and your instructors about the upcoming absence. Absences for professional

- bookings cannot exceed five (5) consecutive school days, or 5 absences per semester.
- There is a 10-minute break between A and B classes. No student is to leave the LACHSA campus to go to Cal State LA's campus during this break, unless they are enroute to FA 338 for a theatre class.

EXPECTATIONS

Professional work outside of school is not discouraged as long as it does not interfere with participation in the regular theatre classes. **Students are allowed 5 days per semester** for professional work. Please check the school policy in the LACHSA Handbook for complete details on "Professional Obligations" and the amount of time allowed.

"Company Call" with the Arts Chair and the entire department is held periodically. It is very important that students arrive on time. Significant amounts of information are given out at Company Calls.

Students should make all medical appointments outside of class time. AVOID making counseling appointments during arts time for class changes, or college, academic advice, etc.

No student is excused from theatre classes due to lunchtime ASB activities, unless prior arrangements have been made with the ASB sponsor and the Arts Chair.

Students must use the restroom and take care of other business **before** or **after** class or **during breaks**.

Students are responsible for all class work, whether or not they are present. Students must make arrangements with the individual teacher to make up missed work. A student has one week following the absence to turn in make-up work.

If a student is going to be absent or late for a rehearsal, call the Main Office at 323-343-2550, or the designated Stage Manager. **PLEASE DO NOT SEND THE MESSAGE THROUGH ANOTHER STUDENT!** Please be aware that after 1:00 pm it is difficult to relay messages to students; and students are not allowed to have their cell phones turned on in class. In the event of emergencies or urgent messages, you may contact the Main Office at 323-343-2550.

All phone calls must be made on the student's own time, during the break or after school.

Students are **NOT** allowed to eat in the classrooms. If students have scheduled a lunchtime rehearsal, they must eat outside the classroom first and then use the classroom for rehearsal. Only water bottles are allowed in classrooms.

All students are responsible for keeping the rooms clean. At the end of the school day, replace all the chairs and tables to their academic set up and make sure all belongings are picked up.

Students are not allowed to bring weapons or realistic-looking toy weapons, liquor bottles, knives, cigarettes, fake drugs, etc. as props. Please check with the Arts Chair for approval, if in doubt.

If a student is assigned to work on a scene or project, they are expected to be present and prepared to perform on the given date. Excuses such as: "I couldn't get together with my scene partner," or "My grandmother came to town last week," are not accepted.

Remember that you are not in competition with anyone but yourself to improve and get stronger at your craft. In the Theatre Department, we've "got your back"; we work together and support each other because: WE ARE AN ENSEMBLE. WE ARE A FAMILY!

All students are expected to maintain respectful behavior and a positive attitude toward their training, teachers, and peers. Remember the quote that *"Life is 10% what happens to me and 90% how I react to it."* A positive attitude and respect for self and others are the "intangibles" that contribute to a successful outcome in the theatre experience.

Make an appointment to conference with the Arts Chair if you need assistance or have questions/concerns about your studies or training.

PERFORMANCE AND REHEARSAL

The Theatre Department is modeled after professional training programs and upholds the philosophy that students in their First Year of study should be totally immersed in training. As a result, First Year theatre majors do not perform in the Production Season, which includes a Fall or Winter and Spring play. However, we do believe it is important for an actor to perform as part of the learning process. As such, all majors, including First Years, are given opportunities to perform in BROWN BAG THEATRE, THEATRE FESTIVALS, SHOWCASES, FINALE PERFORMANCES, and other student projects.

Second, Third and Fourth-year theatre majors are invited to audition for the production season. The department tries to accommodate as many students as is feasible in these productions. However, it must be clearly understood that there are a limited number of roles and seniority does not guarantee a role.

Participation in "The Season," which rehearses after school, is voluntary and considered extracurricular. As such, grades are counted towards participation. A student cannot drop below a C average to perform in the Season plays. Written rehearsal schedules will be sent home to notify parents of weekend rehearsal hours. Attendance is vital for all students involved in the production as performers, technicians, crew, or staff. Any student missing rehearsals for unexcused reasons is subject to dismissal from the play and their Acting participation grade will be affected. No rehearsal will extend later than 8:00 P.M, and 9:00 P.M. during Final Tech Week. All students involved in the production, both actors and crew, are required to stay for "strike," the dismantling of the set and cleaning the theatre after the final performance.

Rehearsal schedules are prepared and distributed well in advance so that any potential conflict may be resolved. From time to time, we may need to schedule additional rehearsals. In such an event, parents and students will be notified in a timely manner.

As a performer or crew member, unplanned tardiness or absence from a rehearsal or performance is unacceptable and may result in not being allowed to perform or crew for the remaining performances. If a student is going to be late or miss a rehearsal or performance for an emergency reason, call the Director or Stage Manager and leave the message and the time you called. Also, you may call the school (323-343-2550) and ask to contact Mrs. Hunter. **DO NOT SEND THE MESSAGE BY ANOTHER STUDENT!**

Student safety during class and after-school rehearsal is of the utmost importance. Therefore, the Theatre Department observes the following security procedures:

If a student experiences a minor injury that can be treated with immediate first aid, please alert the instructor and get a pass to leave class. Ice packs, Band-Aids, ace bandages, etc., are available in the Main Office. If the injury appears to be major, do not move or attempt to leave the classroom. Teachers have been instructed to call the Arts Chair or the Main Office Nurse. The nurse will assess the injury. The classroom teacher will make out an injury report at that time.

It is essential that teachers provide a proper warm up for their students, especially for vocal and movement lessons and activities. All students learn a series of vocal and movement exercises to prevent injury. Using the essential 8 vocal articulators, students memorize specific speech and sound activities to warm up the voice. In movement classes students are taken through a series of physical warm-ups to prepare the body for the challenges of physical theatre, dance, Suzuki, combat and Viewpoints work. Students taking or involved in any stagecraft activity are taught the proper use of tools, handling and storage of paints, dyes, and solvents. If a teacher has a class that is required to do warmups or use protective gear, it will be included on their syllabus.

For reasons of safety, students are not allowed to transport other students in their car. A supervised bus is provided to transport students to field trips and performances. With signed permission from a parent a student may drive themselves **only**.

No student is allowed to rehearse in a room unsupervised. This also applies during lunchtime and after school. If a student must rehearse, ask the theatre teacher to supervise and secure the permission of the Arts Chair.

Students are directed to never walk alone to their cars, the bus, or the train at night. To be safe, in case of emergency, program the Campus Police phone number into your cell phone: **323-343-3700**.

During late-night rehearsals, students are supervised by LACHSA staff. Students requiring pick up must remain with a staff member until picked up by a parent/guardian. If a student is not picked up in a timely manner, they will be taken to the university campus police who will contact the parent/guardian.

A student must inform the Director if they need to leave rehearsal for any reason, including using the restroom. Students cannot wander from the rehearsal site for any reason.

The Parent Leadership Committee provides snacks and dinners for the students during Final Tech Week. **Students are not permitted to leave the venue for any reason**, unless prior permission has been given to the Arts Chair from the parent.

Communication

Parents are encouraged to contact individual theatre faculty if there are any questions or concerns. All teachers are available at 1:00 PM and after school for conferencing with students or parents. Please contact the teacher directly via email. All faculty email addresses list the teacher's lastname_firstname@laoe.edu. If, after speaking with the teacher, you have further questions, please contact the Arts Chair.

All young people benefit from good adult mentoring. Please feel free to select one of our Theatre Department teachers to act as your personal advisor—WE ARE HERE TO HELP!

Communication between the Arts and Academic teachers is imperative. The Theatre Department believes it is important for students to maintain good grades in their academic subjects as well as their arts—one area is no more important than the other; they enhance and complement each other. The academic teachers and the Student Support Team provide the Arts Chair with a list of those students who are falling behind in their work; and together, we make every effort to improve the student's grade.

The last and most important communication: ALWAYS REMEMBER TO SAY, “THANK YOU” TO YOUR TEACHERS AFTER EACH AND EVERY CLASS.

COURSE DESCRIPTIONS

(Some courses may not be offered every year)

Acting 1

Study of beginning acting skills and an introduction to the Stanislavski approach to acting. Students learn how to analyze character to create truthful performances, using monologues and improvisations. Two-person scenes are introduced in the latter part of the course.

Acting 2

Study of Shakespearian text and meter. Students analyze Aristotelian dramatic structure, break down Shakespeare scripts, rehearse and perform Shakespearian monologues and scenes.

Acting 3

Study of acting styles applied to contemporary plays. Students use improvisation techniques to create the life of the character and the intent of the scene and perform works by contemporary American Playwrights, including Williams, Wilson, Hwang, Wasserstein, and Valdez.

Advanced Acting 4

Study of advanced acting techniques, including Meisner and Chekhov styles.

Literature/Criticism: Multicultural Theatre Studies

A study of diverse theatre as an art form, with an introduction to dramatic structure, character analysis, play reading and criticism through the use of BIPOC, LGBTQ, women and non-western plays.

Theatre History

Study of theatre history and text criticism from the ancients to pre-modern, focusing on the theatre as a social institution in America.

Literature/Criticism Multi-Diversity/Societal Theatre Studies

Study of non-western playwrights, including women and BIPOC, focusing on the pre-modern to contemporary period.

Movement 1

Beginning study of the body's uniqueness through animal studies, dance body training and exercises designed to explore the body as a communication tool. Students develop flexibility, range, expression and physical confidence. Combines elements of Alexander Technique and yoga to improve ease of balance.

Movement 2

Intermediate physical training of the individual actor through stage combat techniques, swordplay, acrobatics and circus techniques. Concentration on warm-up, relaxation and control.

Suzuki/Viewpoints 3

Study of the technique of Tadashi Suzuki, which combines techniques of Western ballet with traditional Japanese theatre styles and martial arts to deepen focus and awareness while on stage. Students explore Anne Bogart's Viewpoints Techniques to enrich their creativity, focus and ability to follow impulses to become aware of the entire physical instrument in time & space.

Advanced Acting 4 & Audition Portfolio/Career Management

Students develop a variety of classical and contemporary monologues, acquire head shots, do mock interviews and meet with professional actors, casting directors and representatives from colleges and conservatories to prepare for a post-secondary career or college/conservatory study.

The Capstone Project 4

When offered, this class allows students to select their own projects, based on all the knowledge they have acquired to this point. A student may want to write a play, develop a film or webisode, dramaturgy, etc.

Acting for Camera

Working with the Cinematic Arts Department, students learn specific techniques for delineating acting skills for the camera as opposed to the stage. Each student is provided with a reel of their work.

Acting Company 4

With their faculty advisor, Advanced Acting students produce short and full-length plays for public showcases.

Festival Preparation 1

A Level One course designed to prepare students for theatre festivals and competitions.

Voice, Speech, Diction 1

Study of the development of voice techniques for the stage, including work in relaxation, breath control, limbering, articulation and resonance.

Voice, Speech, Diction 2

A continuation of the study of voice techniques for the stage with an emphasis on learning the International Phonetic Alphabet (IPA) and Linklater vocal techniques.

Voice, Speech, Diction, Dialects 3

Advanced development of voice techniques for the stage including the study of vocal dialects.

ELECTIVES

Stagecraft: Students focus on developing the basic tools and procedures for creating elements of technical theater, including costumes, lighting, sound, makeup, properties (props), publicity, scenery, automation, graphic projection, and stage management.

Directing: Students investigate the art of directing for the stage, with a focus on developing skills in the areas of composition, theatrical spaces, stage imagery, script analysis and text interpretation.

Costume Design: Students learn to design and build costumes for the stage. With study in character analysis, color theory, figure drawing, patterning, and basic stitching. Students are assigned various shows during the year to assist the teacher with the productions.

Introduction to Comedy Improvisation: Students learn the elements of theatrical improvisation through theatre games and improvised scenes. They learn how to participate effectively in improvised storytelling.

Advanced Comedy Improvisation: Students will engage in the long and short form of scene improvisation, including the “Harold Scene.”

Please note: As part of contemporary drama in the Second Year, students may study plays with mature language and themes.

Career Technical Education (CTE): Design & Production

Under the auspices of the Theatre Department, the CTE program involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupation knowledge to provide students with a pathway to postsecondary education and careers.

FIRST YEAR

Introduction to Theatre

An introductory course, the focus of this class is to familiarize students with the foundations of theater and to help students develop the analytical skills to think, speak, and write critically about theatre. Through this course, students will acquire a basic understanding of the elements of dramatic structure and of theatrical production, while becoming a more informed, critical audience member. Students will learn to evaluate the artistic quality of a script and a performance and gain appreciation of how plays reflect the people and cultures that produce them.

Stagecraft I: Scenic Materials & Methods

This course introduces students to the fundamentals of theatrical production, from page to stage. Beginning with safety practices and procedures in the theater and scene shop, students will explore the various tools of the trade, including hand tools and power tools, as well as various construction materials and hardware. Through this course, students will also develop an understanding of the basic construction and painting techniques for stage properties and scenery; and will gain practice in stage-crew work, including the load-in and striking of scenery, lighting, and sound equipment. In the second semester, students will advance their production knowledge and skills as they study the movement of sets on the stage, including basic rigging, counter-weight systems, and automation. Students will also be taught to manage the complex support tasks that are involved in a performance as they work to produce scenic elements for various LACHSA productions.

Fundamentals of Design for the Stage

Fundamentals of Design for the Stage introduces students to the creative process, beginning with the core elements of design (point, line, shape, form, void, scale, texture, value, color). Students will learn to implement these elements utilizing guiding principles of design (balance, contrast, pattern, rhythm, movement). Throughout the course, students will experiment with various physical and digital mediums to express their understanding of the subject matter.

Theatre History

This literary course is the study of theatre history and text criticism from the ancients to post-moderns, focusing on the theatre as a social institution in America. Upon completion of this class, students will understand major theatrical movements and developments from the ancients to post moderns and have a strong background in and understanding of theatre as a social influence in history. Students will identify the types of plays performed, the key playwrights, the physical buildings, and spaces for acting and the general tone and organizations of the actors. Students learn how these ancient traditions informed our modern contemporary traditions, with an understanding that history is not a past, dead entity, but rather a dynamic revelation of the theatre as an art form and the people's need to witness it. Finally, students will discover what was established, what was discarded, what changed, and what became new. Through this course, design and production students will acquire a broad spectrum of knowledge on which to base their subsequent design coursework.

SECOND YEAR

Scenic Design I: Visual Representation & Principles

Scenic Design I: Visual Representation & Principles is a discussion and project-based course which introduces students to the process and practices of scenic design for the stage. Through this course, students will develop the skills necessary to read and analyze a script. Utilizing methods such as research, collage, and sketching, they will also learn to translate their analysis into a visual and physical representation. Finally, students will acquire the critical skills and techniques needed to communicate their design vision; this includes drawing, painting, model-building, and drafting.

Lighting I: Electrics & Process

This course will cover all elements of Theatrical Lighting Practice. Students will learn basic electricity safety, theory, and practice. Operation and maintenance of various lighting fixture types will be covered, as will basic lighting computer programming in a 'hands-on' exploratory environment. Students will also be taught all forms of lighting paperwork. Through this course, they will be able to read and maintain light plots, schedules, and cue sheets. Finally, students in this course will be assigned to at least one lighting role on a LACHSA production each semester.

Sound I: Engineering & Elements for the Stage

Through demonstration and hands-on application in the classroom, building and progressing to show production applications and show support, Sound I: Engineering & Elements for the Stage introduces students to equipment and tools necessary to support the needs of various live production events, including their place in modern sound systems, as well as their different functions. Through this course, students will learn about the many sound connectors, cables, files, patterns, "apps," and coverage concepts. They will discover how and why we hear the way we do, and about how and why audio and sound happen. Students will acquire the skills necessary to set up microphones, mixers, speakers, cable connections, wireless systems and will learn to manage signals in a sound system. Finally, students will learn the basics of how to cue a show and manage a variety of functions through the operation on a show.

Stagecraft II: Costumes & Properties

This course will introduce students to costume design and costuming for the stage, as well as the procurement of handheld properties. Students gain a basic understanding of the principles of theatrical costume theory, psychology of clothing for theatrical design, costume construction, and budget management. Students use the language of costuming, including costume plot, color theory, patterning, stitching, sketching, and rendering. Students develop costume designs and identify property needs of individual characters, which emerge through a process of character and scene analysis, period research, as well as directorial concept. Design, drafting, draping, and construction skills are supported through practical application and hands-on exercises. Tools and resources are provided to develop students' final projects. Final projects may consist of students working as wardrobe assistants and dressers for school productions.

Stage Management

The Artistry of Stage Management takes students through all aspects of production, management, and design that represent professional practices for stage managers. Students learn skills in leadership, problem solving, communication and creative thinking, while stage managing at least one production each year, under a professional stage manager faculty's guidance. The class follows current standards and will collaborate with all departments on a variety of productions, giving students practical, hands-on experience and knowledge in almost every possible type of production.

THIRD YEAR

Design Lab & Festival Prep

This practical application course gives students the space and time to put into practice design theories and techniques in the areas of lighting, sound, scenic, and costume design. Students acquire and hone the practical ability to actualize their designs from concept to realization as they develop design concepts for LACHSA productions. Students also receive guidance and oversight as they prepare design packages for presentations at theater festivals and competitions, as well as document work for inclusion in their professional design portfolios.

Scenic Design II: Conceptual Design & Schematic Development

Students will deepen their understanding of concepts explored in Scenic Design I. They will implement skills and concepts in practical application as they develop design solutions for both theoretical design concepts and realized LACHSA productions. Utilizing acquired skills and techniques, students will develop drawings, renderings, and models to communicate design solutions for use by other design teams, directors, and builders.

Lighting II: Controllable Properties of Light

This course will cover all elements of Theatrical Lighting Design. Students will learn the properties of light and how they can be pre-visualized and manipulated for dramatic effect. Script analysis and design conceptualization will be explored. The creation of design presentations and conceptual research will be studied as well. Students will also develop and create all forms of lighting design paperwork including plots, schedules, cue sheets and shop orders. Lighting II students will be trained in the role of the designer within the design and production process and will be expected to take on a primary creative role in department productions.

Sound II: Systems & Design for the Stage

Building from the elements learned in Sound I, Sound II: Systems & Design for the Stage will continue development of sound design principles, students will continue utilizing various tools to act on goals set in the development of a show design; including analyzing a script; coming up with a plan, a prediction and a world of sounds to make the play come to life. To do this, students will learn how to plan, draft, control, and prepare sound systems and sound files for use in technical rehearsals and in the production of a show. They will develop the skills necessary to mix and equalize signals and routing for a band

and singers. Students will also acquire a deeper understanding of how sound consoles work and how to organize signals into a working show. And finally, students will learn advanced cueing for a show and how to manage a variety of control functions through the operation on a show.

Production Management

This upper-level course for third- and fourth-year design and production students will be a seminar type course that includes attending and running the production meetings for all LACHSA produced events that include design and production elements and efforts. The course will cover production schedules, budgets, policies, staffing, and professional practice(s) based upon the specific practices of each performance discipline - theater, dance, opera, musical theater, live music concerts, and other events. Interpersonal production management methods, communication, expectations, and professional behavior will be taught using real time LACHSA productions.

FOURTH YEAR

Stagecraft III: Production Practicum

This capstone course will build on the foundational skills acquired throughout the program, giving students an opportunity to oversee the design and production process in a variety of theatrical and stage productions. Students will use analytical skills to interpret literary material to create a design concept. Students will be familiar with design elements, drafting techniques, computer software, and modeling skills necessary to prepare designs and/or models for theatrical sets, costumes, lighting, and/or sound installations. They will also become familiar with the diverse array of production materials, equipment, and techniques used to augment live theatrical productions. Students will gain practical experience in the application of stage or production management responsibilities as they guide and manage the technical rehearsal and performance process of various LACHSA productions. Finally, students will explore apprenticeship, higher education options and career training, as well as discover an overview of related occupations in production for the arts, media, and entertainment industry.

VISUAL ARTS DEPARTMENT

OVERVIEW

The Visual Arts Department teaches techniques in various media while focusing on developing conceptual thinking skills. LACHSA Visual Arts offers a comprehensive 4-year program in visual literacy that includes standards in 2D and 3D art. Every student starts with the Freshman Foundation to learn basic skills in drawing, 2D and 3D design, and art history.

After the foundation year, students advance to a diverse curriculum, taking a different art class every day. Students select their own classes, from: Figure Drawing, Painting, Sculpture, Photography, Ceramics, Experimental Film and Video, Graphic Design, Illustration, Fashion, Printmaking, Film History, Digital Art and Animation.

The LACHSA Visual Arts faculty is composed of professional working artists recognized in their field. Classes are supplemented by visiting artists, as well as field trips to museums and galleries. Students have several opportunities to exhibit their work throughout the year in professional venues. Student artwork is published in an annual Visual Arts Portfolio called *The Gift of Love*.

The Visual Arts Department offers students support with their portfolio preparation and college applications. Faculty are all working professionals pursuing a career as artists and have expertise in this area. They can serve as a valuable resource for advice and guidance. Each year at least 15 prestigious art schools and universities from around the nation make presentations and conduct portfolio reviews on campus for juniors and seniors.

VISION AND MISSION

Our vision is to create a learning atmosphere of visual literacy and critical thinking, while developing a personal identity within a thriving community of young artists.

The Visual Arts department will achieve its vision through discipline and skill within a broad range of arts classes. Further, our mission is that within these 4 years of training, students will have developed into responsible young artists, both personally and within the community, and can demonstrate their mastery as a result of our professional teaching artists' instruction

FOUR YEAR COURSE OF STUDY

(Courses may not be offered every year)

9th Grade

Freshman Foundations Program (5 per semester):

- Intro Ceramics
- Human Anatomy
- Intro Sculpture
- Intro Painting
- Pro Skills for Artists
- Drawing I
- Elements of Design
- Intro to Graphic Design
- Mixed Media
- Modern Art History

10th Grade

- World Art History
- 4 visual arts classes of your choice (*see below*)

11th Grade

- 4 visual arts classes of your choice (*see below*)
- 1 Friday elective from visual arts or any other department

12th Grade

- Senior Seminar & Thesis Project
- 4 visual arts classes of your choice (*see below*)

Visual Arts Classes Available to Grades 10-12

Second-, Third-, and Fourth-year students can request specific courses from the following year's VA classes by filling out a schedule request form in the spring. All classes are assigned on the basis of seniority. These classes include:

- | | |
|-----------------------|-------------------------------|
| • Illustration | • Animation |
| • 3D Design | • Experimental Film and Video |
| • Painting II and III | • Graphic Design |
| • Figure Drawing | • Fashion Design |
| • Ceramics | |
| • Printmaking | • Digital Art |
| • Photography | |

Students will receive their Arts schedules in the first week of school. Changes to VA schedules can be made through the VA office ONLY within the first week of the semester. Final approval is made by the VA Chair only. There is no change of classes at the end of the first semester.

DEPARTMENT OUTCOMES

Drawing: Perspective, Line and Value, Contour, Gesture, Observation from Figure, Illustration

Painting: Color Theory, Value Scale, Composition, Brush Technique, Canvas Construction & Prep

Design: Space, Grid, Formation of Symbols, Type and Image Integration, Color, Typography, Digital Literacy, Communication, Composition

3D Design: Form and Space, Materials, Construction and Craftsmanship. Knowledge of Tools

Concept Development: Research Techniques, Formal Writing, Portfolio Prep, Art Theory

EVENTS

Winter Show (November/December)
 Spring Show (March/April)
 Fashion Show (April/May)
 Experimental Film & Animation Festival (March/April)
 Senior Thesis Show (May)

POLICIES

Safety Guidelines

To ensure safety and prevent health problems, the following guidelines explain each student's responsibilities as an artist working in a public space.

- All students will be trained to use materials and tools safely and are expected to model safe use.
- Facilities, classrooms, and studios must be left completely clean and ready for the next class, even if that means extra cleaning is required to restore order.
- All toxic materials must be handled and disposed of according to California Safety Standards.
- No flammable materials (such as gasoline) may be used in artworks.
- Students must wash their hands before consuming food or drinks and again at the end of class to avoid consuming carcinogens.
- No paint, solvents, or plaster may be poured in the sinks.
- Paint rags and/or paper towels must be disposed of in the black bucket in the hazardous waste disposal area in FA 211.
- Solvents must be disposed of in the large metal container with the red funnel attached in the hazardous waste disposal area in FA 211. Plaster must be disposed of in the dumpsters next to the loading dock of the FA building.
- Students are not to transport toxic/hazardous materials out of the FA building.
- Spray paints and fixatives may never be used inside any building.
- Dry pigments are not to be used without gloves and a respirator mask.
- Personal Storage Space in FA 215 - each VA Student will have a storage space in the Art Office.
 - There are numbered shelf spaces to store personal supplies and projects.
 - Paintings must be stored in the painting racks with the artist's name on the spine.
 - Projects stored in Fine Arts 215 must be stored as outlined in the Visual Arts Cubby Guidelines and not just left in the room.
 - Abandoned projects will be disposed of.
 - Students may not store works that may damage the artwork of others or affect the health of other people inhabiting the Art Office.
 - FA 215 is an office and meeting space, as well as a storage facility.
 - The student's name, date, and contact information must be on ALL work.
 - Any finished works of art that have been critiqued and graded must be taken home.
 - Never store valuables such as purses, cell phones, cameras, or wallets in the Art Office.

- Due to safety concerns, all beginning classes will use acrylic paints.
- Advanced painting students may elect to work in oil paint, but the paints, solvents, and media must be handled according to safety standards as outlined in the training delivered by the teacher.

Participating in VA Exhibits / Events

The VA Department produces 3 exhibitions throughout the school year: a winter show, a spring show, and a senior exhibition, as well as a fashion show and an experimental film festival. The senior show is for seniors only and will count in their final grade. VA students are expected to fully participate in all VA events.

Personal Storage Space in FA 215

Each VA Student will have a storage space in the Art Office. There are numbered shelf spaces to store personal supplies and projects. Paintings must be stored in the painting racks with the **artist's name on the spine**. Any finished works of art that have been critiqued and graded must be removed from the art office. Never store valuables such as purses, cell phones, cameras, or wallets in the Art Office.

Grading

All VA grades are based on the following criteria:

- Completion of projects
- Creative solutions to project guidelines
- Demonstration of technical proficiency
- Participation in class discussions and critiques
- Preparation Attitude, Behavior, and Work Ethic

EXPECTATIONS

- California laws, LACHSA Policies & Expectations, and Cal State LA rules must be followed at all times.
- Students are to arrive in Arts classes on time at 1:35 pm, or earlier, with materials.
 - Students will come to class prepared with the necessary homework, equipment, and supplies.
- Students will remain focused on class work and teacher instruction.
- Students will respect all adults and classmates to maintain a professional and safe work environment for all.
- No food or beverages (except water) in class.
- No cell phones or other electronics are to be used during class unless directed by faculty.
- Music in class is always by the teacher's discretion
- Supplies provided by LACHSA are to be used carefully. Do not waste resources.
- A set of paint brushes, pencils, erasers, and a pencil sharpener will be distributed to each freshman at the start of the Fall semester.
 - This equipment should be cared for as demonstrated by the teachers, so it lasts for all four years of a student's time at LACHSA.

- o Pencils and erasers will be replaced by the Visual Arts department at the beginning of each year.
- o Replacement pencils, erasers, & pencil sharpeners can be purchased in the Art Office.
- o Students are responsible for replacing lost or damaged paint brushes.
- LACHSA will provide canvases, drawing surfaces, sculpture, and printmaking materials.
- Follow all artist safety guidelines and teacher instructions.
- All tools and materials are to be used as per instruction.
- Students are to be in arts classes for the full duration of the class period and are not to take excessive breaks from class.
- All school property must be cared for at all times.
 - o Do not tag, autograph, doodle, sketch, scratch, draw, or paint on
- All individuals are to be treated with respect, regardless of race, gender, class, sexual preference, manner of speech, or style of dress.
- Students are not to use profanity in class.
- Students are not to disrupt any other classes on campus, cause disruptions in the hallways, or block the doorways in any building.
- Students are expected to fully participate in all lectures and activities.
- All creative efforts and works of art are to be treated with respect.
- Human beings are to be depicted with respect and dignity in all works of art.
- Respect all figure models and never engage them in a personal manner.
- Do not plagiarize artworks, design, writing, or other creative works.
 - o Plagiarism will result in a grade of zero.
 - o Student may be given the opportunity for a second attempt at the teacher and the Visual Art's Chair's discretion.
- Controlled substances are strictly prohibited on the Cal State LA and LACHSA campus.

Failure to follow the Visual Arts Behavior Expectations may lead to the following consequences:

- A warning
- Parent/Teacher Conference
- Arts restriction
- Suspension
- Permanent Involuntary Transfer to the home school district

COURSE DESCRIPTIONS *(Courses may not be offered every year)*

9TH GRADE FOUNDATION COURSES

Art History: Modern Art

This class introduces students to a survey of art from Impressionism to contemporary art. It will give students a broad overview of major works, artists, and movements in their cultural and historical contexts. Students will gather knowledge of art history during this period, while having the opportunity to incorporate those elements into their projects.

Drawing I

This drawing lab course integrates fundamental drawing principles (composition, value, structure, contrast, line, shape, pattern, space and rhythm) with an emphasis on building a formal visual vocabulary. Focusing on basic drawing skills, students study the formal and technical problems of drawing as a medium for artistic creativity.

Drawing and Painting

This course introduces students to the fundamental principles of drawing and painting and provides examples, demonstrations and assignments that offer opportunities to execute that understanding through the use of artistic techniques and self-expression.

Elements of Art and Design

This class emphasizes the organization, function and manipulation of the elements (color, value, line, texture, shape, and space) and the principles (balance, unity, Emphasis, contrast, pattern, rhythm, and movement) of art and design.

Human Anatomy for Artists

This course concentrates on drawing issues that relate to the figure. Students will develop their ability to represent the human figure by carefully and accurately drawing the skeleton. Students will refine their ability to use accurate proportions, perspective, light and shadow to create the illusion of complex volume. The basic components of drawing are emphasized; gestural mark-making, line weight, perspective, size and scale and composition.

Introduction to Graphic Design

This class looks at the function of the designer and how they solve problems of communicating products, images and organizations in an original form. Students develop their creative vision and judgment to enable them to distinguish between strong and weak methods of presenting design ideas. They learn to use Adobe Photoshop, Illustrator and InDesign/Quark to create typical, but challenging design projects.

Introduction to Painting

In this beginning class, students undertake projects to learn 1) to mix paint, use tint and tone; 2) the triadic, color theory and how to use three colors to create a composition; 3) the color wheel and how to use all the colors; 4) painted collage that mimic selected images of texture and color; 5) the view finder to edit space/areas to magnify points of interest; and, 6) color separation, and texture.

Introduction to 3D Design and Sculpture

This course emphasizes developing manual skills and conceptual functions in order to present a unified, well-crafted three-dimensional design. This introduction to the basic visual elements through critical analysis as well as the physical manipulation of a variety of art media will also use demonstrations, study of well-known works/artists, art history, and commonplace 3-D designs to illustrate the role of 3D design in society.

Mixed Media

The Mixed Media course will focus on image making through the application of various artistic genres including painting and drawing, collage and assemblage, mosaic, photo montage and found objects. Color theory, linear perspective, pictorial composition, figure/ground relationships, visual perception, spatial concepts and critical thinking skills will all be emphasized extensively.

10th-12th GRADE VA CLASSES

Ceramics II – Introduction to Hand Building & Ceramic Sculpture – Continuation of I and Mold Making and Slip Casting

This course explores human development and the arts as experienced through ceramic art: its history, forms, functions, interrelationships and symbolism correlated with personal exploration.

Level 1 – Demonstration of knowledge and technical distinctions of historically important ceramic art from cultures around the world.

Level 2 – Demonstration of an understanding of terms and techniques related to the course.

Level 3 – Demonstration of the ability to analyze and express personal ideas and relate individual projects to larger concerns in historical and contemporary contexts.

Painting and Drawing

Painting/Drawing is an intermediate class that is a laboratory for experimenting with media and methods, concepts and critical thought around art making, and finding one's unique voice through observation, reflection and interpretation. This course will cover the fundamentals of oil painting, water-based media (primarily acrylics including, but not limited to watercolor, gouache, watercolor and ink), dry media, collage, and mixed media. Students are led through a series of assignments and independent study opportunities designed to acquire new technical skills and to develop critical thinking.

Students will work with a variety of applications in both wet and dry media, have the opportunity to explore image-making using different textures and materials, sources, to investigate color theory, and will be exposed to different genres of painting/drawing/mixed media through group discussion, lectures, readings, and critiques.

Level 1 – Understanding of materials, processes and tools. Creation of assigned project-based work. Color mixing, stretching and preparation of canvases, brush and palette knife technique, the use of oil painting mediums.

Level 2 – Strategic thinking and implementation of ideas. Analysis and ability to critique one's own work and that of others. The ability to think and talk critically about the history of painting/drawing/mixed media and how it applies to their own work and the work of their peers.

Level 3 – Responding, connecting and synthesizing the knowledge acquired to produce personal work. Compelling images that are personally relevant as well as serve as portfolio pieces.

Contemporary Art

These courses will challenge students to reconsider how and why they are making art. With a formal study of the elements of painting including color, value, composition, scale, space, form, volume, texture, light, application and the science of paint.

Level 2 – Strategic thinking and implementation of ideas. Analysis and ability to critique one's own work and that of others. Exploration of diverse materials and approaches. Understanding of contemporary art ideas.

Level 3 – Responding, connecting and synthesizing the knowledge acquired to produce challenging subjective work

Fashion Design & Construction I & II

These courses concentrate on the basics of fashion design and illustration. Students develop their ability to develop conceptual ideas, communicate them through illustrations and turn them into final, three-dimensional products. Students will learn to draw coquis', (quick fashion sketches) drawing clothing on the body and rendering various textiles and prints.

Level 1 – Understanding of materials, processes and tools. Creation of assigned project-based work. Students will master hand sewing, basic patternmaking, machine sewing and construction techniques **Level 2** – Strategic thinking and implementation of ideas. Analysis and ability to critique one's own work and that of others. With the further development of sewing skills, the focus on conventional and innovative techniques of garment construction to bring cloth to clothing.

Level 3 – Responding, connecting and synthesizing the knowledge acquired to produce personal work. Students will progress to explore the potential of body covering to express personal, political, social and aesthetic issues.

Figure Drawing

Through study of different masters of figure drawing in each class session, followed by 30-second, one-minute, two-minute, five-minute and 20-minute drawings of live model poses, students develop skills and techniques in drawing the human form.

Level 1 – Understanding the fundamentals of figure drawing (i.e., how to use drawing materials, how to make gesture drawings, measure proportion, contour drawing, anatomy, light logic, foreshortening, and linear perspective).

Level 2 – Further development of skills and techniques. Analysis and ability to critique one's own work and that of others.

Level 3 – Responding, connecting and synthesizing the knowledge acquired to produce personal work. Mastery of the skills and the use of them in other 2 and 3-dimensional work.

Figure Drawing/Painting

With human figure as the constant motif, this class examines in-depth pictorial composition, draftsmanship, aesthetics, materials and techniques. With exercises of graduating complexity, students learn the rudiments of form, the distinction between content and subject matter and the place of Drawing and Painting within the discourse of Art History. Specific classroom exercises focus on visual analysis and the skills needed for expressive 2D form such as line, tone, mass and illusionistic space. Frequent individual critiques help students personalize their creative thinking.

Level 1 – Understanding of materials, processes and tools. Creation of assigned project-based work. Ideas evolve through the process of the "drawn" language.

Level 2 – Strategic thinking and implementation of ideas. Analysis and ability to critique one's own work and that of others. Demonstrate progress in tonal methods of drawing images of the life model.

Level 3 – Responding, connecting and synthesizing the knowledge acquired to produce personal work. Mastery of the skills and the use of them in other 2 and 3-dimensional work.

Graphic Design

In this class, the students will explore the function of the designer and how they solve problems of communicating products, images and ideas and organize this information in an original form. The students will develop their creative vision and judgment to enable them to distinguish between strong and weak methods of presenting design ideas. It will further their understanding of the creative process and core elements of graphic design for print. Topics include typography, branding and identity, communication design, and concept development. Students will learn the basic design software: CS6 Suite: Photoshop and Illustrator and use these programs to create challenging design projects.

Level 1 – Understanding of materials, processes and tools. Creation of assigned project-based work. Principles of design including type, composition and layout are introduced.

Level 2 – Strategic thinking and implementation of ideas. Analysis and ability to critique one's own work and that of others. Mastery of the tools of the programs and exploration of the principles to further the student's ideas.

Level 3 – Responding, connecting and synthesizing the knowledge acquired to produce personal work. A critical eye and conceptual understanding and approach to design

Illustration

This course involves projects and assignments that relate to the world of illustration and the thought process required to create successful illustrations. Topics include album covers, illustrating an animal, illustrating an action, animals in action, character development, human character development, creature development, storytelling, comic books, movie posters, and flipbooks.

Level 1 – Understanding of materials, processes and tools. Creation of assigned project-based work. Exploration of the role of illustration in the art world.

Level 2 – Strategic thinking and implementation of ideas. Analysis and ability to critique one's own work and that of others. Develop a conceptual practice in regard to the production of illustrative ideas. **Level 3** – Responding, connecting and synthesizing the knowledge acquired to produce personal work. Focus on creating a professional portfolio.

Painting II

This course covers the fundamentals of oil painting, from color mixing and glazing to color theory, gestural painting, representation and abstraction. Through the introduction of a variety of painting techniques in conjunction with slide presentations of working and historical artists, the students gain an understanding and studio capability of many styles of painting.

Level 1 – Understanding of materials, processes and tools. Creation of assigned project-based work. Development of independent problem solving and style in composition: figure, landscape, portrait, and still life.

Level 2 – Strategic thinking and implementation of ideas. Analysis and ability to critique one's own work and that of others. Advanced technical approach to materials, to improve perceptual and rendering skills, and to teach the student advanced problem-solving in terms of painting media

Level 3 – Responding, connecting and synthesizing the knowledge acquired to produce personal work. Students will select or develop appropriate criteria for evaluation/criticism of paintings and present their completed work in a professional manner.

Intro to Photography

This course gives students the opportunities to become familiar with basic functions of the camera, exposure, developing black & white film, enlarging prints in the dark room and obtaining overall creative control within photography. Students will learn the terminology of photography, critical thinking and analysis of work in group critiques and self-evaluation, portfolio development, as well as understanding distinctions between fine art and commercial artists working within the photographic discipline.

Level 1 – Understanding of materials, processes and tools. Creation of assigned project-based work. Integrates black and white photography into projects which produce a series of explorations using distinct techniques and skills in order to articulate several mannerisms.

Level 2 – Strategic thinking and implementation of ideas. Analysis and ability to critique one's own work and that of others. Students will be exposed to contemporary art and modern approaches in photography to connect their ideas with the world of photography.

Level 3 – Responding, connecting and synthesizing the knowledge acquired to produce personal work. Mastery of darkroom skills and the further exploration of those techniques to support the personal, social or political aspects of photography.

Photography II

Develop photographic skills and personal vision through assignments that include portraiture, fashion, narrative and photojournalism. Learn to construct powerful images that convey intention and create a body of work that reflects student's personal ideas. Contemporary photography is examined throughout the class.

Level 1 – Understanding of materials, processes and tools. Creation of assigned project-based work. Introduction to digital photography and the possibilities.

Level 2 – Strategic thinking and implementation of ideas. Analysis and ability to critique one's own work and that of others. Students will be exposed to contemporary art and modern approaches in photography to connect their ideas with the world of photography.

Level 3 – Responding, connecting and synthesizing the knowledge acquired to produce personal work. Focus on creating a professional portfolio.

Experimental Video

This studio art class explores new forms and concepts in the creation of artworks. Working in a hands-on environment, students will work to develop a personal vision as artists while also exploring the vast number of non-traditional materials available in the creation of art. Students will be encouraged to explore their vision through a variety of artistic styles as well (i.e. installation, site-specific works, video, multi-media and performance art).

Printmaking I & II

This course further explores printmaking, as students develop a solid understanding of these techniques: relief print, monoprint, silkscreen and intaglio. Students will develop an understanding of the history of printmaking and how it is used in art today.

Level 1 – Understanding of materials, processes and tools. Creation of assigned project-based work. Introduction of tools and diverse processes of printmaking.

Level 2 – Strategic thinking and implementation of ideas. Analysis and ability to critique one's own work and that of others. Further exploration of techniques to support the student's ideas.

Level 3 – Responding, connecting and synthesizing the knowledge acquired to produce personal work. Production and proficiency of the skills to produce books and a professional portfolio.

3D Design (Sculpture)

Using wood, wire, found objects, and traditional sculptural materials, students explore form and space and how they function in 3-dimensional forms. Focusing on idea-based work, students learn to use a mixed-media approach for studio projects that require research and problem solving that will help them acquire manual dexterity with basic tools and art making techniques.

Level 2 – Strategic thinking and implementation of ideas. Analysis and ability to critique one's own work and that of others. Students will be provided with basic technical skills for making three-dimensional art. Hand Tools will be used and non-art materials will be explored to realize their ideas. **Level 3** – Responding, connecting and synthesizing the knowledge acquired to produce personal work. A conceptual aspect of art making, connecting the physical materials to ideas will be applied.

Traditional Animation

This course will teach the principles of animation by completing exercises based on a particular animation principle. The students then use them in the creation of a storyboard and 5-15 second animation film.

Level 1 – Understanding of materials, processes and tools. Creation of assigned project-based work. The introduction of the principles of animation by completing exercises based on a particular animation principle or principles.

Level 2 – Strategic thinking and implementation of ideas. Analysis and ability to critique one's own work and that of others. Students will make a minimum 10 second animated film complete with storyboards and character model sheets.

Level 3 – Responding, connecting and synthesizing the knowledge acquired to produce personal work. Students are responsible for animating a film that is a minimum of 25 seconds long complete with storyboards and model sheets.

Survey of World Art (Art History: required for 10th grade)

The goal of this class is to introduce art from pre-history through the pre-Impressionist period. It will focus on the ancient art from East Asia, the Americas, and Africa as well as European Gothic, Medieval, Renaissance, Baroque and Neoclassical.

Stop Motion Animation

This class Stop-motion – Animation Techniques introduces students to various animation methods known as stop-motion – creating the illusion of motion and shape change with physical objects that are moved between frames using various material such as clay, fabric, wire, paint on glass and paper cut out. In this class, students will explore what they can express in animation. The class will cover animation basics, how to capture images using digital cameras, building simple sets and puppets, and basic digital editing.

Level 1 – Understanding of materials, processes and tools. Creation of assigned project-based work. Introduction to the materials and techniques.

Level 2 – Strategic thinking and implementation of ideas. Analysis and ability to critique one's own work and that of others. Students will make a minimum 10 second animated film complete with storyboards and character model sheets.

Level 3 – Responding, connecting and synthesizing the knowledge acquired to produce personal work. Students are responsible for animating a film that is a minimum of 25 seconds long complete with storyboards and model sheets.

Experimental Film

This class offers the student a chance to make experimental films. Students will explore the origins of movement, motion and film, from pre-cinema history to current trends in the Avant Garde, through new experimental films and filmmakers.

Level 1 – Understanding of materials, processes and tools. Creation of assigned project-based work. Students will learn non-narrative filming techniques, film process and motion effects through light and film editorial.

Level 2 – Strategic thinking and implementation of ideas. Analysis and ability to critique one's own work and that of others. Production of four short non-objective films. Exploration of non-traditional narrative structures, lighting and movement, camera operation and non-filming movie making programs.

Level 3 – Responding, connecting and synthesizing the knowledge acquired to produce personal work. Focus on creating a professional portfolio.

Painting III

This class will give students an opportunity to experiment with abstraction, color field, figure, non-representation, collage, and other painting genres and techniques. Seniors will be able to work through their own projects as well.

Level 2 – Strategic thinking and implementation of ideas. Analysis and ability to critique one's own work and that of others. Painting ideas will be researched and worked by way of prep drawings and collage and written concepts.

Level 3 – Responding, connecting and synthesizing the knowledge acquired to produce personal work. Development of work for Senior Thesis project and a body of work that supports their thesis.

Drawing and Painting II

In this drawing and painting course, we will examine Contemporary Art Practices. The class objective is to develop your personal knowledge and critical appreciation of visual art and ideas. Students will be exposed to various drawing and painting techniques while exploring the cultural aesthetic theories of contemporary art movements and to examine an array of identity, socio-economic, gender, race and class issues. The art of today depends on the viewer's knowledge and participation. In meeting these objectives, students will engage in art criticism and studio activities.

Students are encouraged to explore contemporary drawing and painting media including installation, 3-D elements, and non-traditional materials and processes, in addition to traditional charcoal drawing and painting techniques using acrylic or oils. In the process, we will examine representational, experimental drawing and painting, objective and abstract work.

STUDENT SUPPORT

The Visual Arts Department offers students support with their portfolio preparation and college applications. Faculty are all working professionals pursuing a career as artists and have expertise in this area. They can serve as a valuable resource for advice and guidance. The VA Department offers opportunities for students to have their work photographed by professional photographers to ensure the highest quality presentation. Each year at least 15 prestigious art schools and universities from around the nation make presentations and conduct portfolio reviews on campus for juniors and seniors.

Students with an IEP or 504 plan receive ongoing support from the Special Education team, each Teaching Artist and the Visual Arts Chair. It is important to communicate with all members of the student's Special Education team to address needs and/or changes in a timely manner.

STAY CONNECTED!

For up-to-date information, always check

www.lachsa.net

QUESTIONS?

Send an email to

LACHSA_info@lacoedu

or refer to the contact page on Pg. 5

Official school communications are sent via email through Aeries Communication (ParentSquare) or Constant Contact. Always check your spam folder, and do not unsubscribe from newsletters.

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ACKNOWLEDGEMENT OF RECEIPT AND UNDERSTANDING OF LACHSA COMMUNITY HANDBOOK

I have received a copy of the LACHSA Community Handbook.

I acknowledge I must read the handbook so that I understand my rights and responsibilities as a student of LACHSA.

I understand that my signature indicates that I have read and understand what is expected of me and the above statements.

Furthermore, I attest that I understand and agree and comply with all provisions, policies, and procedures outlined in the LACHSA Community Handbook.

As a student at LACHSA, I have read and understand and accept all terms of the above statement.

Student Name: _____ Date Signed: _____

Student Signature: _____ Date Signed: _____

Parent Signature: _____ Date Signed: _____

Please sign and date and return to the office.

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